

Michaelchurch Escley **Primary and Pre School**



Relationships, Sex **and Health Education** **Policy**

Date Reviewed:	July 2026
Reviewed by:	Staff/Govs/SLT/Parents
Approved by:	Awaiting FGB approval (Sept 2026)
Policy to be reviewed by:	July 2028

Introduction

Michaelchurch Escley Primary School considers that Relationships, Sex and Health Education (RSHE) to be an integral part of the Personal, Social and Health Education (PSHE) curriculum and as such is taught alongside PSHE subjects. We also recognise that RSHE topics have strong links with Science and RE subjects, however there is the potential for RSHE related topics and discussions to arise in all subjects taught in school. When this occurs, teaching staff will support and guide discussions with sensitivity. In line with our school motto 'Be Curious'. We encourage all children to ask questions and be inquisitive about RSHE, as we do in all other subjects.

We offer pupils a carefully considered and planned RSHE programme, which includes human development, relationships, sexuality and family life, within a safe and nurturing environment. Teaching staff will also ensure that the programme is delivered in a manner appropriate to pupils' level of maturity and experiences.

At Michaelchurch Escley Primary and Pre School we teach RSHE as set out in this policy which reflects the requirements of the Department for Education's [Relationships Education, Relationships and Sex Education and Health Education guidance](#) statutory guidance (2025), which becomes mandatory for all schools from September 2026.

Aims

Relationship, sex and health education is lifelong learning about physical, moral and emotional development. Our aim is to enable our pupils to respect themselves and others, so that they can move confidently from childhood through adolescence and into adulthood. At Michaelchurch we aim to stress the values of loving relationships, mutual respect, and care.

The aims of RSHE at our school are to:

- Develop pupils' communication skills, emotional literacy and self-regulation.
- Equip pupils to form positive, respectful and healthy relationships.
- Develop pupils' understanding of online safety, media literacy and digital wellbeing.
- Teach pupils how to recognise unsafe situations, harmful behaviours and inappropriate content online and offline.
- Help pupils understand change, loss and bereavement.
- Support pupils to become confident in seeking help and accessing trusted sources of support.
- Provide a framework in which sensitive discussions can take place
- To be able to name parts of the body and describe how their bodies work
- To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Support pupils in understanding and managing change, loss and bereavement, recognising that people may respond differently and may need different forms of support.
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To have the confidence and self-esteem to value themselves and others
- To understand about the range of relationships, including the importance of family for the care and support of children
- To develop confidence in talking, listening and thinking about feelings and relationships
- To understand the consequences of their actions and behave responsibly within relationships

- To be able to recognise unsafe situations, be able to protect themselves and ask for help and support
- To understand how media, digital technology and online content can influence attitudes, beliefs and behaviour, and to develop the skills needed to critically evaluate information.
- To understand how safe routines can reduce the spread of viruses

Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017 and teach all elements of the science curriculum within the National Curriculum.

In teaching RSHE we must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

Definition

RSHE is about the emotional, social and cultural development of pupils and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity. RSHE forms an important part of the school's safeguarding curriculum. Through RSHE, pupils learn how to recognise risk, develop healthy and respectful relationships, stay safe both online and offline, seek support when needed and understand how to report concerns about themselves or others.

Curriculum

Our curriculum follows the statutory programme set out in the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance. Because we believe it is very important to provide our children with some sex education (as recommended in the statutory guidance), we will also teach some elements of non-statutory RSHE subjects. This lesson content is in Oak Class and forms part of the Safety and the Changing Body unit, which is exclusively taught to Year 6 students. Parents have the statutory right to withdraw their child from this lesson if they choose.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum e.g. family compositions and the birth of babies, reproduction in plants and the production of seeds and reproduction in animals

including humans. Aspects of RSHE relating to beliefs and ceremonies are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships - through our online safety and health education curriculum, pupils will learn how to stay safe and healthy online. This includes understanding age restrictions on social media and online platforms, protecting personal information, managing privacy and location settings, recognising scams and fraudulent activity, identifying misleading or unreliable online content, understanding the risks associated with online gaming and digital communication, and knowing how to seek help and report concerns.
- Being safe
- Health education and personal safety education - support pupils to identify hazards, assess risk and make informed decisions. Pupils will learn practical strategies for staying safe in a range of situations, including near roads, railways, water, fire and when travelling independently. They will also learn how to respond appropriately in emergencies and how to access help when needed.

As with all subjects teachers plan to deliver topics on a two year rolling cycle to ensure comprehensive and complete coverage of the objectives.

All RSHE classes are taught with both boys and girls present. We strongly believe it is beneficial for children to learn about topics of relationships, sex and health in mixed classes so they can develop an understanding of the views of children of the opposite sex.

The RSHE/PSHE curriculum is adapted for SEND pupils through differentiated teaching, accessible resources, and inclusive strategies, ensuring all learners can engage meaningfully and develop essential life skills.

Foundation Stage / Preschool

In Preschool and Reception, learning is delivered through the EYFS framework and supports personal, social and emotional development, relationships, safety, wellbeing and understanding the world.

Our pupils begin their Relationship and Sex Education as soon as they enter our school or preschool. Children are encouraged to form good relationships with adults and their peers. In addition, they develop an awareness of their own views and feelings and are encouraged to be sensitive to the feelings of others. As part of their Understanding of the World curriculum the children learn about similarities and differences between themselves and others, and among families, communities and traditions.

In addition, the routines of good hygiene are reinforced on a daily basis. Children are also supported to recognise and communicate feelings associated with change, transition and loss through stories, discussion and age-appropriate learning experiences

Key Stages 1 and 2

Relationship, Sex and Health Education contributes to the foundation of PSHE by enabling all pupils to:

- develop confidence in talking, listening and thinking about feelings and relationships
- name body parts and describe how their bodies work
- protect themselves and ask for help and support
- be prepared for puberty

Acorn Class

Topics taught in years 1 and 2 include:

- about growing and changing, growing from young to old
- correct names for the main parts of the body, including penis, vulva, vagina, testicles, scrotum, chest, nipples and anus, taught in an age-appropriate manner to support personal safety, body awareness and safeguarding.
- similarities and differences between boys and girls
- what makes them unique
- change and loss associated with events such as, starting school, a new baby brother/sister
- feelings associated with change or loss
- keeping safe including in different situations
- make real and informed choices; what influences our choices; choices influence the way we look and feel
- different kinds of feelings that are good and not so good and the vocabulary we can use to describe feelings
- how we can use simple strategies to manage feelings
- importance of taking care of personal hygiene and their own health

Sapling Class

Objectives taught in years 3 and 4 include:

- to extend the vocabulary of body parts to include (but not exclusively) rectum, testicles, vulva.
- the importance of keeping good hygiene
- describing intensity of feelings to others and managing complex emotions
- different types of relationships and what makes a healthy relationship (friendship)
- maintaining positive relationships
- who is responsible for their health and wellbeing, and who to ask for advice
- understand that not all online information is accurate and begin to develop skills to evaluate information, identify scams and make safe choices online
- recognise a wider range of feelings in others, responding to feelings
- using strategies to resolve disputes (negotiation and compromise), resolving differences
- different types of relationships
- jealousy, love and loss; memories of loved ones
- conflicting feelings experiences at the same time

Oak Class

Objectives taught in years 5 and 6 include:

- to further extend the vocabulary of body parts to include (but not exclusively) urethra, scrotum, uterus, cervix, labia, scrotum
- to know how male and female bodies change during puberty
- human reproduction, including how a baby is conceived and born, taught in an age-appropriate manner within the context of healthy adult relationships
- importance of good hygiene
- describing intensity of feelings to others and managing complex emotions
- different types of relationships; what makes a healthy relationship and maintaining positive relationships
- who is responsible for their health and wellbeing; to ask for advice
- develop media literacy skills by critically evaluating online information, recognising misinformation, understanding online influence and advertising, and identifying scams and fraudulent activity - understand how digital content, influencers, AI-generated content and targeted advertising can affect opinions, choices and behaviour
- what makes a healthy and happy relationship?
- different relationships; what makes positive, healthy relationships
- recognise when relationships are unhealthy
- committed, loving relationships (including marriage, civil partnership)

For more information about our RSHE curriculum, see Appendix 1 and 2.

Places where Relationship and Sex Education is found in the science curriculum

National Curriculum Science. Year 1: Pupils should be taught to “identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.”

Year 2: Pupils should be taught to “notice that animals, including humans, have offspring which grow into adults.”

Year 5: Pupils should be taught to “describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird”, “describe the life process of reproduction in some plants and animals” (this includes humans), “describe the changes as humans develop to old age.”

Year 6: Pupils should be taught to “describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals”, “recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function”, “recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.”

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and responsibilities

Governors

The governing body (delegated to curriculum governors) will approve the RSHE policy, and hold the head teacher to account for its implementation.

Headteacher

The head teacher is responsible for ensuring that RSHE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE (see section - Right to Withdraw).

Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the head teacher.

All class teachers are responsible for teaching RSHE in school.

Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

Parental Engagement and Transparency

Parents will be informed of the content of RSHE lessons and will have access to curriculum overviews and teaching resources upon request. The school will ensure transparency regarding materials used and provide opportunities for discussion with staff.

Parents' Right to Withdraw

Parents have the right to withdraw their child(ren) from the non-statutory elements of Relationships and Sex Education within RSHE.

Parents cannot withdraw their child(ren) from science lessons about reproduction.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the head teacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Parents do not have the right to withdraw their children from relationships education.

Evaluating and monitoring

Curriculum

The delivery of RSHE is monitored by the PSHE/RSHE lead through:

- lesson observations
- monitoring of planning and curriculum coverage
- collection of representative pieces of work
- interviews with pupils

Pupil

Pupils' development in RSHE is monitored by the class teacher and is monitored in several ways:

- Early Years and Foundation Stage (EYFS) pupils are monitored and assessed using our internal assessment system Tapestry
- Evidence of progress for all age groups is gathered from class discussions, including small group and one-to-one discussions
- Evidence of progress for EYFS, KS1 and KS2 is gathered from written and illustrated work, which is then teacher assessed. This evidence can be found on Tapestry for EYFS, or whole class PSHE/RSHE books for Acorn, Sapling Classes and Oak Classes.
- No testing or formal assessment of RSHE takes place, including in Year 6

When children ask questions

As a school we encourage our children to ask questions to deepen their knowledge and understanding. Sometimes children will ask adults or other children challenging questions within or out with lessons relating to the topics covered by the RSHE curriculum.

In the classroom

When this arises in class the teacher will use their knowledge of the class to decide which of the following strategies is appropriate:

- Answer the question in class but adapt the depth of detail with which to answer the question according to the children in the class
- Inform the class of the question and give the children a choice of whether they wish to know the answer or not
- Give the answer to a small group of children only
- If the question is asked by only one child the teacher will offer to answer it 1:1 after the lesson has ended.

Outside the classroom

When child led conversations and questions relating to RSHE arise outside the classroom, staff will use one or more of the following strategies:

- Intervene in a conversation to correct misconceptions and misinformation
- Ensure that the class teacher is aware of the conversation
- The class teacher will support the children's developing understanding of RSHE topics through individual discussions with the children involved
- The class teacher will plan additional class discussions, circle time or RSHE lessons to support learning of RSHE topics
- Encourage older children to write down any worries or questions they may have and post them in the Worry Box and our Emotional Literacy Support Assistant (ELSA) - Mrs Lane - will respond to these
- Younger children will be supported to communicate any worries or questions by their class teacher and when necessary additional support will be provided by our ELSA.

When these questions arise, they can be of a sensitive nature and all staff at Michaelchurch will seek to discuss the topics raised in a sensitive way, using language appropriate for the age of the child(ren) involved. Further, we recognise the heightened importance to involve and inform parents of these incidents, therefore staff will ensure that parents or carers are **always** informed when children have asked and discussed challenging questions. Ideally this will either be in person or by phone (within 24 hours), however, if it is not possible to contact the parent or carer within this time an email will be sent. This email will inform the parent or carer of the nature of the conversation and offer the opportunity for further discussion with a member of staff.

Policy

This policy was created following an extensive consultation period with parents and the school community. It will be reviewed by the staff annually and at every review the policy will be approved by the curriculum governors. The school will consult parents in reviewing the policy. It will then be made accessible for all stakeholders to view on the school website.

Equal opportunities

As with all areas of the curriculum within our school, all pupils are given the opportunity to participate in all of these lessons. Pupil needs will be assessed each year.

Links to other Policies

This policy is linked to the following school policies:

Safeguarding Policy

Behaviour Policy

Child on Child Abuse Policy

Equality Policy

Appendix 1 –

The outcomes listed below reflect the expectations contained within the Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (2025) for implementation from September 2026.

The school recognises the increased importance of online safety, media literacy, personal safety, emotional wellbeing, bereavement education and healthy relationships within the revised guidance. These themes are taught progressively through the curriculum and are reflected throughout our PSHE and RSHE provision.

Families and people who care for me	Pupils should know: - that families are important for children growing up because they can give love, security and stability - the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives - that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care - that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up - that marriage* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	Pupils should know: - how important friendships are in making us feel happy and secure, and how people choose and make friends - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded - that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right - how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	Pupils should know: - the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs - practical steps they can take in a range of different contexts to improve or

	support respectful relationships • the conventions of courtesy and manners • the importance of self-respect and how this links to their own happiness • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • what a stereotype is, and how stereotypes can be unfair, negative or destructive • the importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	Pupils should know: • that people sometimes behave differently online, including by pretending to be someone they are not • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • how information and data is shared and used online
Being safe	Pupils should know: • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • how to recognise and report feelings of being unsafe or feeling bad about any adult • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so • where to get advice, for example family, school or other sources
<i>*Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</i>	

Appendix 2 –

PSHE/RSE whole school curriculum map

Long-term plan: RSE & PSHE Michaelchurch Escley Primary and Preschool

Michaelchurch Escley Primary and Preschool – Long-term plan PSHE/RSE

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CYCLE 1	EYFS	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
	Year 1/2	My healthy self: How can we look after our emotions?	Citizenship: How can I help others and the environment?	Citizenship: How do people belong to a community and earn money?	My healthy self: How can we look after our bodies?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
	Year 3/4	My healthy self: How can I take care of my mind and body?	Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	My healthy self: How can I make healthy choices?	Citizenship: How can I spend money responsibly?	Growing up: How will my body and emotions change as I grow up?
	Year 5/6	My healthy self: How can I support my mind and body as I grow?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	My healthy self: How do my choices today shape my future health?	Citizenship: How can we protect everyone's rights?	Sex education: How do people become parents and carers?
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CYCLE 2	EYFS	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
	Year 1/2	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?
	Year 3/4	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What careers do people choose and why?	Staying safe: What signs help me recognise what is safe or unsafe?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?
	Year 5/6	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we be in control of our money?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about the things I see online?	Staying safe: How can I stay safe as I grow up?

Appendix 3 – Request to withdraw a child from a non-statutory sex education lesson

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	