TOLLESBURY SCHOOL

Relationships, Sex and Health Education Policy

This Policy was adopted by the Governing Body
In June 2025
It will be reviewed as part of the
Monitoring and Evaluation Cycle annually

1. Aims

The aims of relationships, health and sex education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Teach pupils the key facts related to human reproduction.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- To support children's understanding of healthy relationships in the actual and virtual world

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science 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.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff gathered all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what pupils want from their RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSHE at Tollesbury is about the emotional, social and cultural development of pupils, and involves learning about relationships, reproduction, healthy lifestyles and managing the physical and emotional changes that occur during puberty.

5. Curriculum

We follow the PSHE Association approved Medway RSHE Curriculum. It is a spiral curriculum, which builds on children's prior knowledge. RSHE lessons are taught in weekly lessons for the duration of the unit of study.

We have developed the curriculum in consultation with parents/carers, pupils and staff, taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers respond in an appropriate manner so that pupils are fully informed.

Further details of the PSHE and RSHE curriculum are outlined in the PSHE/RSHE Curriculum Framework: Whole School Curriculum Map (Appendix 1).

Yearly provision

The key elements of RSHE taught in each year group are summarised below:

EYFS

EYFS children are taught to play cooperatively, to share and take turns, to take account of one other's ideas, to show sensitivity to other people's needs and feelings and form positive relationships with adults and children.

Year 1

Children learn that bodies and feelings can be hurt. They learn about appropriate and inappropriate touch.

Year 2

Children learn about the main stages of the human life cycle and how we grow and change as we get older. Children learn to judge what kind of physical contact is acceptable and what is unacceptable. They learn scientific names for the external genitalia. They learn about special people in their lives. Children learn about managing feelings, about behaving with respect for others and about bullying. They learn about safe and unsafe secrets.

Year 3

Children learn to describe their feelings and the feelings of others. They learn about friendships and the qualities of a good friend. They learn more about bullying behaviour. They learn about how their own actions can affect themselves and others.

Year 4

Children learn about different types of relationships and what makes a healthy relationship, maintaining positive relationships and who is responsible for their health and wellbeing. They learn about managing feelings and how to deal with loss.

Year 5

Children learn about diversity and stereotypes, including sexual stereotypes and name calling. They learn how the body grows and changes with the onset of puberty and how this relates to changing feelings. They learn to name the external and internal genitalia and about personal hygiene related to puberty. They learn about the menstrual cycle, about ejaculation and wet dreams.

Year 6

Children learn more about how the body changes with puberty, they learn how to become more independent as they grow older. They learn more about different types of relationships, including civil partnerships. They learn what makes a positive relationship. They learn about human reproduction and how a baby is made.

6. 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.

Many PSHE lessons are taught through Circle Time, however the elements of RSHE that cover the human life cycle are taught in the more formal style of science lessons. Teachers use distancing techniques in line with the Medway schools' guidance documents. RSHE lessons are taught with a Teaching Assistant present to assist children and support the teacher.

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
- Being safe

Sex Education covers how a baby is conceived.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and 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).

We are mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We teach about these topics in a manner that considers how a diverse range of pupils will relate to them and is sensitive to all pupils' experiences. During lessons, teachers aim to help pupils to feel safe and supported and be able to engage with the key messages.

We also make sure that pupils learn about these topics in an environment that's appropriate for them and make appropriate adjustments, for example in:

- A whole class setting.
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

6.2 Use of resources

We use Medway resources as they are aligned with the teaching requirements set out in the statutory RSHE guidance and in line with our legal duties around political impartiality. Teachers do not supplement these resources with additional materials other than NSPCC PANTS guidance materials.

The school remains responsible for what is said to pupils. This includes making sure that any tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

7. Roles and responsibilities

The governing board approves the RSHE policy and holds the headteacher to account for its implementation.

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 9).

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/carers wish them to be withdrawn from the non-statutory 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 headteacher.

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

8. Parents' Right to withdraw.

Parents have a right to request that their child is withdrawn from sex education, but not from relationships education. Parents can ask their school for their child to be withdrawn from some or all of sex education lessons.

Requests for withdrawal should be put in writing and addressed to the headteacher. Alternative schoolwork will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

10. Monitoring arrangements

The delivery of RSHE is monitored by the PSHE/RSHE lead through planning scrutinies, climate walks and pupil interviews.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

Appendix 1

PSHE/RSHE Curriculum Map

PRIMARY PSHE EDUCATION: Curriculum Map – QUESTION-BASED MODEL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us? NSPCC PANTS	Who is special to us? RSHE Medway Y1/2 lesson 1	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy? RSHE Medway Y1/2 Lessons 2 and 3	How do we recognise our feelings?
Year 3	How can we be a good friend? Medway lessons 1 and 2	What keeps us safe? NSPCC PANTS	What are families like? NSPCC PANTS	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How can we help in an accident or emergency? (from Spr 1 Y5, also covered by Life saving wkshop Y5)	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can drugs common to everyday life affect health? (from Sum 1 Y5)	How can friends communicate safely?	How will we grow and change? (from Spr 2 Y4) Medway Y4/5 Lessons 1-4	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow? Medway Y6, Lessons 1-4	