



Relationships, Sex and Health Education Policy

We educate for life in all its fullness. At Crosby Ravensworth this means:

- A close, cohesive family atmosphere where children are inquisitive, confident in the natural environment to which they are connected and supported as they learn resilience through challenge.
- Widened opportunities for children, alongside adults, to flourish. Cultural capital is prized and we prepare our children for a world of diversity.
- Richness and ambition throughout our academic, creative, sporting, social and spiritual ventures.

Compassion ✝ Community ✝ Courage

I have come in order that you might have life; life in all its fullness.

John 10.10

PREPARED BY:	Heather Lowthian, coordinator Updated by Duncan Priestley, Headteacher
RATIFIED BY:	Pupil Progress Committee June 2024
NEXT REVIEW BY:	June 2028

VERSION CONTROL		
ENTER NO	ENTER DATE	Give brief description of reason for change, eg, creation, amendment to section on.....
01	May 2020	Policy created by coordinator Heather Lowthian
2	May 2022	No changes proposed.
3	June 2023	Front page amended. No changes required.
4	June 2024	General redrafting and reference to long term plans on curriculum section of website.
5	May 2026	Guidance reference updated to 2025; sex education year group recommendation (Y5/Y6) added; assertiveness and managing difficult feelings in relationships added; online image/content pressure strategies added; vaping added to curriculum content; misogyny and VAWG added; gender identity teaching guidance added; suicide prevention safe teaching approach added. (DP)

Introduction

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. Pupils also need support to recognise and respond safely to online harms, including inappropriate content, bullying, harmful contact, coercion and misinformation. In this environment, children and young people need to know how to be safe and healthy and also how to manage their academic, personal and social lives in a positive way. As a result of this, from September 2020, Relationship and Health Education was made compulsory in all primary schools in England.

This policy outlines Crosby Ravensworth Primary School's commitment to provide effective RSHE for all pupils, linked to our Personal, Social, Health Education (PSHE). It has been written with regard to the Department for Education's statutory Relationships, Sex and Health Education guidance (2025), which replaces the previous 2019 guidance and comes into full statutory force from September 2026. The RSHE teaching in this school contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSHE is taught in an age-appropriate manner throughout the school.

PSHE

We teach PSHE through a whole-school approach to support pupils' personal development, wellbeing, relationships and readiness for life and learning.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

WHAT IS RSHE?

Relationships, Sex and Health Education (RSHE) is lifelong learning about physical, moral and emotional development.

We want to be able to provide children and young people with key building blocks of being physically and mentally healthy, understanding relationships, including online contact and good digital wellbeing. This includes developing the ability to communicate effectively, be assertive, and express needs and boundaries, as well as skills for managing difficult feelings in the context of relationships, such as disappointment, frustration and loneliness.

Pupils will learn about the benefits and importance of having hobbies and interests, daily exercise, good nutrition and sufficient sleep. We also aim to give pupils the language and knowledge to understand the normal range of emotions that everyone experiences.

They will also cover healthy relationships, different families, respect, love and care, reproduction, puberty, hygiene, the body, how a baby is made and sexuality. There is often concern that RSHE will encourage sexual experimentation however, evidence shows that those who receive effective RSHE at school are more likely to delay first sexual activity.

In the primary school we are building the foundations of skills and knowledge that will be developed further at secondary level.

Context

We teach RSHE in the context of the school's aims and values framework. While RSHE in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach RSHE in the belief that:

- RSHE is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies;

- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- pupils should be taught to recognise and challenge various forms of misogyny, and understand the links between sexism, misogyny and violence against women and girls;
- children need to learn the importance of self-control, personal responsibility and respectful behaviour;
- RSHE is inclusive and accessible to all pupils, promoting understanding, respect and equality.;
- Personal beliefs and attitudes of teachers will not influence the teaching of RSHE.

Contents

All areas of PSHE for the primary phase including statutory Relationships and Health Education are taught across the school as per the long term plans that are listed on the curriculum section of the school website.

We teach explicit PSHE lessons each week that are reinforced and enhanced in many ways: assemblies and collective worship, praise and reward system, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Sex Education

The DfE Guidance 2025 recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of the pupils, and now specifies that this teaching should take place in Year 5 and/or Year 6. However, 'Sex Education is not compulsory in primary schools'. (p. 23). Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for Science - how a baby is conceived and born'.

RIGHT TO BE EXCUSED FROM SEX EDUCATION

We believe that RSHE should be a partnership with parents and carers. Parents and carers will be informed about the RSHE curriculum and consulted as appropriate through curriculum information, the school website and communication from school regarding specific aspects of Sex Education.

Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of the statutory RSHE however, Relationship Education and Health Education is compulsory for all pupils receiving primary education therefore there is no right to withdraw from Relationship or Health Education.

Before granting any such request, the head teacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will also discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in class, rather than what was directly said by the teacher.

Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary school, other than what has to be covered as part of the Science curriculum.

Monitoring and Review

- Monitoring of the RSHE Policy is the responsibility of the head teacher, named governor (Kate Townend) and PSHE leader.

- The school will assess the effectiveness of the aims, content and methods in promoting pupils learning by lesson observation, sampling teachers planning and feedback from parents.
- The effectiveness of the RSHE programme will be evaluated by assessing children's learning and implementing change if required.
- Governors will monitor the subject regularly.
- This policy document is available to view on the school web site.

Confidentiality

Teachers/other professionals conduct Sex Education lessons in a sensitive manner and in confidence. When addressing topics that touch on emotional wellbeing, isolation and bullying, the school will consider how to approach suicide prevention in a safe and age-appropriate way. Teaching will focus on coping methods and sources of support rather than instructions or methods of self-harm or suicide. Any decision to address suicide directly will involve prior consultation with mental health professionals and use of evidence-based staff training. Staff will take particular care not to discuss instructions or methods of self-harm or suicide in lessons.

If a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher/health professional will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has safeguarding concerns, they will report these in line with the school's safeguarding procedures and Keeping Children Safe in Education guidance. The head teacher/safeguarding officer will then deal with the matter in consultation with health care professionals.

Equality

The PSHE including RSHE programme will be delivered in accordance with the school's Inclusion Policy and the Equality Act (2010). Consequently, implicit in the school's curriculum, pupils will learn from an early age that there are many different types of 'family'. In KS2, pupils will be taught that the term 'relationship' may refer to two people of the same or different: gender, ethnicity, religion/belief, or ability/disability. Teaching will be factual, age-appropriate and inclusive, promoting respect for all people and relationships in accordance with the Equality Act 2010. When teaching about gender identity, the school will ensure that biological sex is taught clearly and accurately, and that contested views are not presented as fact. Staff will be mindful to avoid any suggestion that social transition is a simple solution to feelings of distress or discomfort, and will avoid using external materials that perpetuate stereotypes or encourage pupils to question their gender.

Adopted: May 2026 by pupil progress committee

Review: Summer 2028

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The guidance states that, by the end of primary school:

	Pupils should know...	Unit
Families and people who care for me	- 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 (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). - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. - 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.	All of these aspects are covered in lessons: - Relationships - Changing Me - Celebrating Difference - Being Me in My World

Online relationships	• 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.	All of these aspects are covered in lessons: • Relationships • Changing Me • Celebrating Difference
Being safe	• 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 e.g. family, school and/or other sources.	All of these aspects are covered in lessons: • Relationships • Changing Me • Celebrating Difference

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	Unit
Mental wellbeing	• that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).	All of these aspects are covered in lessons: • Healthy Me • Relationships • Changing Me • Celebrating Difference

	it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	
Internet safety and harms	- that for most people the internet is an integral part of life and has many benefits. - about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. - how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. - why social media, some computer games and online gaming, for example, are age restricted. - that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. - how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. - where and how to report concerns and get support with issues online.	All of these aspects are covered in lessons: - Relationships - Healthy Me
Physical health and fitness	- the characteristics and mental and physical benefits of an active lifestyle. - the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. - the risks associated with an inactive lifestyle (including obesity). - how and when to seek support including which adults to speak to in school if they are worried about their health.	All of these aspects are covered in lessons: Healthy Me
Healthy eating	- what constitutes a healthy diet (including understanding calories and other nutritional content). - the principles of planning and preparing a range of healthy meals.	All of these aspects are covered in lessons: Healthy Me

	the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	
Drugs, alcohol and tobacco	- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. - the facts about vaping and the risks of nicotine addiction. - about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. - the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. - about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. - about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. - the facts and science relating to immunisation and vaccination	All of these aspects are covered in lessons: Healthy Me
Basic first aid	- how to make a clear and efficient call to emergency services if necessary. - concepts of basic first-aid, for example dealing with common injuries, including head injuries.	All of these aspects are covered in lessons: Healthy Me
Changing adolescent body	- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. - about menstrual wellbeing including the key facts about the menstrual cycle.	All of these aspects are covered in lessons: - Changing Me - Healthy Me

