



Elmhurst Junior School

Relationships, Sex & Health Education (RSHE) Policy

Agreed by Partnership Board	Hazel Callaghan
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Introduction

This is the policy of Elmhurst Junior School on the approach taken to Relationships, Sex and Health Education (RSHE), approved by the Partnership Board Feb 2026

Legal Context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017*).

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

This RSHE policy also supports legal requirements relating to the following:

- *The Equality Act 2010.*
- *The Education Act 1996.*

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

Following this change in the law, the Department for Education published *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*.

This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this RSHE policy also covers health education.

- *Statutory guidance, Keeping Children Safe in Education 2020.*

The following policies are also relevant to this Relationships and Health Education policy:

- Anti-Bullying
- Child Protection and Safeguarding
- Confidentiality Statement

- e-Safety
- Equality Information and Objectives
- School Behaviour

Definition

RSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives. RSHE is enhanced by our supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

Mission Statement

We understand that each and every one of us has a responsibility to ensure that every adult and child feels safe, respected, valued and welcome at Elmhurst Junior School. At Elmhurst, the teaching of RSHE will encourage pupils to:

- Value and respect themselves.
- Value and respect others.
- Celebrate diversity by valuing and respecting differences in people's age, ethnicity, nationality or national origin, language, religion or belief, culture, gender identity, sexuality, physical and mental (dis)ability, special educational needs, socio-economic background or (dis)advantage.

We will ensure that both the content of the PSHE curriculum and the teaching of RSHE reflects the school's ethos and values. As staff and partners, we recognise that hatred, prejudice and discrimination are wrong and will not be tolerated in our school community. (All incidents which are judged to be racist, sexist, homophobic/biphobic/transphobic (HBT) or disabilities-related will be reported to senior leaders, and will be recorded on CPOMs and dealt with according to school policies and procedures.

Aims

The aims of our RSHE programme are:

- Provide accurate and age-appropriate information.
- Include all children.
- Help children make informed choices.
- Develop knowledge, skills and attitudes.
- Build confidence and self-esteem.
- Develop personal attributes.
- Prepare children for the next stage of education and adulthood.
- Develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the *Equality Act 2010*.

Roles and Responsibilities

An effective programme of RSHE requires support from the whole school community and the following people have specific roles and responsibilities:

Partnership Board

- Approve the RSHE policy and hold the headteacher and subject lead to account for its implementation.
- Ensure all pupils make progress in achieving the expected educational outcomes
- Ensure the subjects are well led, effectively managed and well planned.
- Ensure the quality of provision is subject to regular and effective self-evaluation.
- Ensure teaching is delivered in ways that are accessible to all pupils with SEND.
- Ensure clear information is provided for parents on the subject content and the right to request that their child is withdrawn.
- Ensure the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Headteacher

- Overseeing the development and delivery of RSHE.
- Providing staff with the opportunity to contribute to the development of RSHE.
- Providing information to the trustees/ partners.
- Providing training for the subject leader and staff, as required.
- Supporting the subject leader to liaise with parents and carers.
- Working with parents and carers who wish to withdraw a child from sex education.

Subject Leader

- Leading the development and delivery of effective RSHE.
- Keeping up-to-date with the development of RSHE.
- Supporting colleagues as required.
- Monitoring and evaluating RSHE and providing necessary reports.
- Liaising with parents and carers.
- Keeping subject information up-to-date, including on the school website.
- Overseeing external visitors and resources used in RSHE.

All Staff

- To understand and implement the policy of RSHE.
- To teach RSHE in line with the agreed curriculum.
- To assess and monitor the progress of children.
- To respond to the needs of individual children.

Pupils

- To engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

Curriculum Content

The school has developed its own scheme of work based on quality assured resources and sources from the PSHE Association. This includes full curriculum coverage, including all the statutory content, for each year group. Lesson plans and resources have been carefully scrutinised and adapted to ensure the content is age-appropriate and meets the personal, social and emotional needs and development of children in each year group.

By the end of Key Stage 2 (KS2), all pupils are expected to have covered the following topics:

Relationships education:

- Families and people who care for the pupil
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe.

Health education:

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent bodies.

Please see *Appendix A - Curriculum For Life Overview* for more information regarding these themes.

Curriculum Organisation

The school adopts the following approaches to organise the curriculum to ensure high quality delivery of RSHE:

- A spiral curriculum, meaning that core themes and content are built on each year.
- Lessons are delivered weekly in all year groups for a duration of 45-60 minutes depending on lesson content, to allow children to explore topics and reflect on their learning.
- Focus days, visits and visitors cannot replace a taught lesson but are used at key times during the year to enhance the curriculum programme.
- Cross curricular links such as PE, computing, science, RE and Forest School.
- Lessons are taught by class teachers or regular substitute teachers.

Teaching and Learning

RSHE is delivered in line with the teaching and learning policy. However, as the subject deals with real-life experiences, it is important to establish a safe and positive learning environment using the following approaches:

- Establishing clear ground rules in consultation with children. Ground rules should include confidentiality, respect for others, privacy and boundaries.
- Using distancing techniques including de-personalised discussions and role play.
- Using clear language to avoid misunderstandings.
- Avoiding prejudice and assumptions about children's abilities, desires, background and experiences.
- Dealing sensitively with unexpected questions and comments.
- Assessing and building on existing knowledge and experiences.
- Ensuring that learning is engaging, using a range of activities, including structured discussion and problem-solving.
- Providing a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes.
- Allowing time for reflection.
- Providing differentiated learning.
- Using a variety of groupings to enhance learning.

Visitors

Visitors can enhance children's learning. Visitors should complement but never substitute or replace planned provision or teach anything that contradicts the content and spirit of this policy. Teachers will select visitors in liaison with the subject leader. The following will be used to guide the use of visitors:

- The school will use visitors to enhance the lessons delivered by the class teacher; and information on where a visitor fits into the long-term plan will be shared with the visitor.
- The school will make visitors aware of the school policy for RSHE.
- The school will check the content of sessions delivered by visitors to make sure that it fits with the school's ethos and meets legal requirements.
- A member of staff will be present in sessions delivered by visitors.
- The school will make sure visitors undergo the necessary checks as required by the school safeguarding policies.

Equality

Under the Equality Act 2010, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age.
- Marriage and Civil partnership.
- Disability.
- Race.
- Religion and belief.
- Sexual orientation.
- Sex.
- Pregnancy and maternity.

- Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND). The RSHE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

The right to view RSHE resources

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education. However, knowledge organisers are shared online with parents so that they can see the overviews for each term and parents may request to see the specific teaching resources and learning materials used in any of the lessons.

The right to withdraw from sex education (non-statutory)

A parent or carer **does** have the right to withdraw their child from sex education (unless what is being taught is part of the science national curriculum). Sex education is covered in *Year 6 Health & Wellbeing - Spring Term 2* for which a termly overview is shared via the school website. Parents may request to see the teaching resources and learning materials used in lessons.

Parents who wish to withdraw their child from these lessons must adhere to the following process:

- Parents/carers should contact the headteacher school via phone, email or letter.
- Parents/carers will be invited in for a meeting. Meetings give an opportunity for the school and the parent/carers to discuss concerns and to outline the impact on the children of missing sex education lessons.
- The decision on the withdrawal request will be recorded.
- Alternative arrangements will be made for the child during the sex education lesson/s that the child will not attend.

Safeguarding

Teachers are aware that effective RSHE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a Child Protection issue. In such an event, the staff member will inform the Headteacher/Designated Safeguarding Lead in line with the school's Child Protection and Safeguarding Policy and local authority procedures for Child Protection. Child Protection concerns would override all other considerations, including confidentiality.

Support

It is important to inform children of the support that is available to them if they are worried about anything raised in a lesson. The following support will be highlighted to children:

- In class, teachers endeavour to answer questions in a straightforward and factual manner, within the remit of their year group's curriculum.
- To help answer the questions, teachers will give age-appropriate answers and vocabulary, guided by the content of the lesson.
- If students have questions they do not wish to ask verbally, they can use the class' Ask It Basket option.
- When using an Ask It Basket form, children can indicate if they would like their question answered on a 1:1 basis, with the whole class, or woven into their future learning. The latter two options give children optional anonymity.
- When appropriate and useful, children are directed/signposted towards specific sources of support including local and national networks/agencies. This information is crucial to provide different sources of help for young people—both within and beyond the school.
- Lessons provide opportunities for pupils to develop the skills to seek advice and articulate their concerns by explaining how to access help and what is likely to happen if they seek support from different services.
- Age-appropriate support references are included in lessons so that children know how to access support that is appropriate and safe. Teachers reinforce the message that not all information online is accurate.

Professional Development

The headteacher and subject leader will assess the professional development needs of staff regularly. Appropriate development will be provided using internal or external expertise. RSHE issues will be included in the induction programme for all new members of staff.

Monitoring and Evaluation

The subject leader will be responsible for monitoring and evaluating RSHE in line with other subjects. This will be conducted through: scrutiny of lesson plans, lesson observations, learning walks, evidence of learning and attainment, feedback from staff, feedback from parents/carers and feedback from children.

Communication of Policy

We wish to build a positive and supporting relationship with our parents/carers through mutual understanding, trust and cooperation. We aim to respond sensitively and promptly to any comments or questions from parents/carers as and when they arise. School parents/carers – together with Elmhurst staff and partners - have been consulted in the development and subsequent three-yearly review of this RSHE Policy. This RSHE policy will be available to read on and downloaded from the school website and copies can be requested free of charge from the school office.

Review

This policy will be reviewed every year from the date of approval of the RSHE policy by the partners.

In light of the new RSHE statutory guidance issued by the Department for Education, Elmhurst Junior School is currently reviewing and adapting its RSHE programme. We are committed to making any necessary adjustments to our curriculum and resources in readiness for full implementation by September 2026.



Curriculum For Life (PSHE/RSE) Overview / Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Health & Wellbeing	Relationships	Citizenship	Health & Wellbeing	Relationships	Economic Wellbeing
Y3	<p>Understand different feelings and ways to express these; explain the benefits of daily exercise; identify healthier snack choices; how handwashing can help prevent the spread of infection; why spending too much time using technology can sometimes have a negative impact and why some online activities have age restrictions.</p>	<p>Recognise the features of family life; identify what makes a good friend; to understand courtesy and manners in a range of situations; understand what bullying is; what it means to 'know' someone online; how bullying behaviour could appear online and how to get support; understand the PANTS rule.</p>	<p>Understand that children have specific rights; explain what the law is and how it affects our lives; how to share viewpoints and opinions; consider the benefits of living in a society; understand threats to local environments; explain what is meant by the term 'identity' in terms of online representation.</p>	<p>Understand their role in an emergency situation; explain why it is important to use medicines and household products safely; understand that change is part of growing up; understand the importance of personal hygiene; describe simple strategies for creating and keeping passwords private; demonstrate an awareness of the people they trust in relation to internet safety.</p>	<p>Recognise gender stereotypes; recognise that stereotypes exist based on a range of factors; understand what it means to ask for permission; how to search for information about others online; give examples of what someone may or may not be willing to share about themselves online; understand the difference between a good secret and a bad secret.</p>	<p>Identify paid and unpaid jobs, recognise their own financial needs; understand the impact of money on themselves and others; describe different methods of payment; understand what charities are and how they help others; explain how the internet can be used to sell and buy things; explain the difference between a 'belief', an 'opinion' and a 'fact'.</p>
Y4	<p>Understand a range of emotions; understand what mental health is and who can help; understand the physical and mental benefits of an active lifestyle; compare how much sugar is contained in food and drink products; understand how they can look after their teeth and why this is important; explain how using technology can be a distraction from other things, in both a positive and negative way; identify times or situations when someone may need to limit the amount of time they use technology.</p>	<p>Describe different family structures; understand that friendships have ups and downs; identify their positive attributes; understand the impact of bullying and the responsibility of bystanders to help; recognise when someone is upset, hurt or angry online; describe ways people can be bullied through a range of media; understand personal boundaries and why there are important.</p>	<p>Understand what human rights are and why they are important; explain why we have laws; understand what the word democracy means; understand what is meant by the terms citizen and citizenship; understand what climate change is and what is causing it; describe how to find out information about others by searching online.</p>	<p>Identify and manage an asthmatic casualty; understand how caffeine, cigarettes, e-cigarettes/vaping and alcohol can affect people's health; explain the changes that occur during puberty; understand the process of the menstrual cycle; explain that internet use is never fully private and is monitored; describe how some online services may seek consent to store information about individuals.</p>	<p>Identify fictional characters who reinforce gender stereotypes; recognise that stereotypes can relate to a number of factors; understand the importance of giving and asking for permission (consent); describe strategies for safe and fun experiences in a range of online social environments; give examples of how to be respectful to others online; understand the concept of privacy and the difference between secrets and surprises.</p>	<p>Describe different jobs; how to prioritise between needs and wants; recognise how to make choices and track money; explain ways in which to save money and keep it safe; describe how to search for information and make a judgement about the probable accuracy; describe some of the methods used to encourage people to buy things online.</p>

Y5	Describe actions a person can take if they are worried; identify everyday behaviours that can support mental health; suggest ways in which someone can improve their physical and mental wellbeing; understand nutritional information and use it to inform food choices; understand the risks of exposure to the sun; describe ways technology can affect health and well-being; recognise the benefits and risks of accessing information about health and well-being online	Describe some of the changes that can happen in a family; provide possible solutions to friendship problems; understand how opinions, beliefs and values are formed; understand what might lead to someone bullying others; describe how what one person perceives as playful joking and teasing might be experienced by others as bullying; explain how to block abusive users online; identify the difference between appropriate and inappropriate touch.	Understand the terms 'rights' and 'responsibilities'; explain what happens when laws are broken; understand the role of central and local government; identify the qualities and skills of an active citizen; identify what actions can be taken to tackle climate change; describe ways that information about anyone online can be used to make judgments about an individual.	Understand how to help someone who is choking; describe how medicines, when used responsibly, can support health and wellbeing; identify some of the risks and effects of legal and illegal drug use; identify and name the male and female body parts; explain the physical changes that occur during puberty; understand the emotional changes that may occur during puberty; explain how many free apps or services may read and share private information with others.	Recognise how attitudes to gender have changed over time; understand that stereotypes around race and religion can be harmful; explain what consent and boundaries mean; give examples of technology-specific forms of communication; explain that there are some people they communicate with online who may want to do themselves or their friends harm; assess how risky everyday activities are.	Understand how work and money choices will affect their lives; recognise when people are trying to influence their money choices; understand what interest means; explain and make informed decisions about money; describe ways of identifying when online content has been commercially sponsored or boosted; explain what is meant by fake news.
Y6	Describe how feelings and emotions are affected and can be managed during challenging times; explain what loneliness and connection mean; suggest a range of self care strategies; understand what food groups are needed to create a healthy and balanced lunch; identify some common early indicators of physical illness; recognise the pressures that technology can place on someone; assess and action different strategies to limit the impact of technology on health.	Describe the importance of commitment and what this may look like; explain ways in which friends can support each other effectively; recognise what prejudice and discrimination and how this can be challenged; describe the impact that bullying and cyberbullying can have on a person; describe how to capture online bullying content as evidence; identify, flag and report inappropriate content; recognise different types of abuse and where to seek support.	Understand what is meant by rights being in conflict; understand the law in relation to social media posts; understand what it means to be a global citizen; explore the history and function of the G7; present ideas relating to the issue of climate change; explain the ways in which anyone can develop a positive online reputation.	Identify and give first aid to a minor or major head injury; explain reasons why people may choose to or not use a drug; understand that mixed messages about drug use can exist in the media; explain the physical and emotional changes that happen during puberty; understand how a baby is made*; describe ways in which some online content targets people to gain money or information.	Recognise and challenge stereotypes of visible difference; suggest alternative ways to represent 'bad' characters; understand what is meant by consent; describe how to be kind and show respect for others online; explain how taking or sharing inappropriate images of someone may have an impact; understand the consequences of anti-social behaviour.	Make informed decisions about money; understand the risks involving borrowing money; understand how taxes support the wider community; explain the risks involved in gambling; calculate foreign currency using exchange rates; explain how search engines work and how results are selected and ranked; understand the concept of persuasive design.

*Sex education - non-statutory