



## *Giving our children the best possible start to the rest of their lives*

### CROCKHAM HILL C E PRIMARY SCHOOL

#### Policy Statement for Relationships, Sex and Health Education (RSHE)

<b>Review Body:</b>	Teaching and Learning Team
<b>Leadership Group Responsibility:</b>	Headteacher
<b>Type of Policy:</b>	Statutory
<b>Review Period:</b>	Annually
<b>Reviewed:</b>	Summer Term 2026
<b>Next Review:</b>	Summer Term 2027

Agreed by the Curriculum Committee on 18<sup>th</sup> June 2026

Approved by the FGB on 9<sup>th</sup> July 2026

In adopting this policy, the Governing Body recognises its responsibility for ensuring the policy is implemented effectively, including that the subjects are resourced, staffed and timetabled in a way the ensures that the school fulfils its legal obligations.

This policy reflects and promotes our school values of **Respect, Empathy, Resilience and Aspiration**. Through Relationships, Sex and Health Education (RSHE), we aim to equip pupils with the knowledge, understanding and skills they need to develop healthy, positive and respectful relationships, make informed decisions and keep themselves safe.

The policy supports our school vision by helping to create a nurturing and inclusive learning environment in which every child is valued, supported and challenged to achieve their full potential. Through high-quality RSHE, we seek to ensure that all pupils flourish academically, socially, emotionally and spiritually, enabling them to become confident, responsible and compassionate members of society.

**RESPECT EMPATHY RESILIENCE ASPIRATION**

## **Rationale**

Our school's approach to Relationship, Sex and Health Education (RSHE) follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive. It is underpinned by two key Biblical passages:

*"So God created humankind in his image, in the image of God he created them, male and female he created them."  
(Genesis 1:27)*

*"I have come in order that you might have life - life in all its fullness"  
(John 10:10)*

At Crockham Hill Church of England School, everyone will be treated with dignity as all people are made in the image of God and are loved equally by God.

All pupils have the right to an education that helps them flourish in a respectful learning community where differences are valued, bullying is not tolerated, and everyone can be themselves without fear.

Our RSHE curriculum aims to protect, inform and support all pupils. It distinguishes between factual teaching (such as biology, health, law, marriage and family structures) and moral teaching about relationships and values, recognising the need for sensitivity and clear understanding.

At Crockham Hill Church of England School, RSHE focuses on wellbeing, healthy relationships, and, at an age-appropriate stage, intimacy and sex education. It also explores the spiritual and moral aspects of relationships through a Christian perspective, encouraging pupils to treat themselves and others with dignity and respect.

## **The RSHE Curriculum**

The RSHE curriculum at Crockham Hill Church of England School is planned and delivered in accordance with the statutory guidance issued by the Department for Education, *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (2019), which became mandatory in September 2020. In line with this guidance, our curriculum ensures that all pupils are taught age-appropriate Relationships Education and Health Education, including learning about families and people who care for them, caring friendships, respectful relationships, online relationships, and being safe. Health Education covers physical health and mental wellbeing, healthy lifestyles, personal safety, and the changing adolescent body. The curriculum is underpinned by the requirements of the Equality Act 2010, the Children and Social Work Act 2017, the Human Rights Act 1998, and safeguarding guidance, including *Keeping Children Safe in Education*. Through our RSHE programme, we aim to equip pupils with the knowledge, skills and values needed to build positive relationships, make informed decisions, stay safe, and flourish as responsible members of society.

At Crockham Hill Church of England School, RSHE is taught through a carefully planned, age-appropriate programme delivered within individual year groups.

For the Relationships and Health Education elements of the curriculum, we use resources from Pol-Ed, a programme aligned with the PSHE Association Programme of Study. Pol-Ed provides high-quality lessons and assemblies developed by specialists in PSHE and Citizenship education, alongside professional development resources and assessment tools to support effective teaching and learning. Originally commissioned and developed by West Yorkshire Police, Pol-Ed was created to support partnership working and help keep children and young people safe.

Please see Appendix 2 for a full list of lesson content.

To complement this, we use selected units from Kapow Primary to teach content relating to sex education and the changing body. Together, Pol-Ed and Kapow provide a broad,

balanced and comprehensive RSHE curriculum that meets statutory requirements while also covering important non-statutory aspects of sex education in an age-appropriate and sensitive manner.

Please see Appendix 1 for a full list of curriculum coverage.

### **Defining Relationships Education**

Relationships Education is learning about how to:

- be appreciative of existing relationships;
- form new healthy friendships; and
- enjoy strong positive, caring, relationships with good boundaries, online and in person.
- develop the school's core values of Respect, Empathy, Resilience and Aspiration into their learning.

This will particularly refer to family relationships (including marriage), friendships and relationships with peers and adults.

### **Defining Health Education**

Health education is learning about physical health and mental wellbeing so that pupils can make wise choices to ensure their own flourishing and the flourishing of others. This also refers to safety and covers safety online.

### **Defining Sex Education**

Sex education is about reproduction: learning how babies can be made and the emotions that people experience when they are ready for close intimacy.

The national curriculum for science includes content about human body parts, growth, puberty and gestation. Parents do not have the right to withdraw from this aspect of the curriculum.

### **The right to withdrawal from sex education**

Parents do have the right to excuse their children from this aspect of RSHE and can do so by making concerns known and applying in writing to the Headteacher. The school will invite any enquiring parents or legal guardians to talk through concerns. An explanation of the rationale for RSHE will be given; an opportunity will be offered to review the intended materials and to consider the impact of not receiving sex education with peers.

Withdrawing a child from sex education remains a statutory right as a parent or legal guardian. If a pupil is excused from sex education it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from relationships education or health education. However, it is likely that children will want to discuss what they have been learning about in class during unstructured times and parents need to be aware of this.

The school will document this process to ensure a record is kept.

### **How will RSHE be taught?**

At Crockham Hill Church of England School, RSHE is delivered as a discrete and valued part of the curriculum. It is planned, resourced and monitored with the same rigour as other curriculum subjects. Parents are informed about the programme through an annual information session led by the RSHE Lead.

RSHE is taught in a way that promotes dignity, respect and inclusion for all members of our school community. The curriculum reflects the requirements of the Equality Act 2010 and does not discriminate against any protected characteristic. It is also sensitive to the faith backgrounds and beliefs represented within our school community.

Where appropriate, pupils are introduced to a range of perspectives on relationships and family life, including those held by different faith communities. These viewpoints are explored respectfully and objectively, enabling pupils to develop understanding, empathy and the ability to engage thoughtfully with differing opinions. Pupils are encouraged to appreciate the experiences of others, disagree respectfully when necessary, and contribute positively to a diverse society.

Our RSHE curriculum aims to build resilience and equip pupils with the knowledge, understanding and skills needed to develop healthy relationships, make informed decisions and stay safe. It also supports pupils in recognising and challenging harmful influences, including those encountered through the media and online environments.

Relationships Education actively promotes equality and respect. Through the curriculum, pupils learn to challenge stereotypes, sexism and discriminatory behaviour, including sexual harassment. These themes are embedded throughout our teaching and reflect our commitment to fostering an inclusive and respectful school culture.

Rooted in our Christian Vision and Values, RSHE promotes healthy relationships and positive character development. Pupils are encouraged to develop virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a strong sense of justice.

All staff teaching RSHE receive appropriate training and support to ensure that this sensitive and important subject is delivered confidently and effectively. Training is reviewed regularly to ensure that practice remains current and responsive to pupils' needs.

A range of teaching and learning approaches are used to engage pupils and support their understanding. Lessons may include individual, paired, group and whole-class activities, with a strong emphasis on active learning through discussion, investigation, role play and problem-solving. Pupils are supported to develop important social and emotional skills, including cooperation, turn-taking, conflict resolution, empathy and strategies for recognising, resisting and reporting bullying.

Sex Education is taught during the summer term in each Key Stage Two year group. Pupils learn about the physical and emotional changes associated with puberty, with learning becoming progressively more detailed and age-appropriate as they move through Key Stage Two. From Reception onwards, children are taught the correct anatomical names for body parts as part of a consistent and age-appropriate approach to health and body awareness.

We believe that pupils should play an active role in shaping school life. Current school issues, pupil questionnaires, questions raised in assemblies and discussions within class and school councils all provide meaningful opportunities for children to explore real-life situations, solve problems collaboratively and contribute to decision-making. This approach has led to initiatives such as the Friendship Bench, Playground Buddies and the development of anti-bullying procedures.

RSHE also encourages pupils to consider local, national and global issues, helping them to develop as informed, compassionate and responsible citizens.

We are committed to ensuring that RSHE is accessible to all learners. For pupils with SEND, content and delivery are adapted to meet individual needs through a range of strategies, including visual supports, safe spaces, additional adult support, revisit sessions, drama, art and music-based responses, social stories and other personalised approaches.

## **Monitoring and Evaluation**

Monitoring and evaluation of our scheme of work is crucial to ensure that we can continue to improve provision and teaching effectiveness.

This will follow the same monitoring and evaluation processes used throughout the school for other subjects i.e. pupil conferencing, work reviews, learning walks etc.

This R.S.H.E. policy should be read in conjunction with;

- Child protection and technology related policies
- Health and Safety policy
- Policy for teaching and learning
- SEND Policy
- Anti-bullying policy,
- Behaviour Management policy
- The Equalities Act 2010 <https://www.gov.uk/guidance/equality-act-2010-guidance>
- Keeping Children Safe in Education (statutory guidance)
- SEND code of practice: 0 to 25 years (statutory guidance)
- Promoting Fundamental British Values as part of SMSC in schools
- The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017

## Appendix 1 – Lesson Coverage (Sex Education & Puberty)

Office on the web Frame

### Year 1

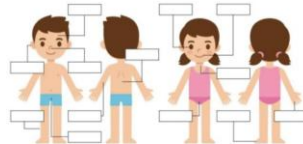
#### How is my child taught about puberty and human reproduction?

Each year group will be taught at an appropriate level for their age and developmental stage, building on the previous years' learning.

Children of ages 5–6 are taught:

- Acceptable and unacceptable physical contact.
- The differences between boys' and girls' bodies.
- Scientific names for body parts

All lessons are taught using the correct, scientific terminology, child-friendly language and diagrams.



### Year 2

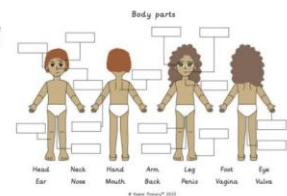
#### How is my child taught about puberty and human reproduction?

Each year group will be taught at an appropriate level for their age and developmental stage, building on the previous years' learning.

Children aged 6–7 will:

- Learn about 'boys' and girls' bodies.
- Scientific names for body parts.
- Understand that private parts are private.

All lessons are taught using the correct, scientific terminology, child-friendly language and diagrams.



### Year 3

There are no significant, new concepts introduced in Year 3 – other than recapping the names of the key body parts and to start exploring physical changes as we get older: ie- body odour

### Year 4

#### How is my child taught about puberty and human reproduction?

Each year group will be taught at an appropriate level for their age and developmental stage, building on the previous years' learning.

Children aged 8–9 will:

- Learn about some of the physical changes pupils will experience as they go through puberty.
- Understand that physical change is part of growing up.
- Identify the changes that males and females go through as they grow and develop from being a child to an adult.



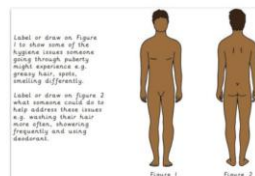
### Year 5

#### How is my child taught about puberty and human reproduction?

Each year group will be taught at an appropriate level for their age and developmental stage, building on the previous years' learning.

Children aged 9–10 will learn about:

- The menstrual cycle and other changes that happen during puberty.
- Emotional changes that occur during puberty.



#### How is my child taught about puberty and human reproduction?

Each year group will be taught at an appropriate level for their age and developmental stage, building on the previous years' learning.

Children aged 10–11 will:

- Further develop their understanding of the physical and emotional changes that happen during puberty.
- Learn about the biology of conception. (Parents have the right to withdraw their child from the 'Main event' part of this lesson.)
- Learn how a baby develops in the womb and is born. (Parents have the right to withdraw their child from the lesson.)

	Relationships	Keeping Safe	Understanding the Law	Wellbeing
EYFS Passport	What are emotions?  What is self-worth?		What is empathy?  What is resilience?	What is respect?  What is risk?
EYFS	How can I be a good friend?  How can I make other children feel happy?  How can I play nicely with others?  How can adults at school help me?	How can I play safely?  How can I keep safe at school?  How can I keep safe at home?	What are rules?  What are consequences?  What can I do if I'm feeling big emotions?  Who are the police and how do they help us?	How can I be a germ buster?  How does food help me?  How does exercise help me?
Year 1	How can I be an ally?  How can I make friends?  What if my friends are making me feel sad?  What is bullying?  Why are safe hands important?  Why is name calling unkind?	How can I keep safe in new places?  How can I speak up?  How can I use things at home safely?  What is 999?  What is private information?  Who are my trusted adults?	How can I be responsible?  What can happen when rules are broken?  What do the police do?  Why have different rules in different places?	What makes me special?  What do feelings feel like?  How can I share my feelings?  How can I be an empathy expert?
Year 2	How are we the same? How are we different?  How can I work with different people?  How do I share family worries?  What is a family?  Why are relationships important?	How can I keep safe online?  What are different types of meetings?  What are medicines?  What are private body parts?  What is fire safety?	What are needs and wants?  What is a job?  What is money?  What is the internet?  Why does age matter?	How can I deal with change?  What does it mean to be healthy?  How can I look after my body?  Why is sleep important?  When do I need to take a break?  What are the risks of video gaming?
KS1 Passport	What is empathy?  What is fact finding?	What is future planning?  What is informed decision-making?	What is resilience?  What is respect?	What is self-worth?  What is risk?

	Relationships	Keeping Safe	Understanding the Law	Wellbeing
Year 3	<p>How should we treat people?</p> <p>What can I do when friendships go wrong?</p> <p>What do we mean by consent in friendships?</p> <p>What is bullying?</p> <p>Who are my key people?</p>	<p>How can I share my worries?</p> <p>What are emergency services?</p> <p>What are emergency situations?</p> <p>What do we mean by risk?</p> <p>When should I break a secret?</p>	<p>How can I be a responsible citizen?</p> <p>How do we enforce the law?</p> <p>What are children's rights?</p> <p>What is the law and why do we have it?</p>	<p>What is mental health?</p> <p>What am I good at?</p> <p>How can intense feelings feel?</p> <p>What words can I use to talk about my feelings?</p> <p>How can vaccinations support our health?</p> <p>How does school help me?</p>
Year 4	<p>How can we be role models?</p> <p>What is a healthy friendship?</p> <p>What is discrimination?</p> <p>What is diversity?</p> <p>What is peer influence?</p> <p>Who makes up my community?</p>	<p>How can I keep safe in my local area?</p> <p>How can we keep safe on the road?</p> <p>What are hazards in the home?</p> <p>What is first aid?</p> <p>Who do I encounter?</p>	<p>How can I respect my environment?</p> <p>What are protected characteristics?</p> <p>What can I be?</p> <p>What is hate crime?</p>	<p>How do my choices help me to be healthy?</p> <p>What are healthy habits?</p> <p>Why is food fuel?</p> <p>How can I be a hygiene hero?</p> <p>How does school build my character?</p> <p>What is my body trying to tell me?</p>
Year 5	<p>How can my adult relationships affect my future?</p> <p>How do words have power?</p> <p>What are my personal boundaries?</p> <p>What are online friendships?</p> <p>What is grooming?</p> <p>What is media influence?</p> <p>What is peer pressure?</p>	<p>How can we keep our things safe?</p> <p>How can we use our phones sensibly?</p> <p>What are deep fakes?</p> <p>What are the risks with money?</p> <p>What do I know about drugs?</p> <p>Why are our special people important?</p> <p>What is media literacy?</p>	<p>How do rules help our community?</p> <p>What can and can't I do on the internet?</p> <p>What is gambling?</p>	<p>What is my personal identity?</p> <p>How might puberty impact the way I feel?</p> <p>How might being online impact the way I feel?</p> <p>How might my activity levels impact the way I feel?</p> <p>How might school impact the way I feel?</p> <p>How can drugs and alcohol make people feel?</p>
Year 6	<p>How can I get ready for secondary relationships?</p> <p>How can we be allies against racism?</p> <p>How can we challenge sexism?</p> <p>How can we respect different relationships?</p> <p>What is a debate?</p> <p>What is my relationship with authority?</p>	<p>How is my data shared?</p> <p>What is spiking?</p> <p>What is the issue with addiction? (Vaping/smoking)?</p> <p>Why does media have age restrictions?</p> <p>Bonfire Night Lesson</p> <p>Halloween Lesson</p>	<p>What different types of crime are there?</p> <p>What does the law say about legal drugs?</p> <p>What does the law say about marriage?</p> <p>What is a weapon?</p> <p>What is antisocial behaviour?</p> <p>What is shop theft?</p>	<p>What does adulthood look like?</p> <p>How can I re-frame my thinking?</p> <p>How can I seek support for my mental health?</p> <p>How can I manage moving to high school positively?</p> <p>What is grief?</p>
KS2 Passport	<p>What is empathy?</p> <p>What is fact finding?</p>	<p>What is future planning?</p> <p>What is informed decision-making?</p>	<p>What is resilience?</p> <p>What is respect?</p>	<p>What is self-worth?</p> <p>What is risk?</p>