

Relationships Education, Relationships and Sex Education & Health Education Policy

(RSHE)

Sunnybrow Primary School

June 2026



Updated in line with current DfE RSHE statutory guidance 2025.

This policy outlines Sunnybrow Primary School's approach to delivering Relationships, Sex and Health Education (RSHE) in line with statutory guidance and the needs of our school community.

It is a legal obligation for a school to consult with parents and carers when developing and reviewing this policy.

We want to ensure our parents understand how RSHE supports the wellbeing of all children. We recognise how valuable parental insight can be in allowing us to shape the curriculum to meet the needs of all our pupils, allowing us to make informed decisions on subject content and timeliness.

This policy, as part of the full policy review process, will be shared for consultation with our parents/carers and other stakeholders, to help us ensure the policy meets statutory compliance and the needs of the school community it serves.

Date Policy approved/adopted	June 2026
Next review date	June 2027

Approved by	Governors
Head teacher	C. Sim
Governor responsible for RSHE	J. Phillips
RSHE/PSHE lead	K. Wild

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Primary Relationships, Sex Education & Health Education Policy Guidance

1. This policy was developed in response to:

- Children and Social Work Act (2017)
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education September 2019)
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education July 2025)
- Keeping children safe in education (KCSIE) (DfE, 2025). keeping-children-safe-in-education.
- Research commentary: teaching about sex, sexual orientation, and gender reassignment, (Chris Jones, Ofsted's Director, July 2021)
- Equality Act, 2010 and schools
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Special Educational Needs and Disability code of practice: 0-25 years, 2020
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)

- Transforming Children and Young People's Mental Health Provision Green Paper (July 2018)
- Review of Sexual abuse in schools and colleges, Ofsted June 2021
- Science programmes of study: Key Stages 1 & 2 (Department of Education, 2013)
National curriculum in England: science programmes of study - GOV.UK
- Protected characteristics and separation by sex on school inspections (Department of Education, 2025)

This policy should be read in conjunction with:

- Online safety Policy
- Anti-bullying/Behaviour Policy
- Safeguarding Policy (including child sexual exploitation and harmful sexualised behaviours)
- Equality and Inclusion Policy
- PSHE Policy (including the Physical and Mental Wellbeing requirements of the statutory guidance and the wider non statutory elements)
- Personal Development (whole-school approach / curriculum offer)
- Mental Health and Wellbeing / Wellbeing Strategy
- Drugs and Alcohol Policy
- Working Together to Safeguard Children (DfE, current version)
- Teaching Online Safety in Schools (DfE, 2023)

2. The seven guiding principles for relationships, sex and health education from the statutory guidance help us form the high quality RSHE provision in this school.

As a school we keep the following key principles in mind:

- A. Engagement with pupils.
- B. Engagement and transparency with parents.
- C. Positivity.
- D. Careful sequencing.
- E. Relevant and responsive.
- F. Skilled delivery of participative education.
- G. Whole school approach.

Further detail can be found in appendix two.

3. Our School Context, meeting the needs of the pupils, parents and the community

Sunnybrow Primary School is a smaller than average primary school located in Crook, County Durham, serving a community with a range of social and economic challenges. The school's catchment area includes families where levels of deprivation and disadvantage are above the national average, and a

higher proportion of pupils are eligible for pupil premium funding. The school community reflects a range of needs, including pupils with SEND and those requiring additional pastoral and emotional support. These contextual factors inform the school's approach to Relationships and Sex Education (RSE), with a strong emphasis placed on developing pupils' understanding of healthy relationships, emotional wellbeing, personal safety (including online safety), and resilience. This ensures the curriculum is both relevant and responsive to the needs of our pupils and community.

Sunnybrow Primary School provides a broad and balanced curriculum, which is carefully planned to meet the needs of all pupils. Safeguarding the pupils in our school is of the highest priority and we recognise that an RSHE curriculum may need to be responsive to emerging needs or immediate concerns. In such cases, the school will inform parents and carers.

4. School intent- Sunnybrow Primary School

At Sunnybrow Primary School, our intention is to deliver a high-quality Relationships, Sex and Health Education (RSHE) curriculum that supports pupils to become confident, respectful and resilient individuals. Our curriculum reflects the needs of our community and is underpinned by a strong commitment to safeguarding, inclusion, wellbeing and personal development. We aim to equip all pupils with the knowledge, skills and values they need to build positive relationships, stay safe and thrive in modern Britain.

Our RSHE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a strong moral framework that guides their decisions, judgements and behaviours
- build confidence and self-esteem, enabling them to value themselves and others and form positive, healthy relationships
- understand the importance of respect, kindness and inclusion, contributing to a safe and supportive community
- recognise the impact of their behaviour on others and take responsibility for their actions
- identify and manage risks, including online, and avoid being pressured into unsafe or uncomfortable situations
- understand boundaries in relationships, including the importance of consent, personal space and respect
- communicate effectively and seek help when needed, knowing how and where to access support
- challenge stereotypes, discrimination and prejudice, promoting equality and respect for all
- develop resilience and strategies to support their emotional wellbeing and mental health
- recognise and respond to safeguarding concerns, including understanding how to stay safe and protect themselves from harm

5. Engagement and Consultation with Relevant Stakeholders

Parents and Carers

At Sunnybrow Primary School, we recognise the importance of working in partnership with parents and carers to support pupils' learning, wellbeing and safety. We are committed to communicating openly and transparently about our Relationships, Sex and Health Education (RSHE) provision to ensure parents understand the content and purpose of the curriculum.

We recognise the key role parents and carers play in the development of their children's understanding of relationships, health and wellbeing. We aim to support parents by providing clear information about what is taught, why it is taught and how it is delivered. Information about the RSHE curriculum, including resources where appropriate, is made available through the school website and communication platforms. Parents are also able to request to view teaching materials on request.

We clearly distinguish between statutory **Relationships Education** and non-statutory **Sex Education**. While Relationships Education is compulsory for all pupils, parents have the right to request that their child be withdrawn from the non-statutory components of sex education. The school will work in partnership with parents to discuss any such requests.

Consultation Process

Sunnybrow Primary School is committed to ensuring that the RSHE policy and curriculum reflect the needs of pupils and the wider school community. Consultation will take place regularly and include:

- **Pupil voice**, including school council, class discussions and focused activities, to ensure the curriculum reflects pupils' needs and experiences
- **Parent and carer consultation**, through surveys, meetings and opportunities to review curriculum content
- **Staff consultation**, including regular review of RSHE curriculum content and delivery
- **Governing body involvement**, including review, agreement and approval of policy and curriculum
- **Wider community input**, where appropriate

The RSHE policy will be reviewed on a regular basis, and consultation will form a key part of this process.

Parents and carers will be kept informed about RSHE through school communication systems, such as newsletters, the school website and parent communication platforms, particularly ahead of the teaching of more sensitive topics.

Supporting Parents and Carers

At Sunnybrow Primary School, we encourage parents and carers to:

- support their child's personal, emotional and physical development alongside the education provided in school
- engage with information shared by the school about RSHE curriculum content and timing
- attend parent information sessions or complete surveys where appropriate
- foster an open and supportive home environment where children feel confident to discuss what they have learned

- contact the school if further information, support or access to resources is required

Parent RSHE Meeting

As part of our commitment to working in partnership with parents and carers, Sunnybrow Primary School provides opportunities for parents to attend RSHE information sessions at key points in the academic year.

These meetings are designed to ensure that parents feel informed, supported and confident in understanding the RSHE curriculum and their role in supporting their child's development. The timing of these sessions will reflect when specific areas of the curriculum are due to be taught, particularly those which may be considered more sensitive.

During these sessions, parents and carers will have the opportunity to:

- view and contribute to the development and review of the RSHE policy
- complete parent surveys to share their views and feedback
- be informed about any external providers used to support the delivery of RSHE
- discuss curriculum content and view a representative sample of the resources used to support teaching and learning
- ask questions and share any concerns in a supportive environment
- gain a clear understanding of the content of sex education taught in upper Key Stage 2 and the rationale for teaching this
- receive guidance and signposting to support conversations at home, including access to appropriate and trusted resources

Information about these meetings, as well as supporting materials, will be shared through the school's usual communication channels, including the website and parent communication platforms. Additional resources can be made available to parents on request.

Openness with Parents and Carers and RSHE Materials

Sunnybrow Primary School is committed to working in openness and partnership with parents and carers. We ensure that information about the RSHE curriculum, including content, structure and resources, is accessible to parents through the school website and communication platforms. Parents are welcome to view RSHE teaching materials on request or during organised consultation opportunities.

Where resources are shared with parents, the school ensures that all materials are used in accordance with copyright law. As a condition of access, parents and carers are asked to respect that RSHE resources must not be copied, reproduced or shared beyond their intended use, except as permitted under copyright law.

For parents who are unable to attend meetings or access materials online, the school will make reasonable adjustments to provide access to information in alternative formats where appropriate.

Sunnybrow Primary School values the views of all stakeholders. Parents, carers, staff and pupils are encouraged to provide feedback on the RSHE curriculum at any point during the academic year. This feedback will be considered as part of the school's ongoing review and development of RSHE provision.

Engagement with Pupils

At Sunnybrow Primary School, we recognise the importance of engaging pupils in the development and delivery of the RSHE curriculum. We aim to ensure that our curriculum is inclusive, relevant and responsive to the needs of all learners.

Pupil voice plays a key role in shaping our RSHE provision. Opportunities such as class discussions, school council input and other pupil feedback activities enable us to gather pupils' views, experiences and understanding. This helps ensure that the curriculum remains appropriate, engaging and tailored to the needs of our school community.

Assessment of pupils' understanding and readiness is an ongoing part of our teaching approach. Through assessment for learning strategies, staff monitor pupils' knowledge, understanding and confidence, which informs planning and delivery. This ensures that RSHE content is introduced at an appropriate time and in a way that supports pupils' development, safety and wellbeing.

6. Defining our RSHE Programme

At Sunnybrow Primary School, our Relationships, Sex and Health Education (RSHE) programme is designed to support pupils to develop the knowledge, skills and attributes they need to stay safe, build positive relationships and maintain their physical and mental wellbeing. Our approach is underpinned by our commitment to safeguarding, inclusion, personal development and the promotion of respectful relationships.

Our RSHE programme is delivered through a planned and progressive curriculum, which includes **Relationships Education (statutory)**, **Health Education (statutory)** and **Sex Education (non-statutory elements)**. These areas are delivered primarily through our PSHE curriculum, alongside links to the wider curriculum and personal development provision.

Relationships Education (Statutory)

Relationships Education forms the foundation of our RSHE programme and is compulsory for all primary-aged pupils. It focuses on building pupils' understanding of positive, respectful relationships, including family relationships, friendships and relationships with other adults and peers, both offline and online.

This aspect of the curriculum supports pupils to:

- develop an understanding of kindness, respect and inclusion
- recognise healthy and unhealthy behaviours within relationships
- understand personal boundaries, privacy and their right to feel safe

- identify trusted adults and know how to seek help and support
- develop the knowledge and skills needed to keep themselves safe, including online

Relationships Education is taught in an age-appropriate and sensitive manner and forms a key part of our safeguarding curriculum, equipping pupils with the knowledge and confidence to recognise and respond to risks, including abuse or exploitation.

Health Education (Statutory)

Health Education is also a compulsory element of the curriculum and focuses on supporting pupils' physical health, mental wellbeing and understanding of healthy lifestyles. It includes learning about:

- mental health and emotional wellbeing
- healthy lifestyles, including physical activity and nutrition
- personal hygiene
- the importance of sleep and healthy routines
- understanding and managing feelings

These areas are closely linked to our wider approach to promoting wellbeing and resilience across the school.

Sex Education (Non-Statutory Elements)

In addition to statutory content, Sunnybrow Primary School may choose to teach aspects of sex education as part of the wider RSHE curriculum. This is delivered in an age-appropriate way, typically within upper Key Stage 2, and supports pupils' understanding of human development.

We ensure that:

- teaching is appropriate to the age and developmental stage of pupils
- content is delivered sensitively and within a safe learning environment
- parents and carers are informed in advance of when this content will be taught

Parents and carers have the right to request that their child be withdrawn from non-statutory elements of sex education. Further information about this process is outlined later in this policy.

An Informed and Responsive Curriculum

At Sunnybrow Primary School, our RSHE curriculum is carefully planned and delivered in a sequenced and progressive way across the primary phase. Learning is designed to build upon prior knowledge and understanding, ensuring that pupils develop their knowledge and skills gradually and appropriately.

All curriculum content is delivered in an age-appropriate and sensitive manner. Teaching is carefully planned to ensure it does not cause unnecessary alarm or anxiety, or inadvertently normalise risky

behaviours. Staff use professional judgement to ensure that content is appropriate for the needs and maturity of pupils.

As a school, we recognise the need for the curriculum to be responsive to emerging issues or concerns that may affect our pupils. Where it is necessary to adapt or deviate from the planned curriculum in response to safeguarding needs or local context, parents and carers will be informed in advance wherever possible. Information about the content to be taught, including the rationale and any relevant materials, will be made available to parents on request.

All RSHE content is informed by the Department for Education statutory guidance and is delivered with safeguarding as a central priority. The timing and sequencing of topics are carefully considered to ensure they support pupils' understanding, safety and wellbeing.

Statutory Relationships Education Topics

In line with statutory Department for Education guidance, Relationships Education at Sunnybrow Primary School covers the following key areas:

- Families and people who care for them
- Caring friendships
- Respectful relationships
- Online safety and awareness
- Being safe

These topics are taught in an age-appropriate and progressive way throughout the primary phase, ensuring that pupils develop a clear understanding of positive relationships, personal safety and respect for others.

Further information, including a detailed overview of the RSHE curriculum and programme of study, is available on the school website or can be provided on request.

Health Education – Physical Health and Mental Wellbeing

Health Education forms a statutory part of the RSHE curriculum at Sunnybrow Primary School and focuses on supporting pupils to understand the characteristics of good physical health and mental wellbeing.

Pupils are taught about the importance of maintaining a healthy lifestyle and are supported to recognise the strong links between physical health and mental wellbeing. The curriculum encourages pupils to make informed, positive choices and promotes openness around mental health in order to reduce stigma.

Through our Health Education provision, pupils are supported to:

- understand what contributes to good physical health and mental wellbeing
- recognise and talk about their feelings and emotions

- develop strategies to manage challenges and build resilience
- understand that it is normal to experience a range of emotions
- identify when something may not be right in their own health or the health of others
- know how and when to seek help and support from trusted adults or services

This element of the curriculum is delivered in an age-appropriate and supportive manner and is closely linked to the school's wider approach to promoting wellbeing, resilience and personal development.

Developing Bodies (Puberty Education)

As part of the RSHE curriculum, learning about developing bodies is delivered as part of the statutory programme.

Through this learning, pupils will be supported to understand the physical and emotional changes that occur as they grow and develop. This includes:

- understanding how the body changes during growth and development, including the changes that occur during puberty
- learning the correct scientific names for body parts, including penis, vulva, vagina, testicles, scrotum and nipples
- developing an understanding that these parts of the body are private and learning how to express personal boundaries appropriately
- learning about the menstrual cycle, including the physical and emotional changes associated with it

This teaching is delivered in an age-appropriate and sensitive manner, ensuring that all pupils feel safe, supported and respected. The curriculum supports pupils to develop confidence in understanding their bodies and to ask questions in a safe environment.

Arrangements are in place to ensure that pupils are supported appropriately as they experience these changes. This includes providing access to support and resources, such as menstrual products, where needed.

Further information about Health Education content can be found at the end of this policy.

7. Non-Statutory Sex Education at Primary

Sex education is not compulsory in primary schools. However, the Department for Education recommends that primary schools teach aspects of sex education in Years 5 and/or 6, particularly in line with the National Curriculum for Science, which includes learning about human development, reproduction in some plants and animals, and the changes that occur during puberty.

At Sunnybrow Primary School, we believe it is important to provide pupils with age-appropriate knowledge to support their understanding of how their bodies develop and how life begins. Therefore, we deliver a small amount of non-statutory sex education as part of our RSHE curriculum.

This content is carefully planned and tailored to the age, maturity and emotional readiness of pupils. It is delivered in a sensitive and supportive way, ensuring that children feel safe and confident to ask questions.

Parents and carers will be informed in advance of when sex education is due to be taught, and opportunities will be provided to discuss the content and view any resources used. The school will also offer guidance to support parents in having conversations with their children at home.

As sex education is not statutory at primary level (beyond the content included in the science curriculum), parents and carers have the right to request that their child be withdrawn from all or part of the non-statutory sex education programme. The school will work in partnership with parents to discuss any such requests.

Definition of Sex Education

At Sunnybrow Primary School, non-statutory sex education is defined as learning which goes beyond the statutory requirements of the National Curriculum for Science and Relationships Education.

In our school, sex education is delivered in an age-appropriate way within upper Key Stage 2 (Years 5 and/or 6) and focuses on supporting pupils' understanding of human development and reproduction.

This may include:

- understanding how a baby is conceived and develops
- learning the basic processes of human reproduction, including how a sperm fertilises an egg
- understanding the process of pregnancy and birth in a factual and age-appropriate way

This content is taught sensitively, using appropriate language and resources, and within a safe and supportive classroom environment. Teaching is carefully planned to reflect the maturity and readiness of pupils and to ensure that it complements the statutory science and Relationships Education curriculum.

Parents and carers will be informed in advance of when this content will be taught and will have the opportunity to view materials and discuss any questions or concerns with the school.

Further information about the right to request withdrawal from non-statutory sex education can be found in the next section of this policy.

Right to be Excused from Non-Statutory Sex Education

At Sunnybrow Primary School, we clearly define non-statutory sex education as learning that goes beyond the statutory requirements of the National Curriculum for Science and Relationships Education. In our school, this includes teaching about human reproduction, conception and birth, which is typically delivered in upper Key Stage 2 (Years 5 and/or 6).

We ensure that this content is carefully planned, age-appropriate and reflective of the physical and emotional maturity of pupils. The content is reviewed regularly to ensure it meets the needs of our pupils. Parents and carers will be informed in advance of when this content is to be taught and will have opportunities to engage with the curriculum and view resources.

Parents and carers have the **right to request that their child is withdrawn from all or part of the non-statutory sex education** delivered in school. Requests for withdrawal should be made in writing using the form provided in the appendix of this policy.

Before a final decision is made, the school encourages parents and carers to discuss their request with the Headteacher or RSHE Lead. This discussion will provide an opportunity to:

- clarify which elements of the curriculum are being requested for withdrawal
- explain the purpose and benefits of the teaching
- discuss any concerns and provide reassurance
- offer guidance and signposting to support conversations at home

It should be noted that there is **no right to withdraw** from:

- statutory Relationships Education
- statutory Health Education
- content taught as part of the National Curriculum for Science, including aspects of puberty and reproduction

Where a pupil is withdrawn from non-statutory sex education, the school will ensure that appropriate alternative educational provision is in place.

The school will record all withdrawal requests and outcomes as part of its monitoring procedures. Parents and carers are encouraged to discuss any questions or concerns at the earliest opportunity and to access further information via the school website or supporting materials referenced in this policy.

8. Whole School Approach to Wellbeing and Positive Relationships

At Sunnybrow Primary School, Relationships, Sex and Health Education (RSHE) is an integral part of our whole-school approach to promoting wellbeing, positive relationships and personal development. Our curriculum is delivered within the context of a broad and balanced curriculum and is designed to support pupils' safety, wellbeing and positive outcomes, both educationally and personally.

RSHE is not taught in isolation but is embedded within our wider Personal Development and wellbeing provision. Strong links are made across the curriculum, particularly with PSHE, Science, Computing (online safety), Physical Education and Religious Education, ensuring a consistent and reinforced approach to learning.

The promotion of mental health and wellbeing is central to our school ethos. Through our curriculum and wider school provision, pupils are supported to develop resilience, confidence and the ability to

form and maintain healthy, respectful relationships. This whole-school approach is further supported by relevant school policies, including safeguarding, behaviour, online safety and PSHE.

We recognise the importance of continuity and progression in learning. As part of this, the school works to ensure a smooth transition for pupils between primary and secondary education. Where appropriate, links with feeder secondary schools support a progressive and sequenced RSHE curriculum, ensuring that pupils are prepared for the next stage of their education.

Pupils with Special Educational Needs and Disabilities (SEND)

At Sunnybrow Primary School, we are committed to ensuring that the RSHE curriculum is inclusive and accessible to all pupils, including those with special educational needs and disabilities (SEND).

We recognise that pupils may develop at different rates and that some may require additional support to access aspects of the curriculum. Teaching is therefore adapted to meet the individual needs of pupils and is delivered in a way that is sensitive, age-appropriate and developmentally appropriate.

Staff use a range of strategies to support access to learning, including differentiation, adapted resources and additional support where required. This ensures that all pupils are able to engage with and benefit from RSHE in a safe and supportive environment.

All teaching is delivered with due regard to statutory guidance and legal requirements, ensuring that pupils receive the knowledge and support they need to stay safe and develop positive relationships.

Further information can be found in the school's Inclusion and SEND policies.

9. Principles and Values for RSHE

At Sunnybrow Primary School, we believe that Relationships, Sex and Health Education (RSHE) is an integral part of personal development and lifelong learning. It is an entitlement for all pupils and plays a key role in preparing children for life in modern society.

Our approach to RSHE is underpinned by our commitment to safeguarding, inclusion, wellbeing and respect. We aim to provide a safe, supportive and inclusive environment where all pupils feel valued and confident to learn.

At Sunnybrow Primary School, we believe that RSHE should:

- be an integral part of lifelong learning, beginning in early childhood and continuing into adult life
- be an entitlement for all pupils in our care
- support pupils to explore values and develop a moral framework to guide their decisions
- enable pupils to make informed and responsible choices about their wellbeing, health and relationships
- encourage every pupil to contribute positively to a safe, supportive and inclusive school community

- promote respect, kindness, tolerance and understanding of others
- celebrate the diversity of families within our school community, including single-parent families, same-sex parents, and families with adoptive, foster or kinship carers
- provide opportunities for pupils to share their views, listen to others and express themselves respectfully
- create a safe environment where pupils feel able to ask questions and discuss sensitive issues without fear or embarrassment
- teach the importance of boundaries, consent and respectful behaviour in all relationships, including online
- help pupils to recognise when relationships or situations are unsafe and to seek help when needed

Key Elements of RSHE

Our RSHE curriculum supports pupils' personal development and wellbeing through three key elements: **Attitudes and Values, Personal and Social Skills, and Knowledge and Understanding.**

Attitudes and Values

Through RSHE, pupils are supported to:

- develop a strong sense of values, including respect, kindness, empathy and responsibility
 - understand the importance of family life and positive, stable relationships
 - explore and reflect on moral choices and dilemmas
 - value and demonstrate care, respect and consideration for others
 - understand the importance of boundaries and consent within relationships, including online
 - challenge stereotypes, misconceptions and inaccurate information
 - develop decision-making and negotiation skills
-

Personal and Social Skills

Through RSHE, pupils are supported to:

- develop confidence, self-esteem and self-respect
- manage a range of emotions in different situations, including within relationships and online
- show empathy and respect for others, including those with protected characteristics
- make informed choices free from prejudice and discrimination
- recognise and respond to bullying, including discriminatory language and behaviours
- understand the consequences of their actions and choices
- develop positive, healthy relationships and friendships, both online and offline
- manage conflict and build positive relationships with peers, families and others
- recognise unsafe or uncomfortable situations and know how to respond appropriately

- understand how to report concerns, including safeguarding issues and peer-on-peer abuse
- understand the importance of consent and develop communication skills to express boundaries
- use critical thinking when engaging with online content and relationships
- understand how to stay safe online, including the risks associated with sharing personal information

Knowledge and Understanding

Through RSHE, pupils are supported to:

- understand that being a victim of abuse is never their fault
- recognise different forms of abuse, including emotional, physical and sexual abuse
- understand their right to feel safe and to seek help when needed
- learn about appropriate and inappropriate physical contact and personal boundaries
- understand how the body grows and changes, including during puberty
- learn the correct scientific names for body parts and understand that these are private
- understand the physical and emotional changes associated with the menstrual cycle
- gain an age-appropriate understanding of human reproduction (as part of non-statutory sex education)
- know where to seek help and advice, both within school and from trusted external sources
- develop the knowledge needed to recognise and respond to risks before harm occurs

10. Roles and Responsibilities

The effective delivery of Relationships, Sex and Health Education (RSHE) at Sunnybrow Primary School is a shared responsibility across the school community.

Leadership and Coordination

- The Senior Leadership Team (SLT) member with responsibility for RSHE is: C Sim Headteacher
- The RSHE Lead (responsible for curriculum design and delivery) is: K Wild PSHE/RSE Lead
- The Designated Safeguarding Lead (DSL) is: C Sim Headteacher
- The named Governor with responsibility for RSHE is: J Phillips

This policy was developed by K Wild, in consultation with staff, pupils, parents/carers and governors, and was agreed in June 2026

Responsibilities of the Governing Body

The Governing Body is responsible for ensuring that:

- all pupils make progress in achieving the expected educational outcomes
- the RSHE curriculum is accessible to all pupils, including those with SEND

- curriculum content and teaching materials align with statutory RSHE guidance
- clear information is provided to parents and carers about curriculum content, teaching materials and any external providers
- parents are informed of their right to request withdrawal from non-statutory sex education
- teaching staff receive high-quality training and professional development
- RSHE maintains a high profile within the school and is closely linked to safeguarding
- staff are kept up to date with relevant policies and guidance

Role of the Headteacher

The Headteacher has overall responsibility for ensuring that this policy is fully implemented and that all stakeholders are informed about the RSHE curriculum, including parents' rights.

The Headteacher will:

- ensure staff have appropriate training and confidence to deliver high-quality RSHE
- ensure sufficient curriculum time is allocated to RSHE
- monitor and evaluate the quality of RSHE provision
- report to the Governing Body on the effectiveness of the policy
- oversee the regular review of the policy in consultation with stakeholders
- consider and respond to requests from parents to withdraw pupils from non-statutory sex education
- ensure all teaching materials, resources and external providers are quality assured
- ensure openness with parents regarding RSHE materials and their right to view them
- ensure parents are informed when external providers are involved in delivering RSHE

Role of the RSHE Lead

The RSHE Lead is responsible for:

- overseeing the planning, delivery and development of the RSHE curriculum
- supporting staff to deliver RSHE effectively and confidently
- ensuring that teaching reflects a balanced and inclusive approach
- providing guidance on appropriate vocabulary to ensure consistency across the school
- ensuring the curriculum is age-appropriate, inclusive and high quality
- ensuring staff have access to appropriate resources and training
- ensuring the school meets statutory RSHE requirements
- working with other subject leaders to ensure curriculum coherence
- liaising with parents and carers to support learning and communication
- monitoring and evaluating RSHE provision and reporting to the Headteacher

Responsibilities of Staff

All teaching staff are responsible for:

- delivering RSHE in a safe, inclusive and engaging way

- ensuring teaching is appropriate to the age and needs of pupils
- creating a safe classroom environment where pupils feel confident to ask questions
- responding appropriately to safeguarding concerns
- engaging in relevant training and professional development

11. Organisation, Content and Delivery of RSHE

At Sunnybrow Primary School, RSHE is delivered through a planned and progressive programme that supports pupils' personal development, wellbeing and safety. The curriculum is designed to be age-appropriate, inclusive and responsive to the needs of all learners.

RSHE is primarily delivered through the **PSHE curriculum**, with additional links to other areas of learning including Science, Computing (online safety), Physical Education and Religious Education. This ensures that learning is reinforced and embedded across the wider curriculum.

Teaching takes place through a combination of:

- timetabled PSHE lessons
- cross-curricular opportunities
- whole-school approaches such as assemblies, themed days and enrichment activities

Class teachers are primarily responsible for delivering RSHE, as they are best placed to understand the individual needs, backgrounds and sensitivities of their pupils. Where appropriate, the school may use external visitors or resources to support specific areas of the curriculum, ensuring that all materials and providers are quality assured.

Content and Progression

The RSHE curriculum is sequenced progressively across the primary phase to ensure that knowledge and skills build over time.

Broadly, pupils will learn about:

- developing and maintaining positive friendships
- understanding families and relationships
- building resilience and managing emotions
- communication skills and respect for others
- personal hygiene and healthy lifestyles
- online safety and responsible use of technology
- recognising risk and keeping safe
- understanding body changes and development

Content is carefully adapted to suit the age and developmental stage of pupils and is delivered in a way that is sensitive and appropriate.

Assessment of RSHE

Assessment in RSHE is ongoing and forms part of the teaching and learning process. It is used to inform planning, respond to pupils' needs and ensure that learning is effective.

Teachers assess pupils' learning through:

- observation of discussions and participation
- questioning and feedback
- pupil reflection activities
- informal assessment tasks

Assessment focuses on pupils' knowledge, understanding and skills, rather than formal testing. This ensures that pupils are supported to develop confidence and understanding in a safe and supportive environment.

Safeguarding, Sensitive Issues and Classroom Practice

Safeguarding is at the heart of all RSHE delivery at Sunnybrow Primary School. The safety and wellbeing of pupils is always the highest priority.

To support effective learning, all classes establish a **classroom agreement** at the beginning of RSHE lessons. These agreements help to create a safe, respectful and supportive environment for discussion. They ensure that pupils understand expectations around listening, respect and appropriate sharing of information.

RSHE lessons may include content that some pupils find sensitive. Prior to teaching such content, staff ensure that clear expectations are set. Pupils are reminded that personal or private information should not be shared during lessons, and that discussions should remain respectful and age-appropriate.

Pupils are encouraged to ask questions, and staff aim to respond honestly and sensitively in a way that is appropriate to the age and developmental stage of the children. Where a question is considered outside the scope of the lesson or not appropriate for the whole class, it will be addressed on an individual basis at a later time. Staff are mindful that it is important to acknowledge pupils' questions so that they feel heard and supported, and do not seek information from unreliable or unsafe sources.

Staff are supported to deliver the RSHE curriculum confidently. Where appropriate, additional support may be provided through professional development or external expertise to ensure high-quality teaching across all areas of the curriculum.

At Sunnybrow Primary School, staff use **clear and accurate scientific vocabulary** when teaching about the body, including terms such as penis, vulva, vagina, testicles, scrotum and nipples, in an age-appropriate way. Using correct terminology helps pupils to communicate clearly, supports their understanding, and contributes to safeguarding by enabling pupils to describe concerns or report abuse accurately.

Managing Difficult or Sensitive Questions

Pupils may ask questions during RSHE lessons that go beyond the content being taught, including topics related to sex education from which they may have been withdrawn. In all cases, the priority is to ensure that pupils feel safe, supported and listened to.

Staff will respond to questions in an honest, sensitive and age-appropriate manner. Where a question is considered outside the scope of the lesson or not appropriate to answer within a whole-class setting, staff may address this individually at a more suitable time.

In some cases, the school may communicate with parents and carers to discuss how best to respond to a pupil's question. Pupils may also be encouraged to speak with their parent, carer or another trusted adult. Where appropriate, staff will signpost pupils and families to relevant sources of support.

To support an open and inclusive classroom environment, expectations around asking and answering questions are established at the beginning of lessons. Pupils are provided with appropriate opportunities to ask questions, including the use of **worry boxes**, allowing pupils to raise questions anonymously if they wish.

We recognise that it is important for pupils to feel that their questions are valued and addressed appropriately, as unanswered questions may lead them to seek information from inappropriate or unreliable sources, including online.

Open and Positive School Culture

At Sunnybrow Primary School, we are committed to creating and sustaining an open, inclusive and positive school culture. This is central to our approach to Relationships, Sex and Health Education (RSHE) and is reflected in our teaching and across all aspects of school life.

We recognise the importance of modelling respectful relationships and appropriate language at all times. Staff act as positive role models, demonstrating kindness, empathy and respect in their interactions with pupils and with each other. This helps to create a safe and supportive environment in which all pupils feel valued and able to thrive.

Through our curriculum and wider school ethos, we promote positive behaviour, respectful relationships and a strong sense of belonging. We ensure that all pupils understand the importance of inclusion and respect for others, including those with protected characteristics.

By fostering an open and supportive culture, we encourage pupils to express themselves confidently, share their views and develop the skills needed to form healthy, positive relationships both in school and beyond.

Inclusive Curriculum and Delivery of RSHE

At Sunnybrow Primary School, we are committed to delivering an inclusive RSHE curriculum that meets the needs of all pupils. We ensure that both boys and girls have opportunities to learn together, develop respectful communication, and understand experiences that may differ from their own.

Delivering RSHE as a whole class supports the development of empathy, respect and understanding between pupils. For example, teaching topics such as menstruation in mixed classes helps to reduce stigma and promotes openness when discussing aspects of health and wellbeing. This approach supports our aim to create a safe, inclusive and respectful learning environment for all.

Where appropriate, and based on the needs of pupils identified through monitoring and assessment, the school may choose to adapt delivery. This may include:

- separating pupils by sex for specific lessons to provide a safe and supportive environment for discussion
- providing additional small group support where pupils may benefit from further guidance or clarification

In all cases, pupils will receive the same core content, and teaching will be adapted to ensure accessibility and understanding for all. The effectiveness of these approaches will be monitored and reviewed to ensure that the needs of all pupils continue to be met.

12. Addressing Child-on-Child Abuse, Sexual Harassment and Violence through RSHE

At Sunnybrow Primary School, we recognise the important role that Relationships, Sex and Health Education (RSHE) plays in the prevention of child-on-child abuse, sexual harassment and violence. Through our curriculum, we aim to equip pupils with the knowledge, skills and confidence to build healthy relationships and to recognise and respond to unsafe or harmful behaviours.

We recognise that children can be vulnerable to, and capable of, abusing others, including sexualised behaviours. Such behaviour will **never be tolerated or dismissed** as “banter” or part of growing up. The school takes a proactive and preventative approach to all forms of abuse and is committed to safeguarding pupils from harm, both in and outside of school.

Our approach is underpinned by safeguarding guidance, including *Keeping Children Safe in Education (KCSIE 2025)* and the school’s Safeguarding Policy.

Through our RSHE curriculum, pupils are supported to understand:

- the importance of respectful, healthy relationships
- the concept of consent and the importance of seeking permission, both online and offline
- personal boundaries, privacy and safe touch
- appropriate and respectful language, behaviour and communication
- how to recognise unsafe or uncomfortable situations

- how to seek help and report concerns confidently

Pupils are taught that anyone can be a victim of sexual harassment or violence and that **the victim is never to blame**. Teaching is delivered in an age-appropriate way and avoids reinforcing harmful stereotypes. Staff are mindful not to present any group as always being victims or perpetrators.

All staff maintain a safeguarding mindset of **“it could happen here”**, ensuring vigilance and responsiveness to any concerns. Staff play a key role in modelling positive behaviour and promoting respectful interactions across the school.

The RSHE curriculum is delivered through a **progressive, spiral approach**, ensuring that key concepts are revisited and developed over time. This supports pupils in building the knowledge and confidence needed to say no, speak up and report concerns, contributing to a culture of safety and respect.

For further information, please refer to the school’s Safeguarding Policy and Part Five of *Keeping Children Safe in Education (2025)*. [Keeping children safe in education 2025](#)

13. Fostering Inclusion and Valuing Diversity

At Sunnybrow Primary School, we are committed to fostering an inclusive environment where all pupils feel valued, respected and safe. This is central to our RSHE provision and wider school ethos.

We recognise that inclusion extends beyond the classroom and is reflected in the school environment, relationships and interactions across the whole school community. We aim to ensure that all pupils, regardless of their background or individual needs, feel a strong sense of belonging.

Equality Act 2010 and Protected Characteristics

The school complies with the Equality Act 2010, including the Public Sector Equality Duty (PSED). We ensure that RSHE is taught in a way that does not discriminate against any pupil and does not amount to harassment.

We promote respect for all individuals and ensure that no pupil is treated less favourably due to any protected characteristic, including:

- age
- sex
- race
- disability
- religion or belief
- gender reassignment
- pregnancy or maternity
- marriage or civil partnership
- sexual orientation

Further information can be found in the school’s Equality Policy.

Inclusion and Accessibility

We are committed to ensuring that the RSHE curriculum is accessible to all pupils. Reasonable adjustments are made where necessary to support pupils, including those with SEND or additional needs.

The curriculum is adapted (not reduced) to ensure that all pupils can access the same key learning, and teaching is delivered in ways that are sensitive, age-appropriate and developmentally appropriate.

Pupils with Special Educational Needs and Disabilities (SEND)

We recognise that RSHE is particularly important for pupils with SEND, as it supports their independence, wellbeing and ability to stay safe.

Pupils with SEND may be more vulnerable to:

- bullying
- exploitation
- abuse and harmful behaviours

For this reason, staff carefully adapt delivery to meet pupils' individual needs, while ensuring that all pupils receive the knowledge and skills required to form healthy relationships and protect themselves from harm.

Where appropriate, specialist advice and support will be sought to ensure effective delivery.

Religion and Belief

RSHE is delivered with sensitivity and respect for the religious and cultural backgrounds of pupils and their families. We ensure that teaching reflects the diversity of beliefs while remaining aligned with statutory guidance.

We encourage open and respectful discussion, allowing pupils to understand different viewpoints while developing their own values.

Parents and carers are encouraged to speak with the Headteacher if they have any concerns.

LGBT Inclusion

Sunnybrow Primary School is committed to ensuring that RSHE reflects the diversity of modern society. In line with statutory guidance, teaching about families includes a range of family structures, including those with same-sex parents.

Content relating to LGBT relationships is fully integrated into the curriculum in an age-appropriate way, within the context of teaching about healthy, respectful relationships.

We ensure that:

- all pupils are treated with respect and dignity
- no pupil is discriminated against on the basis of sex, sexual orientation or gender reassignment
- teaching promotes understanding, inclusion and respect

Where external resources are used, parents will be informed and materials will be made available on request, in line with the school's commitment to openness.

14. Safeguarding, Reports of Abuse and Confidentiality

This RSHE policy supports Sunnybrow Primary School's wider safeguarding approach and should be read in conjunction with the school's Safeguarding and Child Protection Policy and relevant statutory guidance.

Pupils are made aware that adults in school **cannot offer absolute confidentiality**. This is explained clearly through classroom agreements and reinforced during RSHE lessons. Pupils are supported to understand that where concerns about their safety or the safety of others arise, staff have a duty to share this information in order to protect them.

Staff follow the school's safeguarding procedures at all times. Pupils are informed about how disclosures are managed and understand that if they share something of concern, it will be passed to the appropriate member of staff, such as the Designated Safeguarding Lead (DSL). Pupils are also taught how to seek help, both within school and from trusted external services if needed.

Staff recognise that RSHE lessons may lead to a disclosure. In such cases, staff will follow safeguarding procedures and consult with the DSL to ensure that appropriate action is taken in line with school policy.

The school follows statutory guidance in relation to safeguarding and child protection, including the **Sexual Offences Act 2003** and *Keeping Children Safe in Education (2025)*. Any concerns regarding inappropriate or harmful sexual behaviour involving children will be treated seriously and managed in line with safeguarding procedures, including referral to external agencies where necessary.

School staff, including any health professionals working within the school, are aware of their responsibilities to share information where there are concerns about a child's safety or wellbeing.

Where external agencies or visitors contribute to RSHE, safeguarding expectations will be agreed in advance. All visitors are required to follow the school's safeguarding procedures and must understand how to respond appropriately if a disclosure is made.

All safeguarding procedures should be read in conjunction with the Durham Safeguarding Children's Partnership guidance: <https://durham-scp.org.uk>

15. Working with External Agencies

Sunnybrow Primary School may invite external agencies or guest speakers to support the delivery of Relationships, Sex and Health Education (RSHE), where their expertise enhances pupils' learning. This may include professionals such as health specialists or other experienced practitioners.

A member of school staff will always be present during sessions delivered by external visitors to ensure that teaching remains appropriate, safe and consistent with the school's ethos and safeguarding procedures.

All visitors will be provided with a copy of this policy and will be expected to adhere to the guidance outlined within it. Any resources used by external speakers will be quality assured and made available to parents and carers on request, in line with the school's commitment to openness.

Prior to any session delivered by an external agency, the school will:

- ensure that the content aligns with the school's RSHE curriculum and this policy
- check the credentials and suitability of the visitor in line with the school's Visitor Policy
- review lesson content to ensure it is age-appropriate, inclusive and accessible for all pupils
- agree safeguarding procedures, including how any disclosures will be managed

External contributions are used to complement, not replace, the role of the class teacher in delivering RSHE.

16. Monitoring and Evaluation of RSHE

At Sunnybrow Primary School, the monitoring and evaluation of RSHE is an integral part of the school's wider approach to ensuring high-quality teaching and learning. Monitoring is linked to existing school procedures and is used to review the effectiveness, impact and quality of RSHE provision.

Assessment and Pupil Progress

Assessment in RSHE is ongoing and forms part of the teaching and learning process. It may include:

- assessment at the start of a unit to identify pupils' prior knowledge and understanding
- assessment at the end of units to evaluate progress and learning
- teacher observation of pupils' participation, understanding and engagement
- pupil reflection and discussion activities
- peer discussions where appropriate

Assessment focuses on pupils' knowledge, understanding, skills and attitudes. As a school, we use assessment for learning approaches to monitor pupil progress and ensure that the curriculum is meeting the needs of all learners.

In addition to formal and informal assessment, staff also consider the wider impact of RSHE through observation of pupils' behaviour, attitudes, relationships and wellbeing across school life.

Monitoring the RSHE Curriculum

The Headteacher and Senior Leadership Team are responsible for overseeing the monitoring and evaluation of RSHE. This includes ensuring that:

- RSHE is delivered in line with statutory requirements and school policy
- teaching is of a high quality and meets the needs of all pupils
- staff are supported through training and professional development
- pupil voice is considered in reviewing the curriculum

The RSHE programme is monitored regularly and forms part of the school's ongoing cycle of subject review and development.

Role of Governors

The Governing Body is responsible for:

- overseeing the implementation of the RSHE policy
- reviewing the effectiveness of the curriculum
- supporting the ongoing development and improvement of RSHE provision

Policy Review

This policy will be reviewed regularly to ensure it remains up to date and reflective of statutory guidance and the needs of the school community. The review process will include consultation with staff, pupils, parents and governors where appropriate.

This ensures that the RSHE curriculum remains relevant, effective and responsive to the needs of all pupils.

Appendices

The following appendices provide additional information to support this policy.

Appendix 1 – RSHE Curriculum Overview and Resources

An overview of the RSHE curriculum, including the programme of study and examples of teaching resources, is available via the school website or upon request.

Parents and carers are welcome to request further information about the content taught and to view additional materials used to support learning.

This includes:

- a withdrawal request form for parents and carers
 - a list of external agencies used by the school
 - a list of resources to support parents and carers
-

Appendix 2 – Supporting Resources for Parents and Carers

The following organisations provide guidance and support for parents and carers to help them talk to children about relationships, health and wellbeing:

- **NSPCC – Parents’ information and support**
<https://www.nspcc.org.uk/>
 - **NSPCC Learning – Parent leaflets**
<https://learning.nspcc.org.uk/research-resources/leaflets/parent-leaflets>
 - **CEOP Education – Parents and carers**
<https://www.ceopeducation.co.uk/parents/>
 - **Barnardo’s – Support for parents and carers**
<https://www.barnardos.org.uk/get-support/support-for-parents-and-carers>
 - **Place2Be – Support for parents and carers**
<https://www.place2be.org.uk/our-services/parents-and-carers/>
-

Appendix 3 – The Seven Guiding Principles for RSHE

At Sunnybrow Primary School, our RSHE policy and practice are planned, delivered, monitored and developed in line with the following guiding principles:

a. Engagement with pupils

An inclusive, well-sequenced RSHE curriculum is informed by meaningful engagement with pupils. This ensures that learning is relevant, responsive and reflective of pupils' needs and experiences.

b. Engagement and transparency with parents

We work in partnership with parents and carers, ensuring openness and transparency about the content of RSHE. Curriculum materials are available to parents on request, and parents have the right to request withdrawal from non-statutory sex education. We ensure parents are informed in advance of any such content.

c. Positivity

Our curriculum promotes positive attitudes and skills, supporting pupils to develop healthy relationships and a strong sense of wellbeing, including mental health. Teaching avoids language that may reinforce harmful stereotypes or normalise unhealthy behaviours.

d. Careful sequencing

RSHE is delivered through a carefully planned, progressive curriculum. Learning is sequenced so that pupils develop knowledge and skills over time and are prepared for new experiences before they encounter them.

e. Relevant and responsive curriculum

The curriculum is adapted to meet the needs of our pupils and community. Teaching is age-appropriate, accessible and responsive to emerging needs, ensuring that all pupils are supported effectively.

f. Skilled delivery of participative education

RSHE is delivered by trained staff who are confident in creating safe, inclusive and supportive learning environments. Teaching promotes participation and discussion, while ensuring pupils feel secure and supported. Staff are trained in safeguarding and understand how to respond appropriately to disclosures.

g. Whole-school approach

RSHE is delivered as part of a whole-school approach to wellbeing and positive relationships. It is supported by other key policies, including safeguarding, behaviour and PSHE, ensuring a consistent and reinforcing approach across all aspects of school life.

Appendix 4 – Request for Withdrawal from Non-Statutory Sex Education

Child's Name: _____
Date of Birth: _____
Class / Year Group: _____

Parent / Carer Details

Name: _____
Contact Number: _____
Email Address: _____

Request

I request that my child be withdrawn from:

- ☐ All non-statutory sex education
☐ Specific elements (please specify):

Reason for Request (optional)

Parent / Carer Declaration

I understand that:

- Relationships Education and Health Education are statutory and cannot be withdrawn from
- Elements taught through the science curriculum are also statutory
- I have the right to discuss this request with the Headteacher or RSHE Lead

Signature: _____

Date: _____

School Use Only

Date request received: _____

Discussion held: ☐ Yes ☐ No

Outcome:

Headteacher Signature: _____

Date: _____