Primary Relationships, Sex and Health Education (RSHE) Policy

School Name	John Scurr Primary School
Date Policy Approved	Reviewed & Updated 2026
Review Date	Annual Review (July 2027)
RSHE/PHSE lead	Helen Davies
Ratified by Governors:	Kevin Hinde

1. Policy Overview, Aims and Statutory Context

1.1 Overview

At John Scurr Primary School, we recognise that high-quality Relationships, Sex and Health Education (RSHE) is essential to pupils' personal development, wellbeing, and safety. RSHE supports children to develop the knowledge, skills, and attitudes they need to form positive relationships, manage emotions, stay healthy, and make informed decisions as they grow.
Our school is committed to putting safeguarding at the heart of everything we do, and this includes our delivery of RSHE to all pupils across Key Stage 1 and Key Stage 2.

1.2 Statutory Framework

This policy has been produced in accordance with relevant national legislation and Department for Education (DfE) statutory guidance:

- • Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (DfE).
- • The Children and Social Work Act 2017.
- • Keeping Children Safe in Education (KCSIE).
- • The Equality Act 2010.
- • The National Curriculum for Science.

Statutory Status Summary: In primary education:

- **1.** Relationships Education is statutory for all primary pupils.
- **2.** Health Education is statutory for all primary pupils.
- **3.** National Curriculum Science is statutory for all primary pupils.
- **4.** Sex Education (beyond statutory Science) is non-statutory in primary schools.

1.3 Main Aims

The main aims of our RSHE policy are to:

- **1.** Ensure safeguarding is embedded across the curriculum so pupils learn factually accurate information to keep themselves and others safe.
- **2.** Teach RSE in accordance with Department for Education guidance and comply fully with the relevant provisions of the Equality Act 2010.
- **3.** Support children to understand physical and emotional body changes as they grow and develop, enabling them to behave in a mature and responsible way.
- **4.** Promote healthy, respectful relationships, self-respect, and positive physical and mental wellbeing.
- **5.** Protect children against all forms of discrimination, tackling sexism, misogyny, homophobia, and gender stereotypes.

> **DFE STATUTORY POSITION AT A GLANCE**
> Statutory Requirement Notice:
> Relationships Education and Health Education are mandatory statutory subjects under the DfE framework (2019/2020 onwards). There is no parental right of withdrawal from Relationships Education, Health Education, or National Curriculum Science. Parents maintain the right to request withdrawal only from non-statutory Sex Education elements (such as human conception and birth taught in Year 6).

2. Definition and Scope of RSHE

RSHE at John Scurr Primary School is composed of three interrelated statutory components alongside National Curriculum Science and non-statutory Sex Education.

2.1 Relationships Education (Statutory)

Relationships Education supports pupils to build positive, safe, and respectful relationships with family, friends, peers, and online. Key learning areas include:

- **Families and People Who Care for Me:** The importance of families for love, security, and stability; recognizing that families look different from one another (including single parents, same-sex parents, foster/adoptive families) but share love and care.
- **Caring Friendships:** Characteristics of positive friendships, mutual respect, truthfulness, loyalty, trust, managing conflict, and avoiding exclusion.
- **Respectful Relationships:** Courtesy, manners, self-respect, permission-seeking/giving, tackling stereotypes, and understanding all forms of bullying (including cyberbullying).
- **Online Relationships:** Online safety, respectful online behavior, recognizing online risks, harmful content, and protecting personal data.
- **Being Safe:** Personal boundaries, bodily autonomy, appropriate and inappropriate touch, identifying trusted adults, and reporting abuse.

2.2 Health Education (Statutory)

Health Education equips pupils with knowledge to make informed decisions about physical health and mental wellbeing:

- **Mental Wellbeing:** Normalizing emotions, building emotional vocabulary, self-care techniques, benefits of physical exercise, and accessing mental health support early. Lessons will explicitly cover age-appropriate strategies for managing change, coping with personal loss, and navigating bereavement.
- **Relational Resilience**: Pupils will be taught assertiveness skills, how to manage difficult peer emotions constructively, and practical tactics to resist digital peer pressure, specifically regarding the pressure to share personal images.
- **Internet Safety and Harms:** Balancing screen time, negative/positive online content, social media age restrictions, and identifying trolling or harassment. Pupils will also be taught to recognise Artificial Intelligence (AI), fake social media profiles, and the risks and illegality of deepfakes and manipulated media.
- **Physical Health and Fitness:** Benefits of an active lifestyle, daily physical activity, and understanding risks of inactivity.
- **Healthy Eating:** Nutritional balance, planning healthy meals, dental hygiene, and risks of poor diet.
- **Drugs, Alcohol and Tobacco:** Facts regarding legal and illegal substances, risks of smoking, vaping, drug taking, and alcohol consumption.
- **Health and Prevention:** Rest/sleep, sun protection, personal hygiene, handwashing, germs, allergies, and immunizations. Pupils will also be taught to recognise Artificial Intelligence (AI), fake social media profiles, and the risks and illegality of deepfakes and manipulated media.
- **Basic First Aid:** Emergency 999 calls, basic first-aid procedures, and dealing with common injuries.
- **Changing Adolescent Body:** Physical and emotional changes during puberty (age 9 to 11) and menstrual wellbeing.
- **Online Financial Risks**: Pupils will learn to identify online financial risks, including commercial scams, hidden in-game purchasing traps (such as loot boxes), data tracking, and how personal information is commercially exploited.

2.3 National Curriculum Science (Statutory)

- **Key Stage 1 Science:** Identify, name and label external body parts; say which part is associated with each sense; notice that animals (including humans) have offspring which grow into adults.
- **Key Stage 2 (Year 5) Science:** Describe the changes as humans develop from birth to old age (including puberty).
- **Key Stage 2 (Year 6) Science:** Recognise that living things produce offspring of the same kind, but offspring vary and are not identical to parents.

2.4 Sex Education (Non-Statutory)

Non-statutory Sex Education at our school is carefully planned and taught in Year 6. It covers human sexual reproduction, including how a baby is conceived and born. Lessons are delivered age-appropriately, sensitively, and without explicit references to sexual activity.

3. Safeguarding, Equality & Diversity Commitments

3.1 Safeguarding & Naming Sexual Body Parts

In line with Tower Hamlets (LBTH) safeguarding recommendations, John Scurr Primary School has chosen to place the correct anatomical naming of sexual body parts into the statutory curriculum in Key Stage 1 (by the end of Year 2).
This is a critical safeguarding measure. Teaching children proper terminology empowers them to:

- **1.** Accurately report medical symptoms if they feel unwell or experience pain.
- **2.** Report abuse or inappropriate touch clearly to trusted adults, enabling swift safeguarding action.

Key Stage 1 Terminology: The recommended scientific terms taught in Key Stage 1 include:

- • Penis, Vulva, Breast / Nipples, Anus / Bottom, Testicles, Vagina.

3.2 Puberty Education

Lessons on puberty and menstruation begin in Year 4 to ensure all pupils are fully prepared before physical and emotional changes occur, promoting bodily dignity and menstrual wellbeing.

3.3 Inclusion, LGBT+ and the Equality Act 2010

Our school strictly adheres to the Equality Act 2010 and is dedicated to protecting children and families from discrimination across all Protected Characteristics. We proactively challenge sexism, misogyny, homophobia, transphobia, and negative stereotypes.
In accordance with DfE guidance and LBTH recommendations, LGBT+ content (teaching about same-sex relationships and diverse family structures) is integrated into statutory Relationships Education in Key Stage 1 (by the end of Year 2). This ensures children from same-sex families feel welcomed and included from the start of their school life, while actively tackling homophobic bullying.

4. Curriculum Organisation, Delivery and Resources

4.1 Delivery and Curriculum Framework

RSHE is delivered as part of our planned, progressive PSHE curriculum. Lessons are taught by class teachers and timetabled regularly across the academic year to ensure consistent coverage.
We utilise the 1 decision curriculum programme (supplemented by Medway resources and PSHE Association guidance for our body parts, puberty and conception lessons), which provides progressive learning modules with built-in assessment and teacher guidance.

4.2 Resource Principles

- **Diagrams vs. Photographs:** The school uses clear scientific diagrams rather than real photographs when teaching anatomical content.
- **Single-Sex Provision:** Where appropriate and beneficial (such as specific discussions on puberty, personal hygiene, and menstruation in Years 4–6), single-sex lessons are arranged alongside co-educational learning.

- **Parent Previews:** The school holds parent information sessions prior to delivering sensitive RSE modules to share lesson plans, display resources, and answer questions.

5. Creating a Safe Environment and Handling Disclosures

RSHE is delivered in a safe, respectful, and supportive classroom environment. Teachers utilise specific pedagogical tools:

- **Group Agreements / Ground Rules:** Agreed with pupils at the start of lessons to establish respect, active listening, and confidentiality.
- **Anonymous Question Boxes:** Anonymous question boxes are provided to allow pupils to ask sensitive questions without peer pressure.
- **Correct Terminology:** Staff use matter-of-fact, accurate scientific terminology at all times.
- **Safeguarding & Disclosures:** Lessons do not encourage personal disclosures. Any disclosures made by pupils during or after lessons follow the school's Safeguarding and Child Protection Policy immediately.
- **Proactive Safeguarding Adaptations**: The Headteacher and RSHE lead retain the operational discretion to introduce lessons on online harms in Upper Key Stage 2 (Years 5 or 6) if local safeguarding data, cohort device-access trends, or specific risks indicate that pupils require early intervention to stay safe.

6. Inclusion and Special Educational Needs (SEND)

RSHE delivery is accessible to all pupils, including those with Special Educational Needs and Disabilities (SEND). Teaching is adapted by:

- **1.** Using clear, consistent language, visual symbols, and social stories.
- **2.** Breaking learning down into small, manageable sequential steps.
- **3.** Providing additional scaffolding, repetition, and practical opportunities.
- **4.** Aligning content with pupils' emotional maturity and 'Preparing for Adulthood' outcomes.

7. Parental Engagement and Right to Withdraw

7.1 Parent Partnership

We value open communication with parents and carers. The school shares curriculum maps, hosts information workshops, and provides access to teaching resources prior to delivery.

7.2 Right to Withdraw

There is no parental right of withdrawal from Relationships Education, Health Education, or National Curriculum Science. Parents have the right to request withdrawal only from non-statutory Sex Education (human conception and birth taught in Year 6).

7.3 Withdrawal Process

- **Step 1 (Meeting Request):** Parents wishing to request withdrawal must make an appointment to meet with the Headteacher or SLT.
- **Step 2 (Consultation):** Written letters alone will not automatically grant withdrawal. An in-person or virtual consultation is required to discuss concerns, clarify exact lesson content, and review educational benefits.
- **Step 3 (Provision):** If the request is maintained, the Headteacher will grant withdrawal and arrange appropriate alternative purposeful provision for the pupil during those specific sessions.

8. Roles, Responsibilities and Staff Training

- **Governing Body:** Approves policy, monitors implementation, and ensures RSHE is well-led, staffed, resourced, and evaluated.
- **Headteacher & SLT:** Oversees overall delivery, manages withdrawal requests, and ensures safeguarding compliance.
- **PSHE / RSHE Lead:** Leads curriculum mapping, resource selection, monitoring, assessment, and staff support.
- **Class Teachers:** Deliver high-quality lessons, maintain safe environments, and respond to disclosures in line with policy.
- **Staff Training:** Staff receive ongoing training, induction support, and guidance to build confidence and ensure statutory compliance.

9. Monitoring, Evaluation and Policy Review

RSHE is monitored regularly through pupil voice interviews, baseline/summative assessments, lesson visits, and work scrutiny.
This policy is approved by the Governing Body and reviewed annually. Next review date: July 2027.

Appendix 1: Statutory Learning Endpoints Mapping (DfE)

The table below details the statutory knowledge pupils must achieve by the end of primary school across Relationships Education, Health Education, and Science.

Topic Area	Statutory Learning Endpoints (By End of Primary)
Families and People Who Care for Me (Statutory)	• Families give love, security, and stability. • Characteristics of healthy family life, commitment, and protection. • Others' families may look different (including same-sex, single, foster/adoptive parents) but share love and care. • Stable, caring relationships are at the heart of happy families. • Marriage represents a formal, legally recognized commitment intended to be lifelong. • Recognizing unsafe family relationships and seeking help.
Caring Friendships (Statutory)	• Importance of friendships in happiness and security. • Characteristics of positive friendships: trust, respect, loyalty, kindness, generosity, support. • Friendships do not make others feel excluded or lonely. • Managing conflict and friendship ups/downs without violence. • Knowing who to trust and how to manage uncomfortable situations.
Respectful Relationships (Statutory)	• Respecting others who are different physically, in personality, or beliefs. • Practical steps to support respectful relationships, courtesy, and manners. • Linking self-respect to happiness. • Expecting respect from others and showing respect to authority. • Types of bullying (including cyberbullying), bystander responsibilities, and reporting. • Identifying unfair stereotypes. • Permission-seeking and permission-giving in relationships.
Online Relationships (Statutory)	• Understanding people can pretend to be someone else online. • Applying same respect principles online as face-to-face. • Rules for keeping safe online and reporting harmful content/contact. • Critically considering online contacts and information. • Understanding how personal data is shared and used.
Being Safe (Statutory)	• Appropriate physical/digital boundaries in friendships. • Privacy and keeping secrets appropriately. • Understanding bodily autonomy: each person's body belongs to them. • Differences between appropriate, inappropriate, and unsafe contact. • Naming sexual body parts in KS1 for safeguarding (Penis, Vulva, Breasts, Anus, Testicles, Vagina). • Safe responses to strangers and reporting unsafe feelings.
Mental Wellbeing (Statutory)	• Mental wellbeing is a normal part of daily life like physical health. • Expressing scale of emotions and developing feelings vocabulary. • Self-care: rest, exercise, outdoors, hobbies, family time. • Impact of isolation, loneliness, and bullying. • Recognizing triggers and accessing early support.
Internet Safety & Harms (Statutory)	• Benefits of rationing screen time. • Impact of online content on wellbeing. • Age restrictions on social media and gaming. • Identifying trolling, harassment, and search ranking. • Recognising AI, fake profiles, and the dangers/illegality of deepfakes. Identifying online financial scams, data rights, commercial tracking, and in-game purchase traps (loot boxes).
Physical Health & Fitness (Statutory)	• Benefits of an active lifestyle and daily exercise routines. • Risks associated with an inactive lifestyle.

Healthy Eating	• Principles of a balanced diet, calories, and healthy meal planning.

(Statutory)	• Risks of poor diet (e.g., tooth decay, obesity).
Drugs, Alcohol & Tobacco (Statutory)	• Facts and risks of legal/illegal substances, smoking, vaping, and alcohol.
Health & Prevention (Statutory)	• Early signs of illness, sun safety, dental hygiene/flossing, personal hygiene, handwashing, germs, and vaccinations. • Practical awareness of macro safety risks, including road, fire, water, and railway safety rules.
Basic First Aid (Statutory)	• Making emergency 999 calls and managing common minor injuries.
Changing Adolescent Body (Statutory)	• Key facts about puberty and emotional changes (age 9-11). • Menstrual wellbeing and cycle key facts.
National Curriculum Science (Statutory)	• KS1: Name body parts; senses; offspring grow into adults. • KS2 (Y5): Human development from birth to old age (inc. puberty). • KS2 (Y6): Inheritance and offspring variation.
Sex Education (Non-Statutory)	• Y6: Human sexual reproduction, conception, and birth. • Note: Parents have the right to request withdrawal from this element.