

Relationships, Sex and Health Education (RSHE) Policy

This policy incorporates RSE, Health Education and PSHE – described in the policy as RSHE.

Date of policy: 13th July 2026

Date of review: 13th July 2027

Name of RSHE Lead: Mrs Louisa Swankie

Introduction

This policy outlines Carrington Primary and Nursery School's commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the updated DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2025 and other relevant guidance documents and statutory requirements.

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 make Relationships and Health Education compulsory for children receiving primary education. To meet the needs of our pupils we will also deliver sex education, see section 10 for more details.

The RSHE teaching in this school contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSHE is taught in a developmentally appropriate manner throughout the school.

Formulation, dissemination, monitoring and review of policy

The RSE policy has been developed following consultation with the whole school community. Consultation took place in the following ways: SLT and staff discussion, parent workshop and invitation for draft comments from parents. In developing our policy and curriculum we have given due regard to the government's statutory guidance for RSE and Health Education issued in July 2025.

The RSHE policy is available on the school website and free of charge to interested parties via school reception.

The RSHE policy and curriculum will be reviewed annually by the RSHE Lead and governors. This review will be informed by the following: pupil and staff evaluation of the scheme; teacher assessment; changes in legislation and guidance and parent feedback gathered through workshops.

Governors have responsibility for ensuring that RSHE is taught in line with statutory guidance and for monitoring the effectiveness of the subject. This takes place within the remit of the governor's curriculum committee where governors will ensure leaders are clear on the effectiveness of RSHE and the outcomes for students, offering support and challenge as appropriate.

Our School Ethos and Approach to RSHE

Carrington Primary and Nursery School is proud to serve a richly diverse community, and our RSHE curriculum reflects the lived experiences, cultures and aspirations of our children and their families.

Rooted in our school values; Kindness, Respect, Readiness, Confidence and Excellence, RSHE is taught as part of our inclusive, knowledge-rich curriculum, ensuring every child feels represented, valued and safe.

Safeguarding is central to our ethos and underpins every aspect of RSHE. We recognise that children can only thrive when they feel secure, listened to and protected. RSHE provides essential safeguarding knowledge, including understanding personal boundaries, recognising unsafe situations, knowing how to seek help and identifying trusted adults. Lessons are delivered by trained staff who create a safe, respectful environment where children can ask questions, express concerns and develop the confidence to speak up.

Our curriculum design principles emphasise coherence, rigour, inclusivity and depth. These principles shape the way RSHE is sequenced and taught. RSHE aligns with our Golden Threads of Diversity, Sustainability and Democracy, enabling children to build meaningful connections between personal development, citizenship, safety and the wider world.

We believe that children get one chance at primary education. RSHE plays a vital role in shaping confident, compassionate and proud individuals who understand themselves, respect others and can make informed, safe choices. Learning is carefully sequenced so that new knowledge builds on prior understanding, allowing children to revisit and deepen key concepts such as healthy relationships, personal identity, safety and emotional wellbeing.

Our approach is proactive and supportive. We work closely with families to ensure content is age-appropriate, culturally sensitive and reflective of our community's values. RSHE is taught in partnership with safeguarding, behaviour, SEND and attendance teams, ensuring every child receives the holistic support they need to be safe, ready for learning and able to thrive.

Aims of RSHE at Carrington

The aim of RSHE at Carrington is to equip children with the knowledge, skills and attitudes they need to lead healthy, safe and fulfilling lives. Our curriculum ensures pupils understand how to build positive relationships, maintain physical and emotional wellbeing and navigate an increasingly complex world with confidence and respect.

RSHE plays a crucial role in safeguarding. It teaches children how to recognise unsafe situations, understand consent and personal boundaries, stay safe online and identify trusted adults who can help. Through carefully selected powerful knowledge, children learn about families, friendships, health, puberty, and the changes that occur as they grow. Content is taught sensitively and progressively, ensuring pupils feel secure, informed and supported.

Our RSHE curriculum aims to:

- Promote kindness, respect and empathy, enabling children to form healthy relationships and contribute positively to their community.

- Foster confidence and self-esteem, helping children express themselves, seek help when needed and develop an empowered voice.
- Ensure children understand how to stay safe, including online safety, personal boundaries, consent and recognising trusted adults.
- Strengthen safeguarding knowledge, enabling children to identify risks, understand protective behaviours and know how to report concerns.
- Support children to develop readiness for learning, emotional regulation and resilience.
- Celebrate diversity, ensuring all children see themselves reflected in the curriculum and understand the importance of inclusion.
- Provide accurate, age-appropriate knowledge about health, bodies and growing up, preparing children for later learning in secondary school.
- Embed RSHE within our knowledge-rich, coherent curriculum, ensuring concepts are revisited, remembered and applied in new contexts.
- Strengthen children's understanding of citizenship and democratic values, helping them become active, compassionate citizens locally and beyond.

RSHE at Carrington is delivered in a way that respects the beliefs and backgrounds of all families while ensuring every child receives the statutory content required for their safety, wellbeing and future success.

Key Objectives of RSHE

By the end of Year 6, pupils at Carrington will:

- Understand healthy relationships, including friendships, families and online interactions and recognise the qualities of kindness, respect and trust.
- Develop self-esteem and confidence, understanding their own identity, strengths and emotions.
- Know how to stay safe, including personal boundaries, consent, online safety and how to seek help from trusted adults.
- Apply safeguarding knowledge, recognising unsafe situations, understanding protective behaviours and knowing how to report concerns.
- Understand physical and emotional health, including hygiene, healthy routines, mental wellbeing and the changes associated with puberty.
- Recognise diversity, appreciating different families, cultures, identities and perspectives within our school community and the wider world.
- Show readiness and responsibility, demonstrating positive behaviour, emotional regulation and readiness for learning.
- Apply knowledge across the curriculum, using RSHE concepts to support reading, writing, safeguarding and wider personal development.
- Develop an empowered voice, expressing opinions respectfully, asking questions, and contributing to a safe and inclusive school culture.

We use the guiding principles in the DfE RSHE guidance 2025 to inform our provision. You will see these principles reflected through our policy:

- Engagement with pupils
- Engagement and transparency with parents
- Positivity
- Careful sequencing
- Relevant and responsive
- Skilled delivery of participative education

- Whole school approach

Pupil voice and a needs-led curriculum

Pupil voice is an important part of our RSHE programme. We provide opportunities for pupils to share their views and experiences of RSHE through class discussion, feedback activities, and pupil surveys. Pupils are encouraged to share their views and these are listened to and valued.

Information gathered from pupil voice, alongside other sources of data such as our annual pupil wellbeing survey results, safeguarding monitoring, and behaviour tracking, is used to inform curriculum planning and teaching approaches. This helps ensure our RSHE is relevant and responsive.

Equality, Inclusion and Support

We are required to comply with the requirements of the Equality Act 2010. Our school values diversity, encourages respect for all, and promotes the celebration of difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender identity or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

RSHE will be accessible to all regardless of their gender. Through the delivery of RSHE teachers will explore gender stereotypes and how they may limit a person's potential and ensure that all pupils receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSHE. As a school we will deliver RSHE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches respect. Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs and values. To support this process, we will ensure that parents are made aware of what will be taught and when.

We will use a range of materials and resources that reflect the diversity of our school population and encourage acceptance and appreciation of difference. We want every child and family to feel included, respected and valued.

Teachers will plan RSHE in different ways, using a variety of teaching strategies to meet the needs of pupils in their class. For some children, particularly those with special educational needs and disabilities, a differentiated approach may be necessary to ensure learning outcomes are met, this will be discussed with parents/carers and an individual support plan developed. Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

A range of different families and relationships will be explored within RSHE. All children, whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. This means that resources and books used will show families of all kinds, including mum/dad, two mums, two dads, fostering, adoption, single parent, extended family and others. This reflects both our school community and wider society.

The Curriculum

RSHE is taught in every year group throughout the school. The curriculum we deliver is age-appropriate and progressive, building the children's knowledge, understanding and skills year on year. RSHE content and delivery supports children to develop a positive view of healthy relationships, being healthy and safe. We work to objectives in each year group that support the outcomes outlined in the government RSHE guidance.

Some elements of RSHE are delivered through National Curriculum Science:

Year 2

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of hygiene.

Year 5

Pupils should be taught to:

- describe the changes as humans develop to old age.

Below is a list of topics covered by our RSHE programme in line with government guidance:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- General wellbeing
- Wellbeing online
- Physical Health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic First Aid
- Developing bodies

To keep children safe and ensure they receive accurate, age-appropriate information, we teach the correct names for body parts. Using scientific vocabulary helps children understand privacy, personal boundaries and how to communicate clearly with trusted adults if they ever need help. The following terms, amongst, are taught across the primary phase, always in a sensitive, factual and age-appropriate way - *penis, vulva, buttocks, vagina, clitoris, testicles, scrotum, foreskin, breasts, nipples, uterus, ovaries, menstruation/periods, erections and wet dreams.*

We deliver our RSHE curriculum through assemblies, a weekly PSHE lesson, topic work and cross-curricular opportunities. Our RSHE curriculum follows the Oak National Academy primary RSHE sequence, ensuring that teaching is age-appropriate, evidence-based and fully aligned with national guidance. The curriculum will be evaluated and reviewed annually through pupil voice and staff and parent consultation.

We keep the curriculum continuously under review to ensure it is relevant and responsive to children's needs. The RSHE lead and teachers may add content to the programme to address current safeguarding issues and trends in order to keep children safe. Where this is the case, parents will be informed in advance and be able to request access to the resources to be used.

Resources

As with any other subject, the breadth of the RSHE curriculum means that we use a wide variety of age-appropriate activities, books and resources. Teachers select resources that support the learning outcomes for the year group they are teaching. We hold a parents' meeting each year where you can familiarise yourself with some of the resources to be used. If parents would like to see these at other times of the year, they should speak with their child's teacher. We encourage engagement from parents in our RSHE programme. If parents would like to discuss any of the resources in more detail, they can contact us through the school office. admin@carrington.nottingham.sch.uk.

Sex Education

In addition to Relationships and Health Education we also cover sex education in year six. The content of sex education includes learning about reproduction, pregnancy and birth as well as sexual consent. It is taught in an age and stage appropriate manner. Parents are able to withdraw their child from this learning if they choose to (See 'Parents' section 15 below).

Teaching and Learning

All teachers have responsibility for planning and delivering RSHE. Teaching assistants may provide additional support, in particular for children with special educational needs. Everyone involved in the teaching of RSHE will follow this school policy.

The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. A balanced and non-judgmental approach will be taken. Teachers and all those contributing to RSHE will work to the agreed values within this policy.

Within RSHE pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this, a number of teaching strategies will be used, including:

- Establishing ground rules/group agreement with pupils
- Using 'distancing' techniques (eg. Case studies)
- The provision of a 'question box' during each planned session
- Dealing with children's questions in an appropriate manner
- Using participative teaching methods, with opportunities for discussion
- Opportunities for reflection

External speakers

Occasionally we use external speakers to enhance our delivery of RSHE. All external speakers deliver in line with our RSHE policy and safeguarding procedures.

Safe learning in RSHE

It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers will create a group agreement with each class outlining

expectations around rights, responsibilities and respect. The group agreement will be a working document that all pupils agree to follow.

The group agreement will outline rules regarding questions. As with any topic, pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way. The group agreement will remind pupils that personal questions are not appropriate.

When pupils can write independently, they will be introduced to the 'question box' into which they can place their written questions. This allows the teacher the opportunity to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referred to parents. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules set in the group agreement
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later if related to the topic and appropriate for the age group.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises safeguarding concerns, the teacher will attend to it on an individual basis.

Sometimes pupils may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. This will be fed back to the RSHE lead as part of the evaluation and monitoring process.

Staff training

All staff delivering RSHE are skilled and confident to do so. We undertake a regular staff RSHE training needs audit to identify areas for development. We provide regular training and updates to staff around RSHE through Inset days and staff meetings. The RSHE lead attends regular networks to keep their knowledge and practice relevant and up-to-date.

Assessment and Review

Teachers use a range of assessment strategies to track pupils' progress towards our published learning outcomes in line with our teaching and learning framework. Each class records learning in a whole-class RSHE book, which captures learning outcomes, pupil voice and ongoing assessment, ensuring progression is visible and celebrated across the school. Pupil's progress in RSHE will be included in the end of year report. The RSHE lead carries out learning walks and book scrutiny to monitor the quality of RSHE across school.

Parents

We believe that RSHE is a partnership between school and parents/carers. We recognise that parents are the first teachers of their children and welcome their engagement with our RSHE programme. It is important that RSHE delivered in school is explored in more detail within the context of individual families. We will regularly consult with parents on an annual basis about any needs they may have in relation to our RSHE programme.

Any parents wanting more information about our RSHE curriculum can contact Mrs Louisa Swankie
admin@carrington.nottingham.sch.uk

Right to withdraw from sex education:

Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to withdraw their child from the sex education elements of our programme (other than that which comes within the Science curriculum). There is no right to withdraw from Relationships Education or Health Education. Parents can exercise their right to withdraw their child from sex education in year 6 by sending a letter or email to the Headteacher. Teachers will plan appropriate, purposeful education for children who are withdrawn from sex education.

Confidentiality, safeguarding and child protection

Everyone involved in the delivery of RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils through the development of a group agreement at the start of lessons, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.

Teachers will be aware that effective RSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSHE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy. Any disclosure of sexual activity from a primary age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with the school's and local safeguarding procedures.

Menstrual wellbeing

Some pupils will begin menstruation in primary school. To support pupils who are menstruating we have in place the following:

- Sanitary disposal units are available in key stage 2 girls' toilets.
- Pupils can access sanitary products from classes 4 to 6 and the medical room
- For those experiencing period poverty free sanitary protection can be accessed from classes 4 to 6 or the school office.

When a pupil starts menstruating in school, we will support them on-site and inform parents. Our RSHE programme covers basic information about menstruation in year 4, with more detailed input in years 5 and 6. If your child has difficulties managing their periods at school please contact Mrs Louisa Swankie or Mrs Gill Burgin for support.

Links to other Policies

- *Anti-bullying*
- *Religious Education*
- *Safeguarding*
- *Equality and Diversity*
- *Health and Safety*
- *Curriculum*
- *Online Safety*
- *Behaviour*

More information

If you would like to discuss our provision of RSHE further, please contact Mrs Louisa Swankie
admin@carrington.nottingham.sch.uk

Complaints about RSHE will be handled in line with the school's complaints policy, which is available on the school website.