

Thurgoland CE Primary

Relationships, Sex and Health Education (RSHE) Policy



Approved by:

Headteacher Mr D Jordan

Chair of Governors Mrs L Gregory-White

Review date: Autumn 2026

Date: 05.11.2025

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Thurgoland CE Primary School
Relationships, Sex and Health Education (RSHE) Policy
(Redrafted 2025 following DfE and 1Decision Guidance – see Appendix 1)

Ethos Statement

At Thurgoland CE Primary School, our approach to Relationships, Sex and Health Education is rooted in our Christian vision, inspired by *The Parable of the Mustard Seed* (Matthew 13:31–32). We believe every child has the potential to grow and flourish, becoming a source of blessing for others. Through our RSHE curriculum, we nurture children to *Love to Learn, Give it a Go, Aim High, Show Respect, and Be Resilient*. Our teaching reflects the Church of England's guidance (*Valuing All God's Children*, 2019; *RSHE in Church of England Schools*, 2019), ensuring that learning is inclusive, affirming, and rooted in Christian love and respect for all.

1. Aims

Our RSHE curriculum aims to prepare children for healthy, safe, and fulfilling relationships and lives, both now and in the future. It supports their spiritual, moral, social, cultural, emotional, and physical development.

At Thurgoland CE Primary, RSHE is not just about knowledge but about helping children develop respect for themselves and others, resilience in decision-making, and the confidence to manage change and challenge.

We aim to:

- Promote positive relationships grounded in love, respect, and understanding.
 - Prepare children for the emotional and physical changes of puberty.
 - Teach the importance of self-respect, empathy, and kindness.
 - Create a culture where children can ask questions safely and confidently.
 - Support parents as the primary educators of their children in this area.
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2. Statutory Requirements

We deliver **Relationships Education** and **Health Education** in line with the *Children and Social Work Act 2017* and the **DfE Statutory Guidance (July 2025)**. RSHE forms part of the basic school curriculum and is inspected through pupils' personal development, behaviour and welfare, and SMSC outcomes.

- **Sex Education (Primary):** Not compulsory, except for science content. Where we choose to teach sex education beyond science (see Section 5), parents/carers may request withdrawal (see Section 10).
- **Having regard to guidance:** We have regard to the DfE statutory guidance and will only depart from 'should/should not' expectations with good reasons.

- **Equality & SEND:** Delivery meets duties under the **Equality Act 2010** and the **SEND Code of Practice**, ensuring accessibility for all learners.
 - **Keeping Children Safe in Education (2025):** RSHE is delivered within our safeguarding framework and whole-school approach.
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3. Policy Development

This policy was developed through consultation with staff, governors, parents, and children. Feedback was gathered through meetings, surveys, and discussions to ensure our curriculum reflects community needs and our Christian ethos.

4. Definition

RSHE is the lifelong learning process about physical, moral, and emotional development. It includes learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity. It is not about promoting sexual activity but about ensuring children understand themselves and others in a context of love, dignity, and respect.

5. Curriculum

Our spiral RSHE curriculum follows the **1Decision programme** from Reception to Year 6 and integrates RSHE across PSHE, Science, RE and Computing. Content is sequenced so children are equipped **before** key experiences occur and can prevent harms.

Relationships Education – end of primary coverage includes: families and people who care for me; caring friendships; respectful, kind relationships; **online safety and awareness** (including that most social media platforms have a **minimum age of 13**); and being safe (boundaries, privacy, reporting concerns).

Health Education – end of primary coverage includes: general wellbeing and emotional literacy; physical activity and healthy eating; drugs, alcohol, **tobacco and vaping** (age-appropriate facts, including nicotine addiction risks); health protection and prevention; basic first aid; and **developing bodies** (puberty, correct anatomical vocabulary and **menstruation**). We use plain, accurate terms (e.g. penis, vulva, vagina, testicles, nipples) and make **period products** available in school, with sensitive arrangements to support menstruation.

Sex Education (non-statutory in primary): We deliver age-appropriate content in **Year 5 and Year 6** on human conception and birth (beyond science), consent basics and keeping safe. Parents/carers are informed in advance and may request withdrawal from these **non-statutory** elements (see Section 10).

Curriculum details and progression are shared with parents/carers and available on the school website. Content is adapted for pupils with SEND and those with specific vulnerabilities.

6. Delivery of RSHE

RSHE is delivered primarily through PSHE using **1Decision**; learning is reinforced in RE, Science, Computing and assemblies as part of a **whole-school approach**. Lessons are participative and interactive, led by trained staff with safeguarding expertise. Where we use visitors, we retain oversight and ensure materials are age/stage appropriate, balanced and accessible.

We proactively **share representative samples of materials with parents/carers** and make **all RSHE materials available on request**. We do not enter contracts that restrict parental access to materials.

7. Equality, Diversity and Inclusion

We meet duties under the **Equality Act 2010** and ensure pupils with protected characteristics (including disability, religion or belief, sex, sexual orientation, gender reassignment) are supported. We teach about **diverse families** positively and integrate **LGBT** content **within** the programme (not as a standalone unit) at points appropriate to age and stage. As a Church of England school, we teach faith perspectives within balanced debate while ensuring pupils are conversant with the law. Lessons and resources are differentiated in consultation with the **SENDCo**.

8. Roles and Responsibilities

- **Governing Board**: Approves and monitors implementation of this policy.
- **Headteacher (Mr D. Jordan)**: Ensures RSHE is delivered consistently and reflects our Christian ethos.
- **PSHE/RSHE Lead (Mrs Tracy Stacey)**: Oversees planning, staff training, and monitoring.
- **Staff**: Deliver lessons sensitively and inclusively, modelling positive relationships.
- **Pupils**: Engage respectfully and uphold the school values of love, respect, and resilience.

9. Creating a Safe Learning Environment

Teachers establish group agreements and use **distancing techniques (distancing techniques depersonalise the situations under discussion)** and anonymous **worry (question) boxes**. Staff answer questions factually and age-appropriately; where a question falls **outside our published programme**, staff acknowledge the question and provide a brief, factual response or direct pupils to appropriate, safe sources, avoiding unnecessary detail. We avoid language that could normalise harmful behaviour.

All staff understand that RSHE may elicit disclosures and follow safeguarding procedures immediately, liaising with the DSL/Deputy DSL where needed.

10. Engaging with Parents, Pupils and the Community

We **consult** parents/carers when developing/reviewing this policy and set out content in advance (notifying of sensitive topics). We invite parents to view representative materials and will provide access to **all materials on request**.

Right to request withdrawal (Primary): Parents/carers may request withdrawal **only** from **sex education** content that sits **outside** the science curriculum (e.g. Year 6 conception/birth lesson). The headteacher will meet with parents (and the child, where appropriate) to discuss the request before confirming. If a child is withdrawn, we provide purposeful alternative education during that time. There is **no right to withdraw** from Relationships Education, Health Education or science.

We gather **pupil voice** to inform sequencing and responsiveness. We liaise with secondary schools to support a smooth transition.

11. Resources

We use **1Decision** as our core scheme, supplemented by high-quality, unbiased texts and media. All materials are reviewed for **accuracy, balance and accessibility**, including for SEND, and reflect diverse families and identities. Selected materials are available for parents/carers to view on request.

12. Monitoring, Evaluation and Assessment

The PSHE/RSHE Lead (Mrs Tracy Stacey) and Headteacher monitor delivery through learning walks, planning scrutiny, and **pupil voice**. Assessment is baseline, formative and summative, supported by 1Decision self-assessment and knowledge organisers. We capture cross-curricular RSHE learning (e.g. in Science and RE). We report to governors annually and share progress information with parents/carers as appropriate.

This policy explains how RSHE is monitored and evaluated and **how parents can view curriculum materials** (see Section 10).

13. Links to Other Policies

This policy should be read with: Safeguarding and Child Protection; PSHE; RE; Behaviour and Anti-Bullying (including sexual harassment/violence and peer-on-peer abuse); Online Safety; Equality and Diversity; SEND; Curriculum; and Complaints.

14. Openness about RSHE Materials (Parents)

We proactively engage parents/carers about RSHE and will: (a) show a representative sample of resources; (b) make **all** materials available on request; and (c) avoid any contractual restrictions that prevent sharing materials with parents/carers.

15. Teaching about the Law

Where relevant, teaching includes **the law** related to RSHE topics (e.g. consent, harmful sexual behaviour, online offences, image sharing) at an age-appropriate level so pupils understand rights, responsibilities and how to seek help.

16. Review and Approval

This policy was developed in consultation with staff, governors, parents and pupils and approved by the Governing Board. It will be **reviewed annually** (or earlier if guidance changes).

Approved by:

Headteacher: Mr D. Jordan Date: 05.11.2025

Chair of Governors: Mrs L. Gregory-White Date: 05.11.2025

Review: Autumn 2026

Appendix 1: Simply RSHE Mapping Document

This appendix outlines how Thurgoland CE Primary School's RSHE curriculum aligns with the **1Decision RSHE Mapping Framework**, supporting the statutory requirements for Relationships Education and Health Education. It ensures complete coverage of all end-of-primary outcomes as set out in the **DfE Statutory Guidance (July 2025)**.

The mapping document details progression for the following strands from Year 1 to Year 6:

- 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 and Basic First Aid
- Developing Bodies

The full **1Decision RSHE Mapping Only** document (attached) should be read alongside this policy for reference and planning purposes.