

Summerville Primary School – An Academy School
Achieving through care, challenge and creativity
Relationships Education, Relationships and Sex Education (RSE) and Health
Education Policy

Statutory Policy



**Relationships Education, Relationships and Sex
Education (RSE) and Health Education Policy**

Statutory Policy

Date of Approval: September 2026	
This policy will be reviewed by the LPP Committee every two years	
Date for Review: September 2028	
Signature: 	Date September 2026
Head Teacher Stephen Jess	
Signature  	Date September 2026
Chair of Governors Tim Hyams and Sophia Adams Bhatti	

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Relationships, Sex and Health Education (RSHE) at Summerville Primary School

At Summerville Primary School we want to provide pupils with both the knowledge and skills to manage their lives, stay safe, make the right decisions and thrive as individuals and members of society. High quality Personal Social Health Education (PSHE) and age-appropriate RSE teaching are essential to keeping pupils safe and healthy, inside and outside the school gates. Relationships and Sex Education is planned to provide all children with knowledge, skills and attitudes that will enable them to make positive and healthy choices concerning sex and relationships as they grow up. Children learn to appreciate what it means to make responsible and informed decisions in order to foster positive relationships and to become confident individuals who are able to live safe, healthy and fulfilling lives. Effective RSHE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. RSHE also develops pupils' resilience, integrity, and honesty, enabling them to identify when situations or behaviours are unsafe and to seek help appropriately.

The RSHE Policy is based on the DfE's Relationships Education, Relationships and Sex Education and Health Education statutory guidance (2020).

1. Aims

The aims of Relationships, Sex and Health education at our school are to:

- provide a framework in which sensitive discussions can take place
- know and understand what constitutes a healthy lifestyle
- be aware of safety issues
- understand what makes for caring and respectful relationships with others
- develop self-confidence and self-esteem, and make informed choices regarding personal and relationship issues
- prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- help pupils develop feelings of self-respect, confidence and empathy
- create a positive culture around issues of sexuality and relationships
- understand how best to support their own physical and mental wellbeing
- teach pupils the correct vocabulary to describe themselves and their bodies.

Sensitivity and respect are shown to all children when teaching about personal relationships and sex education and RSHE is taught in a way to ensure that there is no stigmatisation of children based on their home/personal circumstances.

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2. Statutory Requirements

As a Primary Academy School, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. This policy and curriculum comply with Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum. In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

All schools are therefore statutorily required to teach Relationships and Health Education. The legislation makes it clear that all schools should approach RSE in a sensitive and inclusive way, in line with the Equality Act. The Church of England Education Office supports the approach taken by the government, including recommending an age-appropriate provision of sex education at primary level.

At Summerville Primary School we teach RSE as set out in this Department for Education policy: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

The Department for Education has made Relationships and Health education statutory, including puberty. Although sex education is not compulsory in Primary schools, Summerville feels that it is necessary to cover this area in an age-appropriate way as recommended by the Department for Education, as part of our safeguarding duty. We teach sex education in line with guidance from the PSHE association. To view the objectives covered, and some resources used to support their teaching, please refer to Appendix 2.

3. Policy Development

This policy has been developed in consultation with staff, pupils and governors. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents, and any interested parties, were invited to look at the policy and suggest recommendations.
4. Ratification – once amendments were made, the policy was shared with governors and ratified.

The views of pupils are also gathered through class discussions and pupil voice surveys to ensure the curriculum remains relevant and engaging.

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4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about positive relationships- both in person and online, physical and mental wellbeing sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values.

5. Curriculum

Summerville Primary follows the online teaching resource called SCARF from Coram Education <https://www.coramlifeeducation.org.uk/scarf>. The programme is always up to date and inline with the statutory requirements for Relationships and Health Education.

To ensure we cover all statutory requirements, we use the PSHE Association's Thematic Model to plan our yearly coverage. Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary. Sometimes there will be a need to cover areas outside of the curriculum. In this case, where possible parents will be informed of sensitive or additional content before delivery. Aspects of RSE and the PSHE curriculum as a whole are also covered in the wider curriculum.

We have developed the curriculum in consultation with parents and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online. A flow chart that details how staff should address questions in RSE that go beyond the planned curriculum in Appendix 3. Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1. To view the RSE objectives covered in more detail, including sex education, please refer to Appendix 2.

5.1 Delivery of RSHE

The teaching of RSHE is delivered through the teaching of science and PSHE where possible, with more discrete teaching of RSE taking place more regularly as children progress through Key Stage 2. Biological aspects of RSE are taught within the science curriculum, and other aspects may be included in religious education (R.E.). On occasion, the teaching may involve support from health service professionals such as the School Nurse. All external visitors will be vetted in line with safeguarding policies, and their materials reviewed before delivery to ensure they meet school and statutory requirements. Parents can request to view any RSHE materials used in school, including resources from external providers. Teachers respond to arising needs for discussion, guidance and clarification which may be dealt with at class, group or individual level at any given point, outside of the plans in Appendix 1 (see Appendix 3).

There is a large overlap between the programme of study for RSHE and the aims of PSHE. We teach RSHE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching RSHE we take into account the targets set for children with Special Educational Need or Disability (SEND) in their ISPs.

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Staff adapt lessons to meet the needs of SEND pupils, using visual supports, simplified language, and small group teaching where necessary.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

The importance of communication, respect for self and others and listening to each other's views will be reflected in our teaching and learning. Our approach to RSE is based upon an ethos of listening and responding to young people in order to strengthen their confidence and self-esteem. Pupils have the opportunity to have questions and concerns addressed privately as needed. We will ensure that all pupils know how to access members of staff to talk to them and that this is welcomed.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

For more information about our RSHE curriculum and outcomes, see Appendix 1.

5.2 Teaching about puberty and sex

Our approach to teaching about puberty and sex is grounded in ensuring pupils receive clear, accurate and reassuring information *before* they encounter the physical and emotional changes associated with adolescence. This prepares pupils to manage these changes confidently and safely and reduces the likelihood that they seek information from unreliable sources.

The teaching of puberty begins in lower Key Stage 2 (from Year 3) and builds progressively through to Year 6 (appendix 2). Lessons cover the physical and emotional changes that occur during puberty, personal hygiene routines, the menstrual cycle and menstrual wellbeing, erections and wet dreams, masturbation, and the growing independence that accompanies adolescence. By Year 6, pupils are also taught how a baby is conceived and born, the links between relationships and conception, and the responsibilities of parenthood. These sessions are delivered sensitively and inclusively, using correct vocabulary and ensuring pupils feel able

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to ask questions in a safe environment.

As part of teaching about puberty, we acknowledge that children may begin to experience increased curiosity about their bodies as they grow which reflects research and SCARF guidance indicating that many children begin to show heightened curiosity about bodies and sex from around the age of 9. To ensure equality and accuracy, teachers are encouraged to use developmentally appropriate language to explain that an increased curiosity about touching one's own body can occur for any child, that it is a private activity, and that it must only take place in private spaces such as a bedroom or bathroom, and that it is normal both if they do and don't want to do so. This supports pupils' understanding of safe and appropriate behaviour and helps them to recognise inappropriate behaviour in others.

All lessons are delivered in a manner consistent with our school's values, safeguarding responsibilities, and commitment to equality. Staff adapt teaching for pupils with additional needs to ensure that all children can access this essential learning.

6. Roles and Responsibilities

6.1 The Governing Body

The Governing Body will approve the RSHE policy, and hold the Headteacher to account for its implementation.

6.2 The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE (see section 8).

6.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way, in line with our moral values
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSE. Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

6.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity

6.5 PSHE lead

The PSHE Lead oversees PSHE and RSE curriculum development, ensures consistency of delivery, monitors impact, and provides or facilitates staff training to support confident, sensitive teaching.

7. Parents' right to withdraw

Parents have the right to request that their child be withdrawn from some or all of sex education

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delivered as part of statutory RSE. Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and where it is agreed that the child should be withdrawn from RSE, alternative work will be given to pupils. There is no right to withdraw from Relationships Education or Health Education.

8. Equality

All schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). The teaching of RSHE will be fully inclusive and will foster good relations between all pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. Our teaching reflects diverse families and relationships, including same-sex parents, single-parent families, and foster or adoptive families. Lessons explicitly challenge stereotypes and teach pupils about equality law and mutual respect. Children are taught the facts and law about gender reassignment, and that people with the protected characteristic of gender reassignment, as well as other protected characteristics, have protection from discrimination and should be treated with respect and dignity. Children will be taught that many people believe that everyone has a gender identity, but will not be taught that this is a fact.

Schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

9. Monitoring and Review

The delivery of RSHE is monitored by the Senior Leadership Team through reviewing planning, work scrutinies, learning walks etc.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the PSHE leader in consultation with the Senior Leadership Team every two years. At every review, the policy will be approved by the Learning and Pupil Progress Committee. When the policy is updated or rewritten it will be subject to ratification by the Governing Body.

10. Sources of Further Information

This policy has drawn on:

- DfE 'Sex and Relationship Education Guidance' (2000)
- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21st Century' - Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000) (2011)
- DfE Relationships and sex education (RSE) and health education (2026)
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This policy should be read in conjunction with the following policies:

- Schools own Safeguarding (inc. responding to disclosures)
- Schools own Anti-bullying

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- Schools Equality, diversity and inclusion policy
- DfE Keeping children safe in education

Interpretation

Any reference to a statute, statutory guidance and any other document shall be construed as a reference to that statute as amended or re-enacted and to the current edition or replacement of that statutory guidance or other document

Useful resources

- [Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document](#): supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources: (password protected).
- [PSHE Association RSE Policy Guidance](#) (members only)
- [SCARF and the DfE Statutory Requirements for RSHE- FAQs](#)

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Appendix 1 – PSHE Yearly Overview- Thematic Model

	Autumn: Relationships			Spring: Health and Wellbeing			Summer: Living in the wider world		
	Families and friendships	Safe relationships	Respecting ourselves and others	Physical health and Mental wellbeing	Growing and changing	Keeping safe	Belonging to a community	Media literacy and digital resilience	Money and work
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks

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- **Bold** objectives – should be covered in stand-alone teaching
- ‘Belonging to a community’ will be covered in Diversity week but elements of other objectives in red could also be covered in this week also
- Cross curricular links to Computing/Internet Safety Day – blue
- Cross curricular links to Science – green
- ‘Money and Work’ objectives could be covered in maths/enterprise activity

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Appendix 2 – RSE objectives and video resources used to support teaching

Objectives in green have been moved from another year group, as indicated by the brackets.

Year	SC objectives	Resources to support teaching
1	How they are the same and different to others	
2	About the human life cycle and how people grow from young to old	
	How our needs and bodies change as we grow up	
	To identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)	
3	How to identify external genitalia and reproductive organs (Y4)	SCARF Lesson- Year 3: My changing body Key period facts: https://www.youtube.com/watch?v=DBe7-PHRav8&ab_channel=AMAZEOrg OR https://youtu.be/DBe7-PHRav8
	Key facts about the menstrual cycle (Y4)	
4	about the physical and emotional changes during puberty	SCARF Lesson- Year 4: Preparing for changes at puberty (formerly Period positive/preparing for periods) <i>NB: Do not teach the section on wet dreams</i>
	key facts about the menstrual cycle and menstrual wellbeing	
	the importance of personal hygiene routines during puberty including washing regularly and using deodorant	General puberty hygiene: https://www.youtube.com/watch?app=desktop&v=00BYyDr8Xdg&feature=youtu.be Menstrual products: https://www.youtube.com/watch?app=desktop&v=kmWbOC8Fbb0&feature=youtu.be (may be worth mentioning sustainable alternatives?) OR https://youtu.be/kmWbOC8Fbb0

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	how to discuss the challenges of puberty with a trusted adult	<i>Conversation in class</i>
	how to get information, help and advice about puberty	<i>Conversation in class</i>
5	that for some people their gender identity does not correspond with their biological sex	https://youtu.be/Y19kYh6k7Is
	that female genital mutilation (FGM) is against British law ¹	Scarf lesson- Year 5: Growing up and changing bodies
	what to do and whom to tell if they think they or someone they know might be at risk of FGM	Educating children about FGM only becomes statutory at Secondary school. However, we have decided to touch on this subject as part of our safeguarding duty. This objective is covered in a separate lesson to the main RSE education, and mainly focusses on the question, 'Is this normal?' when it comes to puberty. As a small part of the lesson, the following discussion will take place: <i>Emphasise that young people have the right to decide what happens to their body.</i> <i>Who is the best person to decide what happens to a person's body? Very occasionally, young people have things done to their bodies that are criminal in this country. These crimes involve cuts made to female genitalia – the vulva - the external area around the opening to the vagina.</i> <i>If you were concerned about yourself, or another young person you know, are there people you can think of who can help?</i>
	key facts about the menstrual cycle and menstrual well-being, erections and wet dreams (Y4)	Scarf lesson- Year 5: Growing up and changing bodies and Year 5- Changing bodies and feelings Wet dreams: https://www.youtube.com/watch?v=uotzoDDRWs&feature=youtu.be
	strategies to manage the changes during puberty including menstruation (Y4)	

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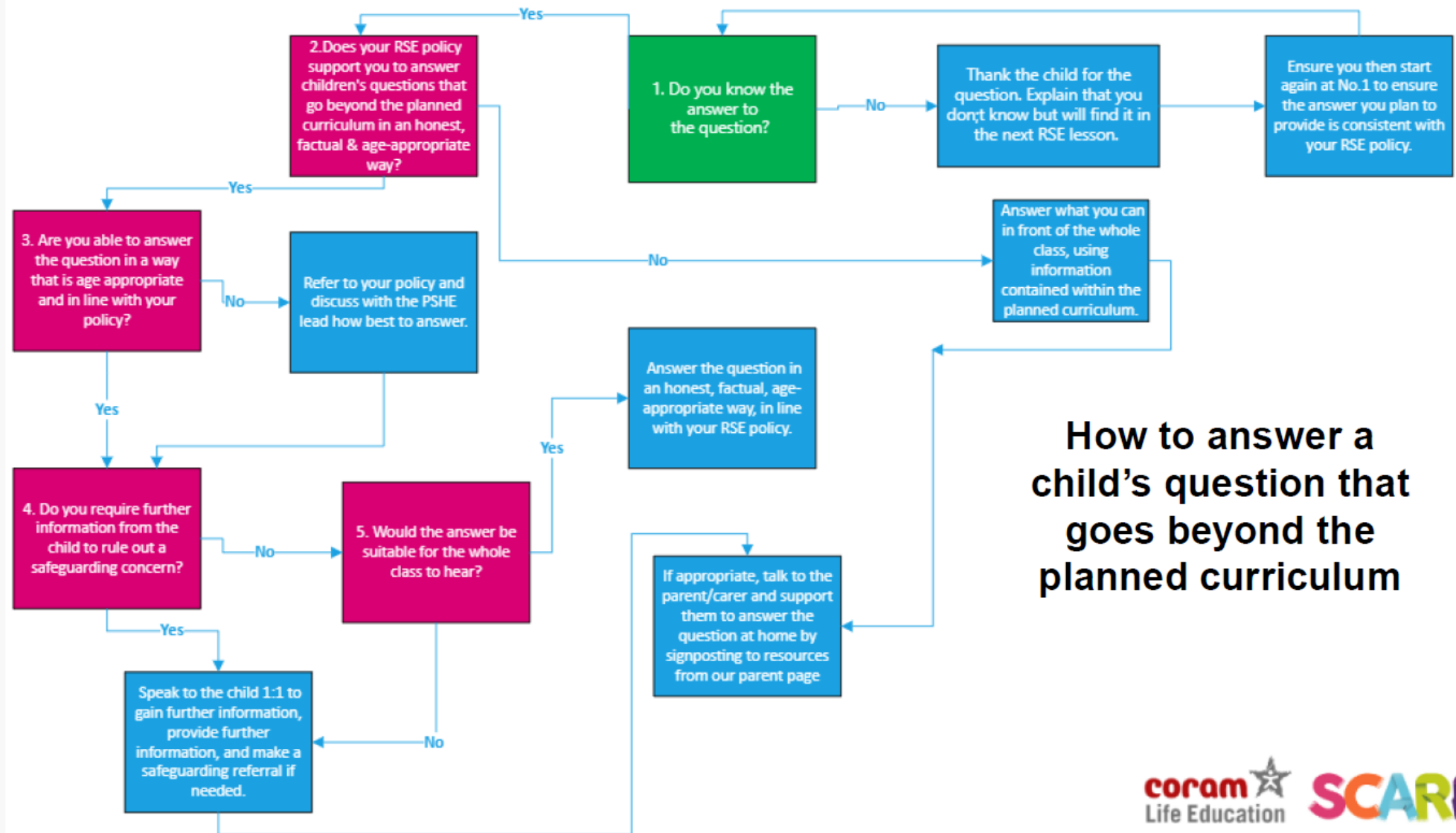
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6	identify the links between love, committed relationships and conception	Sex and sexual intercourse: https://www.bbc.co.uk/teach/class-clips-video/articles/zsxt4j Conception: https://www.youtube.com/watch?app=desktop&v=OejdOS4lqeE&feature=youtu.be Pregnancy: https://youtu.be/5X0--KRfSpU For ways to prevent a baby being made- just mention that pregnancy can be prevented Family types- adoption: https://youtu.be/LEQEGzZxvwA BBC Operation Ouch RSE resources
	what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults	
	how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb	
	that pregnancy can be prevented with contraception ²	
	about the responsibilities of being a parent or carer and how having a baby changes someone's life	

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Appendix 3 – Answering children’s questions beyond the planned curriculum



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