



Relationships, Sex and Health Education (RSHE)

Policy

Homerswood Primary and Nursery School

Ratified : March 2026

Review : March 2028

Relationships, Sex and Health Education (RSHE) Policy

March 2026

Introduction

This policy covers Homerswood Primary School's whole school approach to Relationships, Sex and Health Education (RSHE).

Relationship, Sex and Health Education at Homerswood Primary School enables pupils to learn about personal, social, moral, cultural and emotional development. It is integral in preparing children for life in modern Britain and equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships. It encourages mutually respectful relationships and empathy for others. It empowers them to take responsibility to keep themselves safe and healthy.

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way'. Secretary Of State foreword.

2. Aims

RSHE at Homerswood is a whole school approach and is inclusive of all pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. We have a commitment to ensure that our curriculum is relevant to all pupils and is taught in an age-appropriate way.

The aims of Relationship, Sex and Health education (RSHE) at Homerswood Primary School are to:

- develop pupils' confidence, self-worth and understanding needed to make responsible decisions about their own health and wellbeing
- enable all children to discuss their feelings, attitudes and relationships in a safe, supportive and non-discriminatory environment
- deliver factual strands of sex education within the context of education about positive family relationships and at a level appropriate to the children's needs and understanding
- prepare children for the physical and emotional changes that come with puberty
- support pupils' understanding of online safety
- work in close partnership with parents to best meet the needs of their children
- develop children's respect, tolerance and appreciation of others

- safeguard all children from any aspect of abuse or exploitation both now, through their education and in the future.

3. Statutory Requirements

3.1 Statutory Relationships and Health Education

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 Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools.

DfE Guidance p.2

3.2 Sex Education

The DfE Guidance 2025 (p.11) recommends that primary schools teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. Sex Education is not compulsory in primary schools.

The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

We conclude that sex education refers to Human reproduction, this will be taught as part of the national curriculum for science and in line with the factual description of conception. Human reproduction is also delivered in year 6 and is taught through 1decision's conception topic.

See Appendix A for Overview Map by Year Group.

4. Policy Development

Staff, pupils and governors were consulted about this policy and the contents of the schemes of work.

Parents will be given transparency about curriculum content and resources and will be fully consulted before the updated Department for Education (DfE) statutory RSHE guidance is introduced from 1 September 2026.

5. Curriculum

5.1 Intent (Why are we teaching RSHE?)

“High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.” Department for Education (DfE)

Our intent for the RSHE curriculum is for our pupils to grow up healthy, happy, safe and able to manage the challenges and opportunities of modern Britain. Our RSHE curriculum is delivered through the 1decision scheme of work and resources, to ensure we offer a relevant, broad and statutory compliant curriculum. The curriculum will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations. The knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements.

Our whole school approach to RSHE is in line with the recommendations of the National Curriculum and the requirements outlined in the PSHE Association Programme of Study.

5.2 Implementation (How will it be taught?)

At Homerswood, our RSHE curriculum will be delivered through weekly timetabled RSHE lessons using the 1decision scheme of work. The 1decision scheme of work offers a comprehensive programme of study for Primary Relationships and Health Education. It is a progressive and fully planned scheme of work which builds on children’s prior knowledge and gives children relevant learning experiences to help them understand their world and to develop positive relationships with themselves and others.

The table below gives the learning theme of each unit.

KS1

Term	Unit	Example of Content
Autumn	Keeping/Staying Safe	Road safety, cycle safety, water safety, peer pressure.
	Being Responsible	Helping someone in need, looking out for others.
	Feelings and Emotions	Worry, anger, jealousy, grief.
Spring	Keeping/Staying Healthy	Healthy lifestyle choices, sleep, nutrition, rest and exercise.
	Our World	
	Computer Safety	

Summer	A World Without Judgement	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss.
	Relationships	Includes goal setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society.
	Fire Safety	

See Appendix A for full overview map by year group.

The various teaching and learning activities are engaging and mindful of different learning styles and the need for differentiation. The Early Years (EYFS) planning is aligned to the National Early Years Framework (England).

Class teachers are responsible for the delivery of RSHE to their class.

RSHE is delivered through cross-curricular links (Science, Computing, PR, RE lessons) and through assemblies and themed weeks, where appropriate.

Sex Education will also be delivered through the Science Curriculum – Life Processes including reproduction, puberty and life cycles.

5.3 Impact (Evaluation and assessment)

Teachers will have a clear overview of what is being taught and what the children are working towards. Assessment is both formative and summative.

Each individual lesson plan states the learning objectives of each individual lesson within a unit. These planning documents ensure that teachers know what to teach and how to teach it in each lesson, they provide all resources, materials and links for further enrichment and learning.

Activities are included in each lesson to give the children the opportunity to self-assess using simple pictorial resources designed in a child-friendly, age-appropriate manner. It also allows children in KS1 and KS2, the opportunity to identify areas for self-improvement.

Floor books will be completed by the class teacher and pupils to document learning and capture children’s thoughts, drawings and photos. These books will serve as an assessment tool to track knowledge and understanding.

6. Inclusion

The 1decision programme threads inclusivity throughout the curriculum content which allows teachers to expand on the content, dependant on the topic and the cohort. The curriculum is taught in an age-appropriate way that ensures it is accessible for all, in line with the Homerswood Inclusion Policy.

7. Working with parents/carers

All schools should ensure parents understand that effective RSHE is important for promoting and protecting the wellbeing of all children (DfE Guidance, p5).

Successful teaching of RSHE involves parents/carers and schools working together. We also believe that parents/ carers can play an important role in the RSE of their children through exploring discussions at home that have taken place in school.

‘Schools should take steps to pro-actively engage parents and make sure they are aware of what is being taught in RSHE’ (DfE Guidance, p33).

8. Parents’ Right to Withdrawal

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education. DfE Guidance p. 7

Parents/carers do not have a right to withdraw their child from Relationships Education or from Health Education.

Parents/carers do not have the right to withdraw their child from any sex education delivered as part of the Science curriculum.

We conclude that sex education refers to Human Reproduction and therefore inform parents of their right to request their child to be withdrawn from the lessons that teach this. Human reproduction is delivered in year 6 and is taught through 1decision’s conception topic.

Although parents/carers have the right to request to withdraw their child from these specific lessons, it is our aim to encourage parents to see the value of the RSHE curriculum and its contribution to keeping children safe and developing their emotional, social and physical wellbeing. Parents wishing to exercise this right should inform the Headteacher, in writing, of their decision or make an appointment to discuss any concerns. Children who are withdrawn will be found suitable alternative work in another part of the school.

9. Confidentiality and Child Protection

A child’s confidentiality is maintained by the teacher or member of staff, but staff cannot offer or guarantee absolute confidentiality. If a member of staff believe that a child is at risk or in danger, they will report their concerns to the Designated Safeguarding Lead (DSL). Pupils will be informed that their confidentiality has been broken and why, they will be informed first and then supported as appropriate. For further details, please see the Child Protection Policy.

10. Controversial and Sensitive Issues

Staff are aware that views around RSHE related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils can form their own, informed opinions but also respect others that may have different opinions.

11. Dealing with Questions

It is important that teachers know how to respond to unexpected or awkward questions:

- If the question is too personal, the teacher can offer to respond privately
- If the teacher doesn't know the answer, this should be acknowledged and the correct answer provided in a later lesson
- If a question raises concerns about possible sexual abuse, child protection procedures must be followed. See Child Protection Policy.

Written by: Lisa Spillman

Appendix A - Overview Map by Year Group

Early Years Foundation Stage

Topics	Learning Opportunities
Keeping/Staying Safe	<ul style="list-style-type: none"> Identifying risks to keep ourselves and others safe Understand that rules help to keep ourselves and others safe
Keeping/Staying Healthy	<ul style="list-style-type: none"> Develop an understanding of the importance of making healthy choices (for example: health, allergies, diet, sleep, screentime, germs, oral health)
Relationships	<ul style="list-style-type: none"> Managing friendships and social interactions Being aware of our own needs and having empathy for and understanding of others
Being Responsible	<ul style="list-style-type: none"> Understand that sometimes we have to do things that we don't like doing Developing a sense of responsibility
Feelings and Emotions	<ul style="list-style-type: none"> Understanding emotions Develop strategies for managing feelings Understand that it is OK to ask for help
Computer and Online Safety	<ul style="list-style-type: none"> Understand the risks and how to stay safe when using technology
Our World	<ul style="list-style-type: none"> Understand similarities and differences Identify people who help us in our local community Respecting the local environment
Change and Transitions	<ul style="list-style-type: none"> Managing new experiences Taking on new challenges Building confidence Managing changes at home

YEAR 1 & 2 – RSHE Plan

YEA R	AUTUMN	SPRING	SUMMER
1	KEEPING/STAYING SAFE UNIT	KEEPING/STAYING HEALTHY UNIT	HAZARD WATCH UNIT
	Baseline topic Road Safety	Baseline topic Washing Hands	Baseline Topic/Hazard Watch
	BEING RESPONSIBLE UNIT	OUR WORLD UNIT	RELATIONSHIP UNIT
	Baseline topic Water Spillage	Baseline topic Growing In Our World	Baseline Topic Friendship
	FEELINGS AND EMOTIONS UNIT	COMPUTER SAFETY UNIT	FIRE SAFETY UNIT
Baseline Topic Jealousy	Baseline topic Online Bullying	Baseline Topic Hoax Calling	
2	KEEPING/STAYING SAFE UNIT	KEEPING/STAYING HEALTHY UNIT	HAZARD WATCH UNIT
	Tying Shoelaces Staying Safe	Healthy Eating Brushing Teeth	Baseline Topic/Hazard Watch
	BEING RESPONSIBLE UNIT	OUR WORLD UNIT	RELATIONSHIP UNIT
	Practice Makes Perfect Helping Someone In Need	Living in Our World Working in Our World	Bullying Body Language
	FEELINGS AND EMOTIONS UNIT	COMPUTER SAFETY UNIT	FIRE SAFETY UNIT
Worry Anger	Image Sharing Computer Safety Documentary	Petty Arson Texting Whilst Driving	

YEAR 3 & 4 – RSHE Plan

YEA R	AUTUMN	SPRING	SUMMER
3	KEEPING/STAYING SAFE UNIT	KEEPING/STAYING HEALTHY UNIT	HAZARD WATCH UNIT
	Leaning Out of Windows Summative topic	Medicine Summative topic	Baseline Topic/Hazard Watch
	BEING RESPONSIBLE UNIT	OUR WORLD UNIT	RELATIONSHIPS UNIT
	Stealing Summative topic	Looking After Our World Summative topic	Touch Summative topic
	FEELINGS AND EMOTIONS UNIT	COMPUTER SAFETY UNIT	FIRE SAFETY UNIT
	Grief Grief Extension Summative topic	Making Friends Online Summative topic	Enya & Deedee Visit the Fire St. Summative topic
4	KEEPING/STAYING SAFE UNIT	KEEPING/STAYING HEALTHY UNIT	A WORLD WITHOUT JUDGEMENT UNIT
	Baseline topic Cycle Safety	Baseline topic Healthy Living	Baseline topic Breaking Down Barriers
	BEING RESPONSIBLE UNIT	OUR WORLD UNIT	GROWING AND CHANGING UNIT
	Baseline topic Coming Home on Time	Baseline topic Chores at Home	Baseline topic Appropriate Touch (Relationships)
	FEELINGS AND EMOTIONS UNIT	COMPUTER SAFETY UNIT	FIRST AID UNIT
	Baseline topic Jealousy	Baseline topic Online Bullying	Baseline topic First Aid Year 4

YEAR 5 & 6 – RSHE Plan

	AUTUMN	SPRING	SUMMER
5	KEEPING/STAYING SAFE UNIT	KEEPING/STAYING HEALTHY UNIT	A WORLD WITHOUT JUDGEMENT UNIT
	Peer Pressure Adults' & Children's Views	Smoking Adults' & Children's Views	Inclusion & Acceptance Adults' & Children's Views
	BEING RESPONSIBLE UNIT	OUR WORLD UNIT	GROWING AND CHANGING UNIT
	Looking Out for Others Adults' & Children's Views	Enterprise Adults' and Children's Views	Puberty Adults' & Children's Views
	FEELINGS AND EMOTIONS UNIT	COMPUTER SAFETY UNIT	FIRST AID UNIT
	Anger Adults' & Children's Views	Image Sharing Adults' & Children's Views	First Aid Year 5
6	KEEPING/STAYING SAFE UNIT	KEEPING/STAYING HEALTHY UNIT	A WORLD WITHOUT JUDGEMENT UNIT
	Water Safety Summative topic	Alcohol Summative topic	British Values Summative topic
	BEING RESPONSIBLE UNIT	OUR WORLD UNIT	GROWING AND CHANGING UNIT
	Stealing Summative topic	In-App Purchases Summative topic	Conception Summative topic
	FEELINGS AND EMOTIONS UNIT	COMPUTER SAFETY UNIT	FIRST AID UNIT
	Worry Summative topic	Making Friends Online Summative topic	First Aid Year 6 (Part 1) First Aid Year 6 (Part 2) Summative topic