



Hempshill Hall Primary School

Relationships and Sex Education (RSE) Policy

Sept 2025
Updated May 2026
Review Sept 2027

Relationships and Sex Education (RSE) Policy

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

Date of policy: September 2025

Date of review: September 2027

Name of RSHE Coordinator: Hannah Rushton

Name of RSHE Governor: Melody Hines-Mothobi

1. Introduction

This policy outlines our 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 DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2019 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 8 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 an age-appropriate manner throughout the school.

2. Formulation, dissemination, monitoring and review of policy

The RSHE policy has been developed following consultation with the whole school community. Consultation took place in the following ways: **discussion at staff meeting; pupils across Year 3-6 discussion; parent questionnaires and governor involvement.** A letter was sent to parents inviting them to a consultation meeting on 2nd July 2026. At this meeting teaching materials were shared. Parents were able to view the films and see the Jigsaw resources at their own request. Governors were represented at the meeting. 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 RSE policy and curriculum will be reviewed annually by the RSHE co-ordinator and governors. This review will be informed by the following: **pupil evaluation through pupil voice discussions and staff evaluation of the program through discussion and feedback; teacher assessment; changes in legislation and guidance; and, parent feedback gathered through an online parent survey.** Updated information will be shared in the school newsletters.

Parents will have access to view materials in Summer Term 2026 before SRE is taught.

3. What is RSHE?

RSHE is lifelong learning about physical, moral and emotional development. Through RSHE children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth in a sensitive and age-appropriate way. In the primary school we are building the foundations of skills and knowledge that will be developed further at secondary level.

Our key aim in providing RSHE throughout the school is to safeguard our pupils. During their time at this school children will learn key knowledge and skills to help keep them safe and prepare them for

adult life.

4. Why RSHE is important in our school

Our philosophy is “Happiness, harmony & success”. We believe that “every child matters” and for us to achieve this, we structure the curriculum to encourage children to be self-confident, independent and have a positive attitude to their learning and well-being. We have a cross curricular approach, where we integrate subjects into all aspects of learning, believing that this holistic approach ensures each child makes the relevant curricular connections to make learning meaningful.

Through creativity, we develop the children’s ability to solve problems, think imaginatively and be enquiring and inventive. We aim to develop a broad and balanced curriculum through exciting topics, while extending every child to their full potential. Our curriculum provides children with real and concrete experiences that enhance their skills, learning and understanding.

We believe that this whole school approach to the planning and delivery of the curriculum facilitates personalised learning for all children. At Hemps Hill Hall, we want to provide a caring environment for our children, where they feel safe, nurtured and happy.

To do this, we have in place a group of policies that complement each other to safeguard, protect and promote the welfare of our children. The RSHE policy is one of these and its prime purpose is to support all young people to be happy, healthy and safe. The subjects and topics we cover are designed to encourage children from all backgrounds to make a positive contribution to society and build positive, healthy and safe relationships, and to thrive in modern Britain.

We aim to foster respect for others, celebrate differences, and educate pupils about healthy relationships. We will teach children about the society that we live in and the different types of loving, healthy relationships that exist. This will be done in a respectful way which values different types of families. We want children to be able to make informed decisions about their wellbeing

We acknowledge that not all parents feel confident or comfortable talking to their children about this area therefore our work in school ensures that all pupils have the information they need to keep safe and make positive, healthy choices.

5. Key Objectives

The key objectives of our RSHE programme are to:

- Develop knowledge and understanding of positive and healthy relationships and the importance of commitment
- Make pupils aware of their rights especially in relation to their bodies
- Enable the development of social and relationship skills and protective behaviours
- Prepare pupils for the physical and emotional changes of puberty
- Develop understanding of reproduction and birth within the context of loving and caring relationships
- Explore a range of attitudes, values and faith perspectives around aspects of relationships and sex.
- Support pupils to use the internet safely and to recognise the benefits and risks that it brings
- Develop pupils’ skills around assessing risk and keeping safe
- Enable children to gain the skills and understanding to support the development of healthy bodies and minds
- Enable pupils to recognise and manage their emotions
- Provide pupils with the knowledge and skills to access appropriate support

The RSHE programme is based on the needs of pupils in the school with learning outcomes appropriate to their age, ability and level of maturity. RSHE will be firmly embedded within our broader curriculum areas, including Science and PE, in addition to more focused learning through RSHE sessions, circle-time and assemblies. Pupils will be helped to appreciate difference and to respect themselves and others.

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

6. 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, pupil surveys and Primary Parliament. 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 health and wellbeing survey results (Y4 & 6) is used to inform curriculum planning and teaching approaches. This helps ensure our RSHE is relevant and responsive.

7. Equality, Inclusion and Support

We are required to comply with the requirements of the Equality Act 2010. We encourage respect for all and promote tolerance, acceptance and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, 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 people of all genders 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 RSE 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 tolerance. 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. Teachers will also be provided with training about how faiths may view aspects of RSHE differently in a diverse society.

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

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. 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.

8. The Curriculum

RSHE will be taught in each 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. 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:

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

As part of RSHE, pupils will be taught scientific names for genitals in an age-appropriate and sensitive way. Key vocabulary is identified on the year group overviews which can be found on the website.

We deliver our RSHE curriculum through assemblies, a weekly PSHE lesson and topic work. We teach using the Jigsaw PSHE program.

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.

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My	Includes understanding my own identity and how I fit well in the

	World	class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

The curriculum will be evaluated and reviewed by pupils and teachers on a regular basis. Teachers will evaluate every lesson and the PSHE coordinator will seek feedback on a regular basis to ensure that lessons and materials meet the needs of our children. Pupil self-assessments are made in every lesson and Pupil voice responses will be collected regularly. Training will be offered to all staff, especially those new to roles, to ensure that a uniform approach is reached to meet required standards.

9. Resources

As with any other subject, the breadth of the RSHE curriculum necessitates the use of a wide variety of age-appropriate activities and resources. Teachers select resources that support the learning outcomes for the year group they are teaching. We will primarily use the Jigsaw resources. We will consult and share materials with parents. If you would like to see these at other times of the year, please speak to your child's teacher. We will inform you of what will be taught in each term through our class pages on the website.

If you would like to discuss any of the resources in more detail please contact Mrs Rushton. This can be done by contacting the school office (admin@hempshillhall.nottingham.sch.uk).

10. Sex Education

In addition to Relationships and Health Education we also cover sex education. Aspects of sex education is covered in years 5 and 6. As a school, we will teach this as part of weekly PSHE lessons and some aspects will be repeated in science lessons. All materials selected will be from JIGSAW resources, which is a national provider.

Health education is statutory. During the teaching of puberty and the adolescent body, the children will learn about the human body changes throughout the life span. Sex education is not compulsory and is taught in years 5 and 6. See sections 16 and 17 for more information.

The content of sex education includes learning about reproduction, pregnancy and birth as well as consent. Parents can withdraw their child from this learning if they choose to, see 'Parents' section 15 below.

11. Teaching and Learning

All teachers have responsibility for planning and delivering RSHE. Teaching assistants may provide additional support, for children with special educational needs. If necessary, materials and the delivery of lessons may be modified to meet the needs of individual children. Teachers and key workers will be best placed to do this but may consult parents to create a bespoke approach where needed. Everyone involved in the teaching of RSHE will follow the 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 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 discussion and appropriate materials; and role play
- Encouraging reflection.

RSHE will be delivered all year round – parents/carers will be informed of what will be covered when at the beginning of the year (class pages via website).

12. 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. We welcome lessons from the: D.A.R.T. Team and GREAT Project in Year 6. Road Safety Team who delivers key knowledge about road safety through a quiz. The NSPCC who regularly deliver sessions to teach children about the PANTS rule and Childline. The local PSSO talks to the children about using social media responsibly and the appropriate age limits on sites.

13. 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 the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse 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 provide a useful opportunity for the coordinator to review the curriculum as part of the evaluation and monitoring process.

14. Staff training

All staff delivering RSHE are skilled and confident to do so. We undertake a regular staff RSHE training needs assessment to identify areas for development. If a staff member has additional

learning and development needs these may be supported either through mentoring from a more experienced staff member in school, team-teaching, observations, or attendance at an internal or external training event. The RSHE lead attends regular networks to keep their knowledge and practice relevant and up-to-date.

15. Assessment and Review

Teachers use a range of assessment strategies to track pupils' progress towards our published learning outcomes. Children will self-assess their learning at the end of each JIGSAW session. The material produced in JIGSAW lessons is recorded in a variety of ways. The PSHE coordinator and PSHE Governor will monitor the achievement of pupils in RSHE.

16. 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 program. It is important that RSHE delivered in school is explored in more detail within the context of individual families. Parents will be routinely informed about RSHE through the school website and letters/texts/emails to explain when RSHE will take place in different year groups and what will be covered. We will regularly consult with parents on an annual basis about any needs they may have in relation to our RSHE program.

Any parents wanting more information about our RSHE curriculum can contact Mrs Rushton (admin@hempshillhall.nottingham.sch.uk)

17. 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.

You can see here which parts of our program are sex education. The table below briefly outlines this. These aspects of RSHE will be taught during the Summer Term's Changing Me topic.

Year 5	Conception explained in simple biological terms.
Year 6	Understanding conception to the birth of a baby.

Parents can exercise their right to withdraw their child from sex education by using the **withdrawal form (see school website)** sending a letter or email to the Headteacher. Teachers will plan appropriate, purposeful education for children who are withdrawn from sex education.

18. Confidentiality, safeguarding and child protection

Everyone involved in 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 must 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 local safeguarding procedures.

19. 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 the end toilet in the Year 5 and 6 toilet block.

- Pupils can access sanitary products from Key Stage 2 teachers and teaching assistants.
- As a school, we are pursuing the options for families of children experiencing period poverty to receive free sanitary protection.

When a pupil starts menstruating in school, we will support them on-site and inform parents. Our RSHE program 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, or you or your child would like additional information, please contact Mrs Trout (upper key stage 2 Teaching Assistant).

20. Links to other Policies

- *Anti-bullying*
- *Religious Education*
- *Science*
- *Safeguarding and Child Protection*
- *Equality*
- *Health and Safety*
- *Promoting British Values*
- *On-line safety*
- *Behaviour and relationships policy*
- *Curriculum*

21. More information

If you would like to discuss our provision of RSHE further please contact *Mrs Rushton* via admin@hempshillhall.nottingham.sch.uk

If you have a complaint about any aspect of our RSHE provision please address this to: Mrs Sally Dakin, Hempshill Hall Primary School, Armstrong Road, Bulwell, Nottingham NG6 7AT