

Relationship and Sex Education

St Michael's C of E Policy



Creating a community where we learn together through respect, kindness, curiosity and faith

Approved by: V. Bebbington

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Relationships, Sex and Health Education Policy

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1. Aims

As a Church of England school, the aims of Relationships, Sex and Health Education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Provide pupils with the knowledge and skills they need to develop healthy, respectful and positive relationships
- Prepare pupils for puberty and give them an understanding of physical and emotional changes, sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence, empathy and respect for others
- Create a positive culture around issues of relationships, respect, consent, boundaries and personal safety
- Teach pupils the correct vocabulary to describe themselves, their bodies and relationships
- Help pupils recognise potentially harmful situations, including those they may encounter online, and know how and where to seek help
- Support pupils to understand that their actions and choices can affect themselves and others

- Prepare pupils for the opportunities, responsibilities and experiences of life as they grow and develop

As a Church of England school, our RSHE provision is underpinned by our Christian vision and values. Teaching will respect the religious character of the school whilst ensuring that pupils receive the statutory content required by the Department for Education.

2. Statutory requirements

Since September 2020, Relationships Education has been compulsory for all pupils receiving primary education. Health Education is also compulsory for all pupils in state-funded primary schools.

Sex Education is not compulsory in primary schools. However, primary schools may choose to teach sex education beyond the statutory content included within the Science curriculum.

The Department for Education's statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education was revised in 2025 and came into effect on 1 September 2026. The school has regard to this statutory guidance when planning and delivering RSHE.

At **St Michael's CE Primary**, we teach Relationships Education and Health Education as part of our RSHE provision. We also teach some additional, non-statutory sex education where we consider this to be appropriate for our pupils.

The statutory content is delivered through our PSHE/RSHE curriculum, alongside relevant content within the Science curriculum and, where appropriate, other areas of the curriculum.

The school uses the **Kapow RSE & PSHE curriculum** as the basis for its RSHE provision. The curriculum is adapted where necessary to reflect the needs of our pupils, our school context and our Christian vision and values.

3. Policy development

This policy has been developed in consultation with governors and parents.

As part of the review process, the school has considered the Department for Education's revised statutory guidance and reviewed the school's existing RSHE provision and curriculum.

The consultation and policy development process involved the following steps:

1. **Review** – a working group reviewed the existing policy, relevant national guidance and the school's current RSHE provision.

2. **Curriculum review** – the school's curriculum was reviewed against the revised statutory guidance, including the statutory Relationships Education and Health Education content and the school's chosen non-statutory sex education provision.
3. **Consultation** – the proposed curriculum overview and policy were shared with governors and parents to provide an opportunity for questions, comments and feedback.
4. **Ratification** – following consultation, amendments were made where appropriate and the policy was shared with governors for approval.

The school will ensure that parents are informed about the RSHE curriculum and are able to view curriculum materials on request. Where external providers are used, the school will ensure that appropriate curriculum materials can also be made available to parents.

4. Definition

Relationships, Sex and Health Education (RSHE) supports pupils' physical, emotional, social and personal development.

Relationships Education is statutory in primary schools and enables pupils to develop the knowledge, understanding and skills needed to form and maintain positive relationships, treat others with kindness and respect, understand boundaries and recognise and respond to risks and harmful behaviour.

Health Education is statutory in primary schools and supports pupils to understand how to look after their physical and mental health and wellbeing, including growing and changing, puberty, personal hygiene and seeking help when needed.

Sex Education is non-statutory in primary schools, except for the elements of sexual reproduction and puberty that form part of the statutory Science curriculum. Where the school chooses to teach additional sex education, this will be age-appropriate and carefully planned in accordance with the needs and maturity of pupils. Parents have the right to request that their child is withdrawn from non-statutory sex education.

RSHE involves a combination of sharing information, developing knowledge and skills, and exploring appropriate issues and values.

RSE is not about the promotion of sexual activity.

5. Delivery of Relationships, Sex and Health Education

RSHE is taught within the PSHE education curriculum using the Kapow RSE & PSHE programme.

Relationships Education and Health Education are taught progressively across the school. Teaching is carefully sequenced so that pupils build on their existing knowledge and understanding as they move through the school.

Biological aspects of growing, puberty and reproduction are also taught through the Science curriculum. Pupils cannot be withdrawn from statutory Science content.

Some additional non-statutory sex education is taught in Year 6. This builds on pupils' previous learning about relationships, growing and changing and the statutory Science curriculum, and supports pupils in preparing for the transition to secondary school.

The Year 6 non-statutory sex education programme is delivered by a specialist external provider. The school remains responsible for ensuring that the content delivered is appropriate, consistent with this policy and in line with the statutory guidance.

Parents will be informed about the content of the non-statutory sex education programme in Year 6 before it is taught and will have the opportunity to discuss any questions or concerns with the school. Parents may request that their child is withdrawn from these non-statutory sex education lessons.

Across all year groups, pupils will be supported with developing the following knowledge and skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Understanding personal boundaries and respecting the boundaries of others
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and supporting a healthy lifestyle
- Managing conflict
- Discussion and group work
- Recognising inappropriate or harmful behaviour and knowing how to respond
- Understanding the importance of respectful and positive relationships

These skills are taught within the context of family life, friendships, relationships and the wider community.

RSHE will be taught in an age-appropriate and sensitive manner. Teachers will create a safe environment in which pupils can ask questions and discuss issues respectfully.

Where pupils raise questions which fall outside the planned curriculum, staff will respond appropriately, taking account of the pupil's age, maturity and circumstances. Where appropriate, questions may be followed up individually or with parents.

Teaching will also take account of the school's safeguarding procedures. Any disclosures or concerns arising from RSHE lessons will be dealt with in accordance with the school's safeguarding policy.

6. Roles and responsibilities

6.1 The governing board

The governing board will approve the RSHE policy and hold the headteacher to account for its implementation.

The governing board will ensure that the school has regard to the Department for Education's statutory guidance and that appropriate arrangements are in place for consultation with parents.

6.2 The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school and in accordance with this policy and statutory guidance.

The headteacher is also responsible for:

- Ensuring that staff are appropriately supported to deliver RSHE
- Managing requests from parents to withdraw pupils from non-statutory sex education
- Ensuring that any external providers delivering RSHE are appropriately checked and that their content and delivery are suitable
- Ensuring that parents are appropriately informed about the school's RSHE provision
- Ensuring that RSHE teaching supports the school's safeguarding arrangements

6.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive and age-appropriate way
- Modelling positive attitudes towards relationships, health and personal development
- Monitoring pupils' knowledge, understanding and progress
- Responding to the needs of individual pupils
- Creating a safe and respectful environment for discussion
- Responding appropriately to pupils' questions
- Following the school's safeguarding procedures where concerns or disclosures arise

Staff do not have the right to opt out of teaching statutory Relationships or Health Education. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

6.4 Pupils

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

7. Parents' right to withdraw

Parents do **not** have the right to withdraw their child from statutory Relationships Education or Health Education.

Parents also do not have the right to withdraw their child from statutory content taught through the Science curriculum, including content relating to puberty and sexual reproduction.

Parents have the right to request that their child is withdrawn from some or all **non-statutory sex education** delivered by the school.

At primary school, where parents request withdrawal from non-statutory sex education, the headteacher must grant the request. The exception is content that forms part of the statutory Science curriculum, from which pupils cannot be withdrawn.

Requests for withdrawal should be put in writing and addressed to the headteacher. The headteacher will discuss the request with parents, where appropriate, to clarify the nature and purpose of the curriculum and to ensure that parents understand the distinction between statutory and non-statutory content.

Where a pupil is withdrawn from non-statutory sex education, the school will ensure that they receive appropriate and purposeful education during the period of withdrawal.

8. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in the school's continuing professional development programme.

The headteacher will ensure that staff receive appropriate support and training when required, particularly when there are changes to statutory guidance or curriculum expectations.

The school may invite visitors from outside the school, such as school nurses, health professionals or other appropriately trained specialists, to provide support and training to staff teaching RSHE.

Where external providers are used to deliver aspects of RSHE, the school will ensure that they are appropriately qualified or experienced, that their content is suitable for the age and maturity of pupils, and that their teaching is consistent with this policy and the school's safeguarding procedures.

9. Monitoring arrangements

Pupils' development in RSHE is monitored by class teachers as part of the school's internal assessment and monitoring systems.

The subject leader will monitor the implementation and impact of the RSHE curriculum through a range of activities, which may include:

- Reviewing curriculum planning and coverage
- Monitoring pupils' work and learning
- Speaking with pupils about their learning
- Gathering feedback from staff
- Reviewing feedback from parents and governors
- Monitoring the effectiveness and suitability of resources

The RSHE curriculum and this policy will be reviewed regularly to ensure that they remain appropriate for the needs of pupils and reflect current statutory guidance.

Reviewed: September 2026

Next review date: September 2027