Relationships, Sex and Health Education (RSHE) Policy

September 2026

Brindishe Federation

BRINDISHE FEDERATION

Relationships, Sex and Health Education (RSHE) Policy

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At Brindishe Schools, we believe that Relationships, Sex and Health Education (RSHE) is an essential part of lifelong learning and plays a vital role in safeguarding children. Effective RSHE supports pupils to develop the knowledge, skills and attributes they need to live happy, safe, fulfilled and healthy lives, both now and in the future. It promotes self-esteem, emotional wellbeing and resilience, and enables children to build and maintain positive, respectful relationships, both offline and online.

Our RSHE curriculum is carefully sequenced and age-appropriate, enabling pupils to gain accurate information, develop skills, and explore attitudes and values. This supports them to recognise risk, stay safe, seek help when needed and make informed decisions as active and responsible citizens.

Our children, families and staff are drawn from a rich variety of social backgrounds, family structures, ethnic groups and religions. Brindishe Schools value and respect this diversity, recognising that families can take many forms. We actively promote equality, inclusion and the right of every individual to be treated with dignity and respect.

We place equality, equity of opportunity and safeguarding at the heart of our RSHE provision. Through our curriculum, we promote respect for individual differences, challenge harmful attitudes, and support children to understand the importance of kindness, fairness and responsibility within their relationships and wider community.

At Brindishe Schools, we teach RSHE as set out in this policy.

Aims and Objectives

Through our RSHE provision, we aim to:

- Provide accurate, age-appropriate information alongside clear and constructive guidance
- Clarify understanding, address misconceptions and create opportunities to explore questions in a safe and supportive environment
- Promote positive, respectful relationships, encouraging, empathy, compassion kindness and responsibility
- Support pupils in developing their own values and moral framework, underpinned by respect for themselves and others
- Encourage pupils to recognise and be committed to challenge prejudice, discrimination and harmful attitudes
- Provide a safe and structured environment for sensitive and appropriate discussion
- Develop pupils' communication, resilience and assertiveness skills, enabling them to manage the influences of peers, media and the online environment
- Enable pupils to recognise risk, keep themselves safe, and understand how and when to seek help, both offline and online
- Support pupils to take responsibility for their actions and to understand the impact of their behaviour on others
- Equip pupils with the knowledge and skills needed to lead a healthy, safe and active lifestyle, including promoting positive mental wellbeing

- Build pupils' confidence to become active, responsible and respectful members of society
- Prepare pupils for puberty and physical and emotional development, including an understanding of health, hygiene and wellbeing
- Promote respect for all, ensuring pupils understand that everyone should be treated with dignity regardless of protected characteristics, including race, religion, sex, sexual orientation, gender reassignment, disability, age, socio-economic background or family structure
- Celebrate diversity and reflect the range of family structures and lived experiences within the school community
- Support the development of self-esteem, confidence and positive relationships

Statutory Requirements

This policy has been developed in accordance with current legislation and statutory guidance.

Brindishe Schools' policy for Relationships, Sex and Health Education (RSHE) is written with regard to the Department for Education's statutory guidance:
Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025),

https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education__RSE__and_health_education__for_intro_1_September_2026_.pdf

As a maintained primary school, we are required to provide Relationships Education to all pupils under Section 34 of the Children and Social Work Act 2017.

Primary schools are not required to provide Sex Education beyond that included within the statutory National Curriculum for Science. However, Brindishe Schools choose to teach additional age-appropriate content to support pupils' understanding of growth, development and safety.

In delivering RSHE, schools must have regard to guidance issued by the Secretary of State under Section 403 of the Education Act 1996.

We also have regard to the following legislation and statutory guidance:

- Education Act 1996
- Children and Social Work Act 2017
- Equality Act 2010, including the Public Sector Equality Duty (Section 149), which requires schools to eliminate discrimination, advance equality of opportunity, and foster good relations between different groups
- Keeping Children Safe in Education (KCSIE) (most recent statutory guidance)
- Working Together to Safeguard Children (most recent statutory guidance)

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These frameworks underpin our duty to ensure that RSHE contributes to the safeguarding and wellbeing of all pupils.

Department for Education guidance states that the teaching of Sex Education in primary schools is non-statutory, with the exception of the elements of sex education contained in the science national curriculum. These include:

- Naming the main external body parts;
- Understanding changes as humans develop from birth to old age
- Learning about reproduction in some plants and animals.

Other related topics that fall within the statutory requirements for Health Education, includes content on:

- Growth, development and the changing adolescent body, including the human lifecycle
- Puberty as a stage of development
- The key facts about the menstrual cycle, including physical and emotional changes

At Brindishe Schools, this content is delivered through a combination of Science and RSHE (PSHME) lessons, typically from Year 4 onwards, in an age-appropriate and sensitive manner.

Definition

Within this policy, as in the DfE guidance, Relationships Education in primary schools is a statutory subject that teaches pupils how to build and maintain positive, respectful relationships. It includes understanding friendships, family relationships, respect for others, and recognising appropriate and inappropriate behaviour. It also supports children to understand diversity, develop empathy, and learn how to stay safe, including in online environments, as part of a strong safeguarding focus.

For the purpose of this policy, Health Education is statutory and focuses on pupils' physical health and mental wellbeing. It helps children understand how to care for their bodies and minds, including learning about emotions, resilience, healthy lifestyles, personal safety, and the changes that occur as they grow, including puberty. It equips pupils with the knowledge and skills to make informed choices that support their wellbeing.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born as well as information they need for their own safety. (e.g. learning about the law and consent). This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of science and those related elements (the physical and emotional changes associated with puberty) within statutory Health Education.

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In primary schools, any teaching about relationships, boundaries, and personal safety is delivered within a safeguarding framework and **does not include explicit sexual content**. Any teaching about human reproduction is delivered in a factual and age-appropriate way.

RSHE is not about the promotion of sexual activity.

Policy Development and Consultation

This policy and the Brindishe PSHME curriculum have been designed in-line with the content set out by the DfE RSHE statutory guidance. As stated before, within the statutory guidance document for RSE and Health Education, the DfE also recommends that schools deliver age-appropriate sex education in years 5 and/or 6 in line with what pupils learn about conception and birth as part of the national curriculum in science.

We work together with the whole school community in the design and development of both the RSHE curriculum and the policy, which sets out how and when we teach objectives including Sex Education. We hold consultations with parents, pupils and staff, considering the age, needs and feelings of pupils and feed this back to the whole school community. We will continue to work with the community and seek feedback from parents, pupils and staff as part of the curriculum evaluation and ensure it meets the needs of all our children.

Curriculum

Here's a revised version that is more formal, consistent and policy-style:
At Brindishe Schools, Relationships, Sex and Health Education (RSHE) is taught through our wider PSHME (Personal, Social, Health, Moral and Economic Education) curriculum. Our curriculum is organised into three main areas and is supported by the PSHE association programme of study.

Relationships Education
This area covers the statutory Relationships Education curriculum. It supports pupils to develop the knowledge, skills and understanding needed to build and maintain positive relationships, recognise the importance of respect and kindness, understand different family structures, and keep themselves safe both online and offline.

Health Education
This area covers the statutory Health Education curriculum. It helps pupils develop the knowledge, skills and understanding needed to look after their physical and mental wellbeing, make healthy choices, recognise risks, understand the changes that occur as they grow and develop, and know where to access help and support when needed.

Economic Wellbeing and Careers Education
This area helps pupils develop an understanding of money, financial decision-making and the world of work. Although not statutory in primary schools, we believe this learning is important in preparing children for later life. It supports pupils to develop positive attitudes towards money, understand how financial choices can affect wellbeing, and begin to explore future aspirations and career opportunities.

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Within these three areas, each year group follows six curriculum strands across the academic year. These are outlined in the Curriculum Overview (Appendix 1). To support curriculum mapping, each area is colour-coded within the overview: pink for Relationships Education, yellow for Health Education, and green for Economic Wellbeing and Careers Education. While each lesson is assigned to a specific area, there are many natural links between them, and pupils will often develop knowledge, skills and understanding that span more than one area of the curriculum.

At Brindishe Schools we will adapt this curriculum to match the age and stage of the children we teach, whether for individuals small groups of whole classes. For example, children with needs that are additional or different may require adaptations to the curriculum matched to their developmental needs, or where safeguarding needs are identified, adaptions may be made with consent of parents and carers.

We have developed the curriculum 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 age-appropriate manner so they are fully informed and do not seek answers online.

Throughout the curriculum pupils are taught about consent in age-approprieate ways, including asking permission, repsecting personal space, body autonomy and recognising when permission has not been given.

Pupils will also be taught to critically evaluate online content, including content generated or modified using artificial intelligence, and understand how misinformation, manipulated images and online influence can affect decision-making and wellbeing.

Key objectives of the statutory Relationships education curriculum by the end of primary school are outlined below:

Families and people who care for me (F)

Children should know:

- F1. That families are important for children growing up safe and happy because they can provide love, security and stability.
- F2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- F3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- F4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
- F5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- F6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

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Caring friendships (CF)

Children should know:

- CF1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
- CF2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
- CF3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
- CF4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- CF5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
- CF6. How to manage conflict, and that resorting to violence is never right.
- CF7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships (RKR)

Children should know:

- RKR 1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
- RKR 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- RKR 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
- RKR4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
- RKR 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
- RKR 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
- RKR 7. The conventions of courtesy and manners.
- RKR 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and

build a strong sense of their own identity, including through developing skills and interests.

- RKR 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
- RKR 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
- RKR 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness (OSA)

Children should know:

- OSA 1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
- OSA 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
- OSA 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
- OSA 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
- OSA 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
- OSA 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. that people sometimes behave differently online, including by pretending to be someone they are not.

Being safe (BS)

Children should know:

- BS 1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
- BS 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

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- BS 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
- BS 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
- BS 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- BS 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
- BS 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

These areas of learning are taught within the context of relationships and family life, ensuring that no child is disadvantaged or stigmatised because of their personal circumstances or family structure. Teaching reflects the fact that families can take many forms, including single-parent families, families with same-sex parents, families headed by grandparents or other relatives, adoptive families, foster families and kinship care arrangements. Learning is delivered sensitively and inclusively, recognising that some children may have different experiences or networks of support, including looked-after children, previously looked-after children and young carers. Through an age-appropriate and inclusive curriculum, pupils are supported to understand, respect and value the diversity of families and relationships within their school, local community and wider society.

Key objectives of the statutory Health education curriculum by the end of primary school are outlined below:

General Wellbeing (GW)

Children should know:

- GW 1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness, including simple self-care techniques such as rest, spending time with friends and family, and participating in hobbies, interests and community activities.
- GW 2. The importance of promoting general wellbeing and physical health.
- GW 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise and nervousness) that they may experience in different situations, and that worrying and feeling down are normal experiences that affect everyone at different times and are not, in themselves, a sign of a mental health condition.
- GW 4. How to recognise feelings and use a varied vocabulary to talk about their own and others' feelings.
- GW 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

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- GW 6. That isolation and loneliness can affect children, and the benefits of seeking support.
- GW 7. That bullying (including cyberbullying) can have a negative and often lasting impact on mental wellbeing, and how to seek help for themselves or others.
- GW 8. That change and loss, including bereavement, can provoke a range of feelings; that grief is a natural response to bereavement; and that everyone grieves differently.
- GW 9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions, including issues arising online.
- GW 10. That it is common to experience mental health problems, and that early support can help.

Wellbeing Online (WO)

Children should know:

- WO 1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about the positive and negative aspects of the internet.
- WO 2. That online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high-quality in-person relationships, including the advantages and disadvantages of different ways of connecting online.
- WO 3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices, and the impact of positive and negative online content on their own and others' mental and physical wellbeing.
- WO 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
- WO 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
- WO 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
- WO 7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
- WO 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing, and how to seek support from trusted adults.
- WO 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
- WO 10. That they have rights in relation to sharing personal data, privacy and consent.
- WO 11. Where and how to report concerns and get support with issues online.

Physical Health and Fitness (PHF)

Children should know:

- PHF 1. The characteristics and mental and physical benefits of an active lifestyle.
- PHF 2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
- PHF 3. The risks associated with an inactive lifestyle, including obesity.
- PHF 4. How and when to seek support, including which adults to speak to in school if they are worried about their health.

Healthy Eating (HE)

Children should know:

- HE 1. What constitutes a healthy diet, including understanding calories and other nutritional content.
- HE 2. The importance of a healthy relationship with food.
- HE 3. The principles of planning and preparing a range of healthy meals.
- HE 4. The characteristics of a poor diet and risks associated with unhealthy eating, including obesity and tooth decay, and other behaviours such as the impact of alcohol on diet or health.

Drugs, Alcohol, Tobacco and Vaping (DATV)

Children should know:

- DATV 1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking.
- DATV 2. The risks of nicotine addiction, including those associated with other nicotine products such as nicotine pouches.

Health Protection and Prevention (HPP)

Children should know:

- HPP 1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- HPP 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

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- HPP 3. The importance of sufficient good-quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom.
- HPP 4. The impact of poor sleep on weight, mood and ability to learn.
- HPP 5. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.
- HPP 6. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- HPP 7. The facts and scientific evidence relating to vaccination and immunisation.
- HPP 8. That learning about vaccination and immunisation should be linked to when vaccinations are offered to pupils.

Personal Safety (PS)

Children should know:

- PS 1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
- PS 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the Water Safety Code.

Basic First Aid (BFA)

Children should know:

- BFA 1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
- BFA 2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing Bodies (DB)

Children should know:

- DB 1. About growth and other ways the body can change and develop, particularly during adolescence.
- DB 2. That the human lifecycle includes puberty as a stage of development.
- DB 3. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum and nipples.

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- DB 4. That these parts of the body are private and how to understand and express their own boundaries around these body parts.
- DB 5. The facts about the menstrual cycle, including physical and emotional changes.
- DB 6. That menstruation can begin before the average age of onset and understanding this helps children know what to expect and avoid distress.

Schools may need to include new content in RSHE to respond to emerging needs or issues in the school but should be careful to inform parents of any shifts away from the policy and continue to share relevant materials on request.

Statutory Science Curriculum Content

Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (years 1 – 2) children learn:

- to identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense.
- to notice that animals, including humans, have offspring which grow into adults.
- to find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

In Key Stage 2 (years 3 – 6) children learn:

- to identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- to identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- to describe the simple functions of the basic parts of the digestive system in humans.
- to identify the different types of teeth in humans and their simple functions.
- to describe the life process of reproduction in some plants and animals.
- to describe the changes as humans develop to old age.
- to identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- to describe the way nutrients and water are transported within animals, including humans.
- to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

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Non-Statutory Sex Education

As part of statutory Health Education, children are taught in an age-appropriate way about the the scientific words for all parts of the body from year 1 and later on they are taught about puberty and the associated physical and emotional changes from Year 4 onwards. As part of the science curriculum, children learn in Year 2 that animals, including humans, have offspring which grow into adults. In Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

Alongside this, children in Year 4 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on emotional changes and menstruation in Year 4 and Year 5. These lessons form part of the statutory requirements for Health Education.

Within the statutory guidance document for RSE and Health Education, the DfE also recommend that primary schools teach age-appropriate sex education in Year 5 and 6 in line with what pupils learn about conception and birth as part of the national curriculum for science. Although sex education is not compulsory in primary schools, we believe children should be well informed, safe, and prepared to understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and different ways conception occurs. This is taught in Year 6.

Children are taught:

- what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
- That 16 is the legal age of consent to have sex (this includes sexual intercourse and any sort of sexual touching) but 16 may not necessarily be the right age for someone to start having sex and many people do not have sex for the first time until they are older.
- how pregnancy occurs i.e. when a sperm meets an egg, and the fertilised egg settles into the lining of the womb including the birth process.
- that pregnancy can be prevented with contraception*
- Learn that people may choose to have, not to have or be unable to have children therefore babies can be made in different ways through IVF.

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons – *please see the relevant section within this policy in regard to this process.*

Brindishe schools are committed to working in partnerships with parents and carers. The details of the curriculum and samples of the resources we use when teaching the non-statutory sex education units are available for parents/carers on request.

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Delivery

Our Relationships and Sex Education programme will be delivered in an age-appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed sex groups, though some content may be covered in single sex groups e.g. menstrual hygiene, single sex question sessions etc.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSHE. Clear age-appropriate ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other.
- Everyone gets a turn to speak, if they want to.
- Everyone's contribution is respected.
- We do not share personal things about other people.
- We do not ask or have to answer any personal questions.
- We use anatomically correct/scientific language when we have learnt it.

Children may have all kinds of questions about what they are learning, and older children may have plenty of questions but be self-conscious about asking them, especially in relation to more sensitive subjects such as puberty. At Brindishe Schools, teachers will respond to any questions in a way that shows that all questions are valued and that demonstrates respect for the person who asked it. They will be answered honestly and sensitively and, in an age-appropriate way.

A questions box will be available for pupils to ask anonymous questions.

If staff are faced with a question that they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

Since RSHE incorporates the development of childrens understanding of relationships, their health and wellbeing and also as part of living in the wider world, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including assemblies, whole school events and in the playground. It is important then that

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all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Delivery methods will be adjusted according to the needs and development of the children, including for children with SEND. This will also be the case if there is a need for remote learning.

Special Educational Needs and Disabilities

Pupils with SEND will be given the opportunity to fully participate in RSHE lessons, as they are in all aspects of the Brindishe Curriculum, and adaptive teaching and resources will be provided where necessary, to ensure that pupils gain a full understanding of the learning.

Equalities, Diversity and Inclusion

Brindishe Schools are committed to promoting equality, diversity and inclusion in all aspects of school life. Our RSHE curriculum reflects the values, vision and equality objectives of the Brindishe Federation, recognising that our children, families and staff come from a rich variety of backgrounds, identities, family structures, cultures, ethnicities, faiths and experiences. We value the right of every individual to be respected, recognised and celebrated, and we actively promote equality of opportunity for all members of our school community.

In line with the Equality Act 2010 and the Department for Education's statutory guidance on Relationships, Sex and Health Education (2025), RSHE is taught in a way that is inclusive, age-appropriate and accessible to all pupils. Teaching reflects the diversity of modern Britain and helps pupils to understand and respect differences between people, while also recognising the values and experiences that unite us. We encourage children to develop respect, empathy and kindness, and to challenge stereotypes, prejudice, discrimination and bullying whenever they encounter them.

Our RSHE curriculum recognises that families can take many forms and that all children deserve to see themselves, their families and their communities reflected positively in their learning. Through carefully selected resources, literature, discussion and learning activities, we celebrate diversity and foster a strong sense of belonging. We support pupils to understand that everyone should be treated with dignity and respect, regardless of race, religion or belief, sex, sexual orientation, gender reassignment, disability, age, pregnancy or maternity, marriage or civil partnership, socio-economic background or family structure.

Teaching and learning are supported by resources that reflect a broad range of identities, experiences and perspectives. Staff present factual information in an objective and balanced manner, enabling pupils to develop their own informed understanding while respecting the views and beliefs of others. The personal beliefs or attitudes of staff will not influence the teaching of RSHE.

Consistent with the Brindishe Federation's commitment to helping children understand that "there is more that unites us than divides us", RSHE contributes to the development of

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confident, compassionate and respectful citizens who are prepared to participate positively in a diverse society.

Use of Resources and visitors

At Brindishe Schools we use resources sourced predominately from the 'PSHE Association' which covers the statutory requirements for teaching primary health education and relationships education. It contains lessons for teaching all aspects of the guidelines, including some of the non-statutory aspects of primary sex education we teach at Brindishe Schools. The accredited resources develop skills and knowledge in a values-based context which enables us as a school to convey and enhance our own values, learning and behaviour, supporting our whole-school approach to developing pupil wellbeing. In addition, Brindishe Schools may also draw from resources from other sources including, but not exclusively, resources 'fpa' – 'Yasmine and Tom'. When using these resources we will make the following considerations:

- Are the resources aligned with the teaching requirements set out in the statutory RSHE guidance?
- Would they support pupils in applying their knowledge in different contexts and settings?
- Are they age-appropriate, given the age, developmental stage and background of our pupils?
- Are they evidence-based and contain robust facts and statistics?
- Do they fit into our curriculum plan?
- Are they from credible sources?
- Are they compatible with effective teaching approaches?
- Are they sensitive to pupils' known experiences and won't provoke distress?

Working with external organisations can enhance delivery of the RSHE curriculum bringing specialist knowledge and different ways of engaging with young people. Visitors such as the school nurse, doctors and theatre-in-education companies may be used support relationships, sex and health education for children in both key stages but do not replace the teaching by school staff. The content of learning will be planned with our teaching team and monitored and evaluated to inform future planning. All visitors will be supervised and supported by a member of school staff at all times and be aware of how safeguarding reports should be dealt with in line with school policy.

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used do not undermine the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We will make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and

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the resources they intend to use are age-appropriate, in line with pupils' developmental stage and comply with:

- This policy
- The Teachers' Standards
- The Equality Act 2010
- The Human Rights Act 1998
- The Education Act 1996

Teaching staff will be clear on what visitors are going to say and will have seen/discussed any resources used in advance of the sessions. They are reminded that they can say "no" or, in extreme cases, stop any session.

Roles and responsibilities

The Governing Body

The governing body will approve the RSHE policy and hold the Headteacher to account for its implementation.

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-statutory components of RSHE (see Appendix 2 –Parents withdrawal form).

The Headteacher also ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity; monitors this policy on a regular basis and reports to governors on the effectiveness of the policy

Staff

All staff are responsible for:

- Delivering RSHE in a sensitive way.
- Modelling positive attitudes to RSHE.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE.
- Monitoring progress.

Class teachers are responsible for teaching RSHE at Brindishe Schools.

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Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided, which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher and/or SLT. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later time.

Pupils

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

Parents' Right to Withdraw

The most powerful healthy relationships education is a collaboration between school and home. Parents and carers will be notified when specific aspects of this learning are to be covered and invited to see materials and resources. At Brindishe Schools, we use resources from the 'PSHE Association' which covers the statutory requirements for teaching primary health education and relationships education. It contains lessons for teaching all aspects of the guidelines, including some of the non-statutory aspects of primary sex education we teach at Brindishe Schools. The accredited resources develop skills and knowledge in a values-based context which enables us as a school to convey and enhance our own values, learning and behaviour, supporting our whole-school approach to developing pupil wellbeing. In addition, Brindishe Schools may also draw from resources from 'fpa' – 'Yasmine and Tom' and Discovery Education 'Health and Relationships education'.

As previously stated the RSHE curriculum consists of both statutory and non-statutory elements:

- Parents **do not have the right** to withdraw their children from statutory relationships education, health education or the science curriculum.

- Parents **have the right** to withdraw their children from the non-statutory/non-science components of sex education.

Parents wanting to withdraw their children from the non statutory/non science components are invited to speak to the class teacher. The class teacher will explore the concern of the parents and take the time to share the resources that will be used and, if appropriate, they will discuss the possibility of adjusting the programme or approach for their child. The class teacher will discuss any impact that withdrawal may have on the child and they will talk with the parents about the possible negative experiences or feelings that may result

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from withdrawal of the child including the ways in which these may be minimised. If the parent still wishes to withdraw the child, requests for withdrawal should be put in writing and addressed to the Headteacher (See Appendix 2 for request form). Once a child has been withdrawn, they cannot take part in sex education until the request for withdrawal has been removed.

Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another learning space for the duration of the lesson.

Sensitive Issues and confidentiality

All staff at Brindishe schools are sensitive to the different needs of individual children and are aware of the broad range of views around healthy relationships education. Personal views are respected and teaching staff strive to do the best for all children. Themes are presented reflecting a range of views and beliefs to allow children to develop informed opinions and also respect that others' opinions may be different. Staff will not share their own personal opinions.

Throughout children's time in school, they may ask their teachers questions about healthy relationships. Questions will always be answered honestly, factually and in ways appropriate to the age and development of the child. It is important that children feel able to ask any questions they wish and that their questions are valued. Where a child asks specific or very personal questions, teachers may delay answeing questions to seek further guidance and support if required. There will also be occation where questions may not be answered in a whole class setting and where necessary parents/carers will contacted. If any safeguarding concerns are raised then these will managed in line with school safeguarding procedures.

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

Child Protection

Relationships, Sex and Health Education and the teaching of sensitive issues may give cause for concern or disclosures of child protection issues. All Brindishe staff are aware of the procedures for reporting their concerns and, where appropriate, will refer to the schools' Child Protection and Safeguarding Policy.

Brindishe staff conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection or the headteacher as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

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Training

Brindishe Schools believe in the importance of training for staff delivering relationships and sex education. Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar. Teaching staff are encouraged to access appropriate training or support to help deliver effective health education and this may include using the support of outside agencies.

Monitoring and Review

The delivery of RSHE is monitored by the Senior Leadership Team and the curriculum leader through learning walks, lesson observations and evidence of learning. Curriculum resources will also be regularlly reviewd by leaders, with the support of class teachers, to ensure they remain accurate, evidence-informed, age approprieate and compliant with current DfE guidance.

Class teachers will also monitor the pupils' understanding and development through class assessment systems and feedback. This will be reviewed on an annual basis and if any chages are reuired this will be done in consultation with staff, parents and carers and the children. It will be reported to the full Governing body with any recommendations for policy modification.

Complaints

Parents and carers who have concerns about the school's RSHE provision should discuss these initially with the class teacher or the Senior Leadership Team. Complaints will be managed in accordance with the school's Complaints Policy.

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Appendix 1

Brindishe Schools PSHE Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Making friends	Mental health and wellbeing- foundations for wellbeing	Celebrating me, you and our families	Safety at home	Being healthy	Showing kindness to ourselves and others
Year 2	Mental Health and Wellbeing- change, grief and loss	Keeping safe online	Me, my body and staying safe- naming body parts	Money and work	Safety outside the home	Looking back and moving on
Year 3	Me, my friends and belonging	Mental health and wellbeing - foundations for wellbeing	Building healthy habits	Making choices online	Keeping safe out and about	Looking out for each other
Year 4	Mental health and wellbeing- change, grief and loss	Exploring ways to manage risk	Forming respectful relationships	Money Matters and news literacy	Me, my body and growing up	Families and growing together
Year 5	Friendships, stereotypes and bullying	Mental health and wellbeing - foundations for wellbeing	Positively engaging with our world	Respecting boundaries	Safe connections online	Embedding healthy habits and learning first aid
Year 6	Mental health and wellbeing- foundations for wellbeing	Managing money and online spending	Changes in puberty and **sex education**	Drug education: assessing risk and managing influences	Developing our AI literacy	Looking to the future

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This is a map of the curriculum showing relationships education in pink, Health education in Yellow and Citizenship and economic wellbeing in green. That said many of the units will cross over and cover some objectives in each of the other areas.

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Appendix 2

Parent Consent Withdrawal Form

To be completed by Parents or Carers			
Name of child		**Class**	
Name of parent		**Date**	
Reasons for withdrawing from Sex Education within Relationships and Sex Education			
Any other information you would like the school to consider			
Parent/carer signature			

To be completed by the school	
Agreed actions from the discussion with parent	

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