



Relationships, Sex and Health Education (RSHE) Policy incorporating Personal, Social and Health Education (PSHE)

St Luke's Christian ethos underpins all aspects of its policy and

This policy outlines the purpose, nature and management of the RSHE and PSHE taught at St Luke's CE Primary School. It was produced by the RSHE lead through consultation with SLT, governors, parents and pupils.

Definition of Relationships, Sex and Health Education

Relationships, Sex and Health Education is lifelong learning about physical, moral and emotional development. It is about understanding the characteristics of safe, positive and healthy relationships, which might be with friends, family or other adults. RSHE gives pupils the opportunity to learn about how to assess risks and keep themselves safe from harm. They develop the knowledge and skills to make positive, healthy choices, look after themselves and others, and importantly, to keep safe as they develop through life and into adulthood. It prepares pupils for the changes of adolescence and ensures they are equipped to manage these effectively. All of this is set within the morals and values of our school.

RSHE and PSHE Importance

Our Relationships, Sex and Health Education (RSHE) programme is compliant with statutory requirements and our Personal, Social and Health Education (PSHE) programme is compliant with both statutory requirements and non-statutory guidance. RSHE and PSHE at St Luke's promotes children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. At St Luke's, children's wellbeing, happiness and safety are of high priority, and RSHE and PSHE are the key vehicles through which we share this with children. We regard RSHE and PSHE as an important, integral component of the whole curriculum; it is central to our approach and at the core of our ethos.

Aims

- To work in partnership with parents to develop the knowledge and skills of pupils in this important area.

- To offer all pupils a regular, sequenced programme of age-appropriate education about physical and mental development, healthy relationships of all kinds, sexuality, families, keeping healthy and safe.
- To teach about sex and sexuality within the school's ethos and moral framework emphasizing the importance of commitment, stable relationships and family life.
- To develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others.
- To celebrate diversity in people, families and relationships and promote tolerance.
- To help pupils understand that they have rights over their bodies.
- To help pupils recognise pressure in all its forms and have strategies to resist this.
- To give pupils the knowledge and skills to recognise and manage risks and keep themselves safe, in real life and online.
- To support pupils to understand what helps to keep their bodies and minds healthy and things they can do to improve their health and wellbeing.
- To ensure pupils know who can help them and how to access support.
- To provide opportunities for all students to learn appropriately to their needs.
- To help children grow into reliable, independent and positive citizens.

Legislation

This policy has been written with regard to the Department for Education's statutory guidance 'Relationships, Sex and Health Education' (July 2025), which comes into effect from 1 September 2026. Schools may implement the new guidance earlier if they wish.

The previous guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (June 2019) remains in force until 31 August 2026.

This is statutory guidance issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996. These regulations are made under sections 34 and 35 of the Children and Social Work Act 2017 and provide that pupils receiving primary education must be taught Relationships Education and Health Education.

The policy is also influenced by other statutory legislation and non-statutory guidance including the Department for Education's guidance 'Personal, Social,

Health and Economic (PSHE)' Updated February 2020, the Equality Act 2010 and Keeping Children Safe in Education.

Policy Development, Responsibilities and Review

The RSHE policy has been developed in consultation with parents, pupils, staff and governors. It will be reviewed annually and the responsibilities regarding the policy are outlined below:

Governing Body

- Link governor to monitor RSHE/PSHE
- Monitoring, review and evaluation of this policy
- Approval of the RSHE policy

Head Teacher

- Consult with key stakeholders about the RSHE policy.
- Implement RSHE policy.
- Monitor compliance to policy.
- Work closely with the link governor and coordinator.
- Provide leadership and vision in respect of equality.
- Organise quality training for the teaching staff so that they feel skilled and equipped to deliver effective RSHE.
- Monitor the effectiveness of this policy and report annually to governors.
- Consider requests from parents to withdraw their child from non-statutory sex education, including the right to refuse such requests in exceptional circumstances (from September 2026)

Co-ordinator

- Lead on curriculum development in line with the RSHE/PSHE policy.
- Work closely with SLT and governors to implement the curriculum in line with the policy.
- Provide appropriate support and guidance to staff, including training when needed.
- Monitor new developments and keep informed of good practice.
- Review and monitor RSHE/PSHE curriculum and implementation of RSHE policy and report to governors.
- Provide information to parents on what will be covered and when.

- Facilitate parents' requests to view curriculum materials and resources.

Review

The policy will be reviewed annually. This review will be informed by pupil, staff and parent feedback. Assessment data and evidence of delivery will be used to evaluate if the curriculum is meeting the intended outcomes. The review process will also take account of emerging legislation and national and local good practice.

Dissemination

We will raise awareness of this policy via:

- The school website
- Staff meetings
- Parent Email

Content of RSHE and PSHE

St Luke's utilises **Coram Life Education's 'SCARF'** scheme as the core framework for the delivery of RSHE and PSHE. Additional provision is planned to both complement and extend the scheme, as well as to ensure full coverage of statutory and non-statutory content. This may include (but is not limited to) themed events, day-to-day classroom practice, specialist visitors, and whole-school/ class assemblies.

Provision is further enhanced through the use of **Pol-Ed**, a scheme developed collaboratively by teachers, RSHE specialists, and the police. Pol-Ed resources may be used to deliver additional lessons at the discretion of the class teacher and/or subject lead, in response to the needs of the cohort, as well as to support and inform whole-school assemblies.

Oversight and coordination of the programme will be the responsibility of the subject lead, ensuring alignment with guidance from the government-endorsed 'PSHE Association'. Opportunities for incidental and responsive teaching will also be utilised, whereby teachers may address relevant themes through discussion, as appropriate to the needs, context, and experiences of individual classes, or through cross-curricular links.

- See Appendix 1 for 'SCARF' scheme yearly overviews.
- See Appendix 2 for 'SCARF' links to statutory guidance.
- See Appendix 3 for statutory guidance delivered outside of the 'SCARF' scheme.

Early Years (PSED)

Personal, social, and emotional development (PSED) supports children to learn to get on well with others and make friends, understand and talk about feelings, learn about 'right' and 'wrong', develop independence, and ultimately feel good about themselves. At St Luke's, PSED is taught through a variety of means used on a daily basis. These are delivered through both discrete learning opportunities and focused sessions. The 'SCARF' scheme provides the basis for learning outcomes; however, lessons are adapted and taught according to the children's needs. This is implemented through modelling within play, discussions during circle times, and relevant and appropriate day-to-day opportunities. Pol-Ed resources may also be used to supplement learning, providing additional activities and discussion points as deemed appropriate by the class teacher or subject lead.

Sex Education

Statutory Science Curriculum:

At St Luke's, sex education is taught through the national curriculum for science. 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. In addition, all children participate in the NSPCC 'PANTS' workshop annually, which teaches them about external body parts, personal safety, and how to keep their bodies safe.

Non-statutory Sex Education:

Sex education is not compulsory in primary schools. However, the Department for Education recommends that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of pupils.

In addition to the statutory science curriculum, St Luke's may teach age-appropriate, non-statutory sex education in Year 6 to prepare pupils for the transition to secondary school. This will be determined based on:

- The needs of the cohort
- Local health data (CHIMAT)
- Consultation with parents

Where we teach non-statutory sex education, we will:

- Inform parents in advance of the specific content and timing

- Provide opportunities for parents to view materials
- Offer parents the right to request withdrawal of their child from this non-statutory content
- Ensure withdrawn pupils receive appropriate alternative education

The non-statutory sex education content may include:

- How a baby is conceived and born (building on science curriculum knowledge of reproduction)
- Preparing boys and girls for the physical and emotional changes that adolescence brings, beyond what is covered in the science curriculum
- Understanding that relationships may include sexual relationships when people are adults
- Age-appropriate information about keeping safe in relationships

Parents will be consulted during the final year of primary school about the detailed content of what will be taught in these sessions. We will provide parents with support in talking to their children about sex education and how to link this with what is being taught in school.

Inclusion

RSHE and PSHE should be accessible for all pupils. As a school we promote inclusion for all and celebrate differences. Every child and family have a right to feel included and valued in our school community.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. The Act allows schools to take positive action to deal with particular disadvantages affecting one group because of one of the characteristics listed above. An example of this in relation to RSHE and PSHE in our school is that we may need to provide additional learning opportunities for children with special educational needs and/or disabilities.

Pupils with Special Educational Needs and Disabilities

As with other subjects, pupils with SEND may need additional support to access the RSHE/PSHE curriculum. Teaching should be developed to ensure these subjects are accessible for pupils with SEND and prepare pupils for adulthood.

Schools should be aware that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. RSHE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities.

Teachers will assess the needs of each pupil and ensure that appropriate support is put in place. This may involve:

- Differentiated resources and materials
- Individual work with a teaching assistant
- Small group work
- More explicit teaching of key concepts
- Visual supports and social stories
- Additional time to process and practise skills

We will liaise with parents to ensure that each child's needs are met. Some pupils, for example those with Autistic Spectrum Disorders, may need a more explicit approach to some of the key concepts of RSHE/PSHE – this will be discussed with parents/carers to ensure a plan is put in place to support learning both at school and at home.

Diverse Families

In our provision of RSHE and PSHE we will explore the diverse families that are represented in our school and in wider society, including same sex parents, single parents, adopted families, fostering, children living with grandparents and so on. Our resources and teaching will reflect this diversity to ensure every pupil feels included and valued.

Gender

We actively challenge stereotypes around gender through RSHE, PSHE and our wider curriculum and school ethos. Our aim is for pupils to be respectful of all genders and recognise the equality of all.

Delivery

The planning and delivery of the programme is undertaken by all teaching staff and monitored by the RSHE/PSHE coordinator. Teachers take a balanced, non-judgmental approach to delivery, acknowledging that there are many different views and values around relationships, sex, drugs, and other issues. We carry out

the main RSHE teaching through our Personal, Social, Health, and Citizenship Education curriculum.

RSHE/PSHE is delivered weekly, and teachers use a range of teaching methods and age-appropriate resources to achieve the intended learning outcomes for each year group. This may include circle time, discussions, role-play, physical activities, written activities, assemblies, focused celebration days/weeks, and art. Each year, cohorts vary, so teachers use their knowledge of the class and professional expertise to select resources and activities that are most suitable. All teachers deliver RSHE/PSHE in a safe way, ensuring that all pupils feel able to participate and contribute.

Learning may also be supplemented by external professionals, including the police, who provide guidance on safety and conduct, and the school nurse, who supports learning about puberty and related health topics.

Staff Training

All teaching staff receive regular RSHE/PSHE training to ensure they are confident and skilled in delivering age-appropriate content. This training includes:

- Understanding the statutory requirements for RSHE
- Using the SCARF scheme effectively
- Safeguarding and recognising signs of abuse
- Answering difficult questions appropriately
- Creating a safe and inclusive learning environment
- Working with external agencies and visitors
- Supporting pupils with SEND to access the curriculum
- Understanding the distinction between relationships education and sex education

The RSHE coordinator is responsible for identifying training needs and organising appropriate continuing professional development. Training is provided at least annually, with additional support available as needed.

Answering Questions

As with any topic, pupils are likely to be inquisitive and ask questions to further their knowledge and understanding. Questions asked by pupils may be outside the planned teaching content.

When choosing how to answer questions, staff will consider:

- Age-appropriateness of the response
- Whether to answer individually rather than as a whole class
- Whether to involve parents
- Whether the question relates to content the child has been withdrawn from

Staff will always respond to questions in a sensitive, age-appropriate manner that maintains the child's dignity and respects their need to know. If a question relates to sex education content that a child has been withdrawn from, staff will provide a brief, factual response that keeps the child safe without going into detail, and will inform parents.

Assessment

As with all curriculum areas, there will be assessment in RSHE/PSHE to ensure that pupils are achieving the intended learning outcomes. Teachers will assess pupils' learning at the end of each half-term. This assessment will be in different forms and may involve quizzes, work samples, observation of role-play, question and answer and so on. Assessment focuses on pupils' knowledge, understanding and skills rather than their personal views or family circumstances.

Confidentiality and Safeguarding

Due to the content of RSHE and PSHE where pupils are exploring sensitive issues, this may lead to disclosures of a child protection concern. Teaching staff will endeavour to respect a pupil's confidence unless they consider them or another child to be at risk. Where confidentiality has to be breached this will be explained to the pupil. Teachers cannot promise a pupil that they will 'keep a secret'.

All staff follow the school's safeguarding policy and procedures. If a member of staff has any concerns about a child's welfare, they will report this immediately to the Designated Safeguarding Lead in line with Keeping Children Safe in Education guidance.

Partnership with Parents

We see parents as key partners in our provision of RSHE and PSHE. To support the important role of parents, we provide information about the content of our curriculum and when topics are delivered which can be found in the Appendix. Parents are encouraged to talk with their child about the RSHE and PSHE they receive at school in order to put this in the context of their family's own values and beliefs. Parents can find useful links on our website to support these home discussions.

Our programme is reviewed regularly, and is planned to meet the needs of all pupils. If a parent has questions about any aspect of the programme we ask that they speak with their child's class teacher who may then refer you to the subject lead.

Access to Curriculum Materials

Parents and carers have the right to see all RSHE curriculum materials and resources on request. We are committed to transparency in our RSHE provision and welcome parents' engagement with the curriculum content.

To view curriculum materials, please contact the RSHE coordinator or your child's class teacher who will arrange a convenient time for you to review the resources we use.

We encourage parents to discuss any questions or concerns about the curriculum content with us.

Right to Withdraw

Relationships Education

Parents and carers **cannot** withdraw their child from Relationships Education as it is a statutory requirement and essential for all children's development and safety.

Health Education

Parents and carers **cannot** withdraw their child from Health Education as it is a statutory requirement and essential for all children's wellbeing.

Science Curriculum

Parents and carers **cannot** withdraw their child from Science curriculum content on human development, including puberty and reproduction, as this is part of the statutory National Curriculum.

Non- statutory Sex Education

Where St Luke's chooses to teach non-statutory sex education (beyond the National Curriculum for Science), parents and carers have the right to request that their child be withdrawn from some or all of this sex education.

Process for Requesting Withdrawal

If you wish to request withdrawal from non-statutory sex education, please submit a written request to the RSHE lead explaining which aspects of sex education you wish to withdraw your child from.

This will be followed up with a phone call from the RSHE Lead and headteacher who will:

- Discuss the benefits of the sex education programme.
- Explore any concerns you may have.
- Explain the potential impact of withdrawal on your child, including:
 - Social and emotional effects of being excluded from lessons.
 - The likelihood that your child may hear about the content from their peers, which may not be accurate.
- Clarify which elements are statutory (and therefore cannot be withdrawn from) and which are non-statutory.
- Where appropriate, discuss the request with your child to understand their wishes.

Headteacher's Decision

The headteacher will normally grant requests for withdrawal from non-statutory sex education.

However, **from 1 September 2026**, the headteacher may refuse a request in exceptional circumstances, such as:

- Safeguarding concerns about the child
- Specific vulnerabilities that mean the child would benefit from the education to stay safe
- Other exceptional circumstances relating to the child's welfare

The headteacher will document the process and decision, and communicate this clearly to parents.

If Withdrawal is Granted

If a withdrawal request is granted, the school will ensure your child receives appropriate, purposeful education during the period of withdrawal. This may include work on other curriculum areas or alternative PSHE topics.

Note: Even if your child is withdrawn from sex education lessons, they may still ask questions about these topics. Staff will handle such questions sensitively, providing brief, factual information to keep your child safe, while respecting your decision to withdraw them from detailed teaching on these topics. Parents will be informed if such questions arise.

Monitoring and Evaluation

The RSHE coordinator will monitor the implementation of this policy through:

- Lesson observations
- Work scrutiny
- Pupil voice activities
- Staff feedback
- Parent feedback
- Assessment data
- Review of resources and materials

The coordinator will report annually to the headteacher and governors on the effectiveness of RSHE provision, including any areas for development.

Policy Review and Approval

Date of policy: September 2026

Date policy to be reviewed: September 2027 (then annually)

Policy approved by: Governors 11th June 2026

