

Relationships, Sex and Health Education (RSHE) Policy



Mission Statement

Newchurch will give every child a flying start by working in partnership with parents, staff and the community to develop well-rounded citizens who will contribute in a positive way to society.

Statement of intent

This policy covers Newchurch Community Primary School’s approach to teaching relationships, sex and health education (RSHE). This policy has been updated to reflect the new RSHE Guidance released in July 2025 (for implementation by September 2026).

RSHE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age and stage appropriate manner. RSHE equips children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their sexuality and to take responsibility for their health and wellbeing both now and in the future. We recognise the importance of RSHE in preparing children and young people to live safe, fulfilled and healthy lives.

This policy has been subject to thorough consultation with the whole-school community including pupils, parents/carers, staff, school governors and where relevant appropriate members of the wider community, such as medical professionals and faith leaders.

Pupil consultation has ensured that the needs of all pupils can be met through the delivery of an age and stage appropriate curriculum that addresses relevant issues, informed by analysis of public health data and pupil priorities.

This policy was developed through:

- Pupil surveys and age-appropriate consultation activities
- Parent/carers, staff and governor surveys

Signed by:

Headteacher

Date:

Chair of governors

Date:

1. Policy values, aims and objectives

- 1.1 Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.
- 1.2 Newchurch's overarching aims and objectives for pupils are to give every child a flying start by working in partnership with parents, staff and the community to develop well-rounded citizens who will contribute in a positive way to society. RSHE at our school is underpinned by a clear set of embedded values and principles that complement the school ethos and permeate through the teaching practice, resources and classroom management of delivery.
- 1.3 The overarching objective of RSHE is to support children and young people through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills and values within the framework of the law and relevant acts and guidance.
- 1.4 Effective RSHE can make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships. RSHE will ensure children and young people are encouraged to understand the importance of stable, loving relationships, respect, love, and care. It also enables young people to make responsible and informed decisions about their health and wellbeing.
- 1.5 RSHE will be approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, safeguarding and lifelong outcomes.

2. Legal framework

- 2.1 This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:
 - 'Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers', July 2025. This is statutory guidance from the Department for Education to be introduced from 1 September 2026 issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.
 - [Relationships Education, Relationships and Sex Education and Health Education guidance](#)
 - The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships education compulsory for all pupils receiving primary education and relationships and sex education (RSE) compulsory for all pupils receiving secondary education. They also make health education compulsory in all schools except independent schools. Parents

have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

- The subjects are part of the basic school curriculum, which allows schools flexibility in developing their planned programme, integrated within a broad and balanced curriculum. Key aspects of RSHE are in scope for Ofsted inspection, for example, through inspectors' consideration of pupils' personal development, behaviour and welfare, and spiritual, moral, social and cultural development.
- We are committed to being an inclusive school, and comply with the relevant requirements of The Equality Act 2010, with particular attention to the public sector Equality Duty. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (collectively known as the protected characteristics).
- Relationships Education helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. Schools have a legal duty to safeguard and promote the welfare of children and young people under the age of 18 in schools and colleges - DfE 'Keeping children safe in education 2025'.

2.2 This policy operates in conjunction with the following school policies:

- Curriculum Policy
- Teaching and Learning Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Equality Policy
- Inclusion Policy
- Online Safety Policy

3. Our RSHE programme

- Is an identifiable part of our school curriculum, which has planned, timetabled lessons across all the Key Stages.
- Is taught by staff who are trained regularly.
- Uses carefully selected expert visitors invited in to enhance and supplement the programme, where appropriate.
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home through our half termly 'Share in our Learning' documents on the school website.
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.

- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and nurture respect for different views.
- Includes learning about how to get help and treatment from safe sources such as health and advice services including reliable information online.
- Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in everyday school life.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities.
- Seeks pupils' views so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

4. Entitlement and equality of opportunity

4.1 All children are entitled to access a broad and balanced curriculum delivered in an age and stage appropriate manner. Teachers will include a range of teaching styles and groupings to allow all children to make progress. Every child will be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

4.2 We actively celebrate the diversity of our pupils, their families and the wider whole-school community. RSHE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law to ensure all pupils have equal access to the curriculum. We do not use RSHE as a means of promoting any form of sexual orientation over another.

4.3 Thorough consultation, continual assessment and regular reviews of the curriculum we ensure that we continually recognise and respect pupils' different abilities, levels of maturity, personal circumstances (including faith or culture and that of their family, friends and the wider whole-school community) in accordance with the school's inclusion policy.

5. Teaching and learning

5.1 The RSHE programme will be led by the headteacher, and taught by class teachers. All staff involved in the delivery of RSHE have received specialist training to ensure that pupils receive clear and consistent approaches throughout their time at Newchurch. Whole staff and individual training needs will be identified through the school's self-evaluation process and staff appraisal.

5.2 On some occasions external visitors, experts and agencies may be invited to contribute to the delivery of RSHE to enhance these subjects, bringing in specialist knowledge and different ways of engaging with children and young people.

5.3 When this happens, our school will follow our External Visitor Policy which includes:

- Check the visitor or visiting organisation's credentials.
- Ensure the teaching delivered by the visitor fits with our planned programme and our published policy.
- Discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see in advance the materials visitors will use as well as a lesson plan so that collectively we can ensure it meets the full range of pupils' needs (e.g. special educational needs) and make sure these are available for parents/carers to view.
- Agree in advance how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with our school's policy.
- Monitor and evaluate the visitor input to inform future planning

5.4 RSHE will be taught through a range of teaching methodologies, including story-telling, drama, discussions, individual private reflection, quizzes and fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles.

6. Curriculum

6.1 The majority of the curriculum is a statutory requirement to teach to meet Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025), whilst ensuring schools fulfil their duties under the Equality Act, 2010.

6.2 RSHE will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. RSHE will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

6.3 Our intended RSHE curriculum is detailed on our [website](#) but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. Where possible the curriculum will be complemented by themed assemblies, themed awareness days and cross curricular links.

6.4 In July 2025 the Department for Education launched the new Relationships Education, Relationships and Sex Education (RSE) and Health Education for implementation by September 2026. Whilst much of the curriculum remains the same as the previous guidance, and was already covered within our existing curriculum, some elements have been given more focus or clarification to reflect the current world that we live in. For primary schools, this includes:

- Online safety
- Personal and travel safety
- Grief, loss and bereavement
- Vaping

6.5 National Curriculum science in primary school includes learning about parts of the body, growth, reproduction, life cycles, ageing and the changes experienced in puberty (Year 5). Science is compulsory for all pupils.

6.6 In line with the government’s statutory guidance on teaching RSHE, we teach the following:

Subject content	How and when this is taught	Who is responsible for teaching
Relationships Education (families and caring relationships, friendships, respect and online relationships)	Taught through weekly PSHE lessons from Reception to Year 6 using an age-appropriate scheme of work, in line with statutory Relationships Education requirements. Reinforced through assemblies, stories and daily classroom practice.	Class teachers
Health Education (mental wellbeing, emotions, personal safety, physical health and healthy lifestyles)	Delivered through regular PSHE lessons, as well as links to PE, science and whole-school wellbeing activities, in line with statutory Health Education guidance.	Class teachers, supported by PSHE lead
Living in the wider world (including rules, responsibilities and community)	Covered through PSHE lessons, school values, assemblies and pupil voice opportunities such as school council.	Class teachers
Changing bodies and puberty (part of Health Education expectations)	Introduced in an age-appropriate way in upper Key Stage 2 (Years 5 and 6) through planned PSHE lessons, in line with statutory guidance on preparing pupils for puberty.	Class teachers
Sex Education (including how babies are conceived and born – non-statutory element)	Taught from Year 1 onwards as part of the RSHE programme, using an agreed and age-appropriate scheme of work. This is delivered in line with school policy and parents are informed in advance of these lessons.	Class teachers / PSHE lead
Human development (science curriculum)	Delivered through the statutory science curriculum, including life cycles and reproduction, as required by the National Curriculum. There is no right to withdraw from this content.	Class teachers

6.7 We use the following resources to teach RSHE:

- PSHE Association
- Christopher Winter Project
- Anti-bullying Alliance
- NSPCC
- Knowsley Computing Curriculum
- Social and Emotional Aspects of Learning

6.8 We use the following external visitors and visits to enhance the curriculum (not to replace it):

- Cheshire Fire and Rescue Service
- Arete Outdoor Centre
- Borreaton Park Centre
- Birwardsley Outdoor Education Centre
- Warrington Borough Council – Junior Safety Officer Programme
- Warrington wolves
- NHS services (School Nurse, Oral Hygiene Service)
- Mental Health Support Team
- Youth Zone
- Buddhist Temple
- Warrington Islamic Centre
- All Saint’s Church, Newton-le-Willows and Newchurch Parish Church
- Warrington Food Bank
- Warrington Bike-ability Programme
- Cheshire Police
- Warrington Ambulance Service

7. Assessment

7.1 Pupils’ learning will be assessed throughout, through the use of baseline assessments at the start of lessons or topics as well as at the end of lessons or topics. This will ensure that pupils are making sufficient progress against their own starting points and to build on prior teaching and learning. It also enables us to check that teaching strategies and resources remain relevant and effective. Assessment will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure and may include self-assessment tasks that will confirm pupils understanding of the topics.

7.2 Information about these assessments and pupils’ progress will be shared with pupils and parents/carers as appropriate.

7.3 Assessment of pupils’ understanding and development of skills in RSHE will be measured through a range of approaches, including class discussions, pupil voice, observations of learning and outcomes recorded in PSHE floor books. Teachers will use questioning and reflective activities to assess pupils’ knowledge, understanding and attitudes over time.

7.4 Where appropriate, this will also be supported by wider school information such as teacher assessments, pastoral records, behaviour and safeguarding logs, and contributions from pupil voice activities. These help us to build a holistic picture of each child's personal development and wellbeing.

7.5 The quality of teaching and learning will be monitored through learning walks, observations, book looks with the children, subject reviews and informal drop-ins conducted by subject leads and/or members of the senior leadership team. The observations and findings of which will be used to identify and inform future staff training needs.

8. Responding to pupils' questions

8.1 There will always be sensitive and controversial issues within the subjects of RSHE. These may be a matter of age and stage appropriateness or contrasting personal beliefs including those originating from faith perspectives and culture.

8.2 We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues openly within the framework of a class working agreement. At the end of every lesson, pupils will be provided with an opportunity to ask questions in an open setting and will also be provided with an opportunity to raise questions.

8.3 Teachers will answer questions as fully as they feel age and stage appropriate based on the level of knowledge demonstrated by pupils during the lesson and as set in the statutory guidance. Teachers may delay answering a pupil's question if they need time to consult with the PSHE lead or the school leadership team to construct an appropriate answer.

8.4 Teachers can refuse to answer a question that they feel is inappropriate and will never answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons clearly explained and the teacher will work with the pupil to identify suitable sources of information where they can obtain an answer to their question. This may include encouraging the pupil to ask a parent/carer or trusted adult at home.

9. Confidentiality, signposting and handling disclosures

9.1 The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to our curriculum content, teaching methodologies and supporting resources.

9.2 At the beginning of RSHE teaching, the class will discuss and create a 'working agreement' Confidentiality will be included within this agreement so pupils are clear of the limits of confidentiality that can be guaranteed by a teacher.

9.3 Distancing techniques such as the use of characters within RSHE avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSHE more accessible to all pupils including those who may have experienced unhealthy relationships and/or abuse.

9.4 Teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the school's pastoral team to advise on topic coverage so that the school can be responsive to pupil's pastoral needs and safeguarding arrangements can be actioned efficiently if required.

9.5 Teachers will conduct RSHE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will immediately inform the Designated Safeguarding Lead (DSL) about their concerns. The DSL will then deal with the matter in line with our school's Safeguarding Policy.

10. Supporting vulnerable learners

10.1 We are aware that pupils with SEND, specific needs/experiences or those with additional support may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. RSHE is particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities. The school will ensure that, in line with our teaching and learning principles, resources and teaching materials are appropriate for the age and maturity of pupils, are accessible for all pupils, including those with SEND and are sensitive to pupils' needs.

10.2 The RSHE lead will liaise with the safeguarding team prior to delivery of sensitive content to ensure that learners who may have negative experiences or trauma relating to the content are appropriately supported.

11. Involving parents and carers

11.1 We believe that parents are the primary educators of their children in RSHE and that learning is most effective when it is collaboration between school and home. We therefore wish to build a positive and supportive relationship with parents and carers of children and young people at our school through mutual understanding, trust and cooperation.

11.2 Communication about RSHE is shared through a range of methods including letters, email, the school website, newsletters and consultation activities. Parents and carers are encouraged to contact the school at any time to discuss any questions or concerns.

11.3 We recognise that parents and carers are the primary educators of their children and aim to work in partnership to support them in delivering Relationships, Sex and Health Education (RSHE).

11.4 The school will offer support to parents and carers in the following ways:

- Providing clear information about the RSHE curriculum through our school website, policy documents, curriculum overviews and half-termly 'Share in Our Learning' documents, so parents understand what is being taught and when.
- Sharing resources and guidance to help parents discuss RSHE topics at home, including recommended websites, reading materials and conversation prompts.
- Offering workshops or information sessions (where appropriate) to explain how RSHE is delivered in school and to give parents the opportunity to ask questions.
- Communicating in advance of teaching more sensitive topics, such as puberty and Sex Education, so parents feel informed and prepared.
- Being available for discussion, with class teachers, the PSHE lead or senior leaders available to talk through any questions, concerns or requests for support.
- Supporting individual needs, recognising that some families may require additional guidance or reassurance, and responding sensitively and appropriately.
- Providing information about the right to withdraw from non-statutory Sex Education, and offering the opportunity to discuss this with school staff before any decision is made.

11.5 We aim to create an open and supportive partnership with parents and carers, ensuring they feel confident and well-informed about RSHE and able to support their child's learning and development.

12. Right to withdraw

12.1 The vast majority of RSHE is compulsory. There is no right to withdraw from Relationships Education or Health Education.

12.2 Parents and carers are only able to request that their child is excused from Sex Education, taught outside of the national curriculum for science.

12.3 If a parent wishes their child to be excused, they should request a copy of the Right to Withdraw Policy, which outlines the steps. This will include a discussion with the school, making clear which aspects of the programme they do not wish their child to participate in.

12.4 The key link teacher (Jayne Narraway) will outline to parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded as well as the likelihood of the child hearing their peers' version of what was said in the classes rather than what was directly said through delivery of quality assured resources. If the withdrawal process is continued the parent/carer must complete a copy of the withdrawal form – the school will record its actions and hold a copy of the form on file.

12.5 This process is the same for pupils with SEND. However, there may be exceptional circumstances where the Headteacher may want to take a pupil's specific needs arising from their

SEND into account when making this decision. If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

13. Monitoring and review

13.1 The Governing Board and Headteacher will review this policy in full on an annual basis.

13.2 The school will regularly evaluate the impact of this policy on:

- Pupil learning outcomes and progress.
- Equality of access and opportunities for all pupils.
- Safeguarding and online safety.