



The
Leaf Trust

Unique Primary Schools Growing Together.

Relationships, Sex & Health Education (RSHE) Policy (v 2.0)

Statutory

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Policy Author:	Head of PD & Curriculum
Policy Monitored by:	Ethos & Education Committee

Trust Board Ratification: Yes ☒ No ☐

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(This policy supersedes all previous versions of the RSHE policy)

History of Most Recent Policy Changes

Version	Date	Page	Change	Origin of Change
V1.0	27 October 2024	Whole Document	New Policy	Based on Model Policy personalised to The Leaf Trust.
V2.0	February 2026	Whole Document	Update to align with new DfE guidance.	July 2025 – new guidance issued for September 2026 start

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At Sea Mills Primary School, we teach RSHE as set out in this policy.

① Aims

Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.

Our school's approach to teaching RSHE sets out to achieve this by teaching the statutory content in a coherent and progressive way appropriate for each year group.

② Statutory Requirements

As a primary academy (under The Leaf Trust), we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

As an academy, we don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This includes the elements of sex education contained in the science curriculum. The Leaf Trust chooses to follow the requirements of the National Curriculum in full.

In teaching RSHE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

At the time of agreeing this policy, the latest DfE guidance was published on **25 June 2019** and last updated **15 July 2025 (with changes to be applied in schools from 1 September 2026)**.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

③ Policy Development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

- 1) Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- 2) Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- 3) Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
- 4) Pupil consultation – we investigated what exactly pupils want from their RSHE education
- 5) Ratification – once amendments were made, the policy was shared with governors and ratified

④ Definitions

Relationships education is teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

Health and wellbeing education aims to enable pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed. Schools should support pupils to develop strategies for self-regulation, perseverance and determination, even in the face of setbacks.

Sex education (beyond the statutory content included in the science curriculum) focuses on the teaching of human reproduction (this should be in line with the factual description of conception in the science curriculum).

⑤ Curriculum – statutory and non-statutory content

Our RSHE curriculum is set out in **Appendix 1**, and will be kept under review. **Appendix 2 & 3** set out the statutory content for relationships and health & wellbeing education that children should be taught by the end of their primary schooling.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an

appropriate manner so that pupils are fully informed and don't seek answers online.

Information about our curriculum can be found on our school website- www.seamillsprimary.org.uk Paper copies of this information are available upon request.

Statutory biological content taught as part of the science curriculum

Year 1 (Animals, including humans)

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 3 (Animals, including humans)

Notice that animals, including humans, have offspring which grow into adults.

Year 5 (Living things & their habitats)

Describe the life process of reproduction in some plants and animals. E.g. sexual and asexual reproduction in plants and sexual reproduction in animals.

Year 5 (Animals, including humans)

Describe the changes as humans develop to old age. E.g. learning about changes experienced in puberty.

The full national curriculum for science can be viewed here: [National curriculum in England: science programmes of study - GOV.UK](https://www.gov.uk/national-curriculum/science)

Statutory curriculum content taught as part of the 'developing bodies' area of health and wellbeing education (see Appendix 3 for further details)

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

⑥ Teaching of RSHE

How RSHE is taught at our school

RSHE is taught within the personal, social & health education curriculum (PSHE). Biological aspects of RSHE are taught within the science curriculum.

We use 1Decision scheme of work and resources to support our teaching of the RSHE

curriculum.

See **Appendix 1** for an overview of our RSHE curriculum.

Relationships Education

The focus for relationships education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

Statutory content is organised under 5 key areas:

1. Families and people who care for me
2. Caring friendships
3. Respectful, kind relationships
4. Online safety & awareness
5. Being safe

See **Appendix 2** for further details.

Health & Wellbeing

The aim of teaching about **health and wellbeing** is to enable pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed.

Statutory content is organised under 9 key areas:

1. General wellbeing
2. Wellbeing online
3. Physical health and fitness
4. Healthy eating
5. Drugs, alcohol, tobacco & vaping
6. Health protection & prevention
7. Personal safety
8. Basic first aid
9. Developing Bodies

See **Appendix 3** for further details.

How we consider the needs of all pupils, including those with special educational needs

We will teach about these topics in a manner that:

- ✓ Considers how a diverse range of pupils will relate to them
- ✓ Is sensitive to all pupils' experiences
- ✓ During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- One to one discussions
- Digital formats

We will also give careful consideration to the level of adaptation needed to meet the needs of individual pupils.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, same sex families, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity.

⑦ Use of External Resources and Materials

We do not anticipate using external resources or organisations beyond the IDecision scheme of work and resources. Should we do so we will observe the following.

We will make sure that any organisation or 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 don't 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 both the organisation and their approach to teaching RSHE is balanced and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage

- Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)

- Only work with external agencies / organisations where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session

Remind teachers that they can say 'no' or, in extreme cases, stop a session.

Make sure that the teacher is in the room during any sessions with external speakers.

Share external materials with parents and carers, on request.

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

⑧ Roles and Responsibilities

The Leaf Trust

The Ethos & Education Committee will approve the template version of this policy and share it with schools.

The Local Governing Board

The Local Governing Board should be made aware of the RSHE Policy who do not need to approve this.

The Headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the

school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of sex education (see section 9).

Staff

Staff are responsible for:

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

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.

Pupils

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

⑨ Parental Right to Withdraw

Parents/carers do not have the right to withdraw their child from relationships or health & wellbeing education.

Parents/carers have the right to withdraw their child from the components of sex education set out in this policy (this does not include any components taught as part of health & wellbeing education or the science curriculum).

Requests for withdrawal should be put in writing addressed to the headteacher.

Alternative school work, and appropriate supervision, will be provided for pupils who are withdrawn from sex education. Pupils must attend school, as normal, on the days when sex education is taught.

⑩ Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSHE.

⑪ **Monitoring Arrangements**

The delivery of RSHE is monitored by Emily Kirley (PSHE Champion and Key Stage Two Lead) and Andrew Kinnear (Headteacher) through:

- ✓ Planning checks, book looks and pupil conferencing.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

Appendix 1 – Overview of RSHE Curriculum

Follow this link to the RSHE information section of our school website. Here you will find an overview of our RHSE curriculum. [RSHE-mapping.pdf](#)

Appendix 2 – Relationships Education: content to be covered by the end of primary

This information is taken from the Department for Education’s statutory guidance for Relationships Education in primary schools. [Relationships education \(Primary\) – GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/statutory-guidance/relationships-education-in-primary-schools)

Families and people who care for me

Curriculum content

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. 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.
3. 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children’s security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Curriculum content

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. 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.
3. 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.
4. 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.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content

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.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
 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.
 4. 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.
 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.
 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
 7. The conventions of courtesy and manners.
 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.
 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.
 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
 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

Curriculum content

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.
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.
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.
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.
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.

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.

Being safe

Curriculum content

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.
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.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
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.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
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.
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.

Appendix 3 – Health & wellbeing: content to be covered by the end of primary

This information is taken from the Department for Education’s statutory guidance for Physical Health & Mental Wellbeing in primary schools. [Physical health and mental wellbeing \(Primary and secondary\) – GOV.UK](#)

General wellbeing
Curriculum content 1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2. The importance of promoting general wellbeing and physical health. 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4. How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. That isolation and loneliness can affect children, and the benefits of seeking support. 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 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. 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). 10. That it is common to experience mental health problems, and early support can help.
Wellbeing online
Curriculum content 1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2. Pupils should be supported to discuss how 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, looking at the pros and cons of different ways of using online connection. 3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. 4. How to consider the impact of their online behaviour on others, and how to recognise

and display respectful behaviour online.

5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.

6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.

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.

8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.

9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.

10. That they have rights in relation to sharing personal data, privacy and consent.

11. Where and how to report concerns and get support with issues online.

Physical health & fitness

Curriculum content

1. The characteristics and mental and physical benefits of an active lifestyle.

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.

3. The risks associated with an inactive lifestyle, including obesity.

4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Curriculum content

1. What constitutes a healthy diet (including understanding calories and other nutritional content).

2. Understanding the importance of a healthy relationship with food.

3. The principles of planning and preparing a range of healthy meals.

4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol, tobacco & vaping

Curriculum content

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health protection & prevention

Curriculum content

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun

damage, including skin cancer.

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. The impact of poor sleep on weight, mood and ability to learn.

4. 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.

5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal Safety

Curriculum content:

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.

2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

Curriculum content

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.

2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies

Curriculum content

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.

2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.

3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.