



Relationships, Sex and Health Education Policy

Status	Date Established	Review Date
Statutory	September 2026	September 2027
Written by	Agreed with governors	
Five Lanes CE VC Staff	July 2026	
Consultation		
Five Lanes CE Primary School Full Governing Body Parent Consultation June-July 2026		
Reference		

1. Vision and Ethos

At Five Lanes CE Primary School, we believe that Relationships, Sex and Health Education (RSHE) is an essential part of preparing children for life, both now and in the future. Through high-quality RSHE, we aim to equip pupils with the knowledge, understanding and skills they need to develop healthy relationships, maintain positive physical and mental wellbeing, recognise risks, stay safe and flourish as individuals.

Our approach to RSHE is rooted in our school vision:

"Firm foundations for learning and flourishing."

This vision is inspired by Jesus' teaching in Matthew 7:24–25, where the wise builder chooses to build their house upon solid rock. We believe that children thrive when they are provided with strong foundations of knowledge, character, self-awareness and understanding. RSHE contributes significantly to these foundations by helping pupils develop the confidence, resilience and personal skills needed to navigate an increasingly complex world.

As a Church of England school, our curriculum is shaped by our Christian values of Trust, Respect and Compassion. Through RSHE we encourage pupils to:

- Build trusting and positive relationships.
- Show respect for themselves and others.
- Demonstrate compassion, kindness and empathy.
- Understand the value and dignity of every individual.
- Recognise their responsibilities as members of a community.
- Develop confidence in seeking support when needed.

At Five Lanes, we recognise that children encounter a wide range of influences and experiences both within and beyond school. RSHE provides opportunities for pupils to explore these experiences safely and appropriately, enabling them to make informed decisions and develop the skills necessary for healthy relationships and positive wellbeing.

Our curriculum also contributes to pupils' spiritual development. We encourage children to reflect on their relationships, values, emotions, responsibilities and place within the wider world. Through discussion, reflection and exploration, pupils develop a deeper understanding of themselves and others, supporting our wider aim of helping every child flourish.

RSHE is a vital element of our safeguarding curriculum. Through planned learning, pupils are taught how to keep themselves safe, recognise unhealthy or unsafe situations, understand personal boundaries and know where to seek help if they are worried or concerned.

By the time pupils leave Five Lanes CE Primary School, we aim for them to have developed the knowledge, skills, attitudes and understanding necessary to build positive relationships, make responsible choices and move confidently to the next stage of their education.

2. Aims

The aims of Relationships, Sex and Health Education at Five Lanes CE Primary School are to:

- Develop pupils' understanding of healthy and respectful relationships.
- Promote self-respect, confidence and positive self-esteem.
- Support pupils in understanding and managing their emotions.
- Help pupils develop empathy, kindness and compassion towards others.
- Teach pupils how to stay physically healthy and mentally well.
- Enable pupils to identify and manage risks appropriately.
- Support pupils in understanding personal boundaries and consent in an age-appropriate way.
- Teach pupils how to stay safe both online and offline.
- Prepare pupils for the physical and emotional changes associated with growing up and puberty.
- Ensure pupils understand the importance of seeking help when needed.
- Promote respect for diversity and difference within modern British society.
- Equip pupils with the knowledge and confidence needed to make informed decisions.
- Prepare pupils for the next stage of their education and future life.

3. Statutory Requirements

This policy has been developed in accordance with the following legislation and guidance:

- Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education and Health Education Statutory Guidance (2026)
- Education Act 1996
- Equality Act 2010
- Human Rights Act 1998
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- The National Curriculum
- SEND Code of Practice

Relationships Education and Health Education are statutory subjects in all primary schools.

At Five Lanes CE Primary School, all pupils receive Relationships Education and Health Education as required by law.

In addition, the school chooses to teach age-appropriate Sex Education in Upper Key Stage Two as part of our wider commitment to preparing pupils for secondary education and future life. Parents retain the right to request withdrawal from the non-statutory aspects of Sex Education. Further information can be found in Section 11 of this policy.

The school has a legal duty to ensure that teaching is appropriate to the age and maturity of pupils and reflects the needs of the school community while remaining compliant with statutory guidance and equality legislation.

4. Policy Development and Consultation

This policy has been developed through consultation with staff, governors, pupils and parents. The consultation process included:

- Reviewing current statutory guidance and best practice.
- Reviewing the school's existing policy and curriculum provision.
- Staff consultation regarding curriculum content and delivery.
- Pupil voice activities to understand children's experiences and needs.
- Parent consultation and opportunities for feedback.
- Governor review and discussion.
- Ratification by the Full Governing Body.

The school recognises the importance of working in partnership with families. Parents and carers are children's first educators and play a crucial role in supporting the development of healthy relationships, positive wellbeing and personal values.

This policy will be reviewed annually, or sooner if required due to changes in legislation, statutory guidance or local need.

5. Definition of RSHE

Relationships, Sex and Health Education (RSHE) is lifelong learning about physical health, mental wellbeing, relationships, emotions and personal development.

Relationships Education teaches children about:

- Families and people who care for us.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe.

Health Education teaches children about:

- Physical health and fitness.
- Healthy lifestyles.
- Mental wellbeing.
- Emotional health.
- Personal safety.
- Internet safety and harms.
- Basic first aid.
- The changing adolescent body.

Sex Education teaches children about:

- Human reproduction.
- Conception.
- Pregnancy and birth.

At Five Lanes CE Primary School, Sex Education is taught in a factual, age-appropriate and sensitive manner. It is delivered within the wider context of healthy relationships, personal responsibility, safeguarding and wellbeing.

No aspect of RSHE is intended to promote sexual activity. Instead, the curriculum equips children with the knowledge and understanding needed to stay safe, develop healthy relationships and make informed choices throughout their lives.

6. Curriculum

At Five Lanes CE Primary School, Relationships, Sex and Health Education is delivered through a planned, progressive curriculum that supports pupils' personal development, wellbeing and understanding of healthy relationships.

Our curriculum is based upon the Kapow Primary RSHE scheme and is carefully sequenced to ensure that knowledge, skills and understanding build progressively from Reception through to Year 6. The curriculum meets statutory requirements for Relationships Education and Health Education and includes additional age-appropriate Sex Education in Upper Key Stage Two.

As a small school with mixed-age classes, careful consideration is given to curriculum planning to ensure that statutory content is taught progressively, avoids unnecessary repetition and reflects the developmental needs of all pupils.

RSHE is primarily taught through discrete lessons but is also supported through wider aspects of school life including collective worship, Religious Education, Computing, Science, safeguarding education and daily interactions within the school community.

Relationships Education

Relationships Education forms the foundation of the RSHE curriculum and supports pupils in developing positive, respectful and healthy relationships. Pupils are taught about:

Families and People Who Care for Us

Children learn that families are important because they provide love, care, security and support. Pupils explore the characteristics of healthy family relationships and recognise that families can take many different forms.

Caring Friendships

Pupils learn how friendships are formed and maintained. They explore qualities such as kindness, trust, honesty, loyalty and respect, and develop strategies for resolving conflict and maintaining positive relationships.

Respectful Relationships

Children learn the importance of treating others with respect and understanding. They develop an awareness of diversity, inclusion and equality and learn how respectful behaviour contributes to positive communities.

Online Relationships

Pupils learn that the same principles of respect, kindness and safety apply online as they do offline. They develop an understanding of safe online communication, digital footprints and how to seek support if something online makes them feel worried or unsafe.

Being Safe

Children are taught how to recognise risks, understand personal boundaries, identify trusted adults and seek help when needed. This includes learning about privacy, consent, personal space and appropriate and inappropriate contact.

Health Education

Health Education supports pupils in understanding how to maintain their physical and mental wellbeing. Pupils learn about:

Mental Wellbeing

Children develop an understanding of emotions, feelings and mental health. They learn strategies for managing worries, building resilience and recognising when they may need support.

Physical Health and Healthy Lifestyles

Pupils learn about healthy eating, physical activity, sleep, personal hygiene and healthy routines that support wellbeing.

Growing and Changing

Children develop an understanding of human growth and development, including physical and emotional changes that occur throughout life.

Keeping Safe

Pupils learn how to assess risk, make safe choices and recognise situations where they may need help or support.

Internet Safety and Harms

Children learn how to navigate the online world safely and responsibly, recognising both the benefits and potential risks associated with digital technology.

First Aid and Personal Safety

Pupils develop basic knowledge and understanding of personal safety and age-appropriate first aid.

Sex Education

In addition to statutory Relationships and Health Education, Five Lanes CE Primary School teaches age-appropriate Sex Education in Upper Key Stage Two.

This supports pupils in preparing for secondary education and enables them to understand human reproduction within the context of healthy relationships, personal responsibility and safeguarding.

Sex Education includes learning about:

- Human reproduction.
- Conception.
- Pregnancy.
- Birth.
- Physical changes associated with puberty.
- Emotional changes associated with adolescence.

Teaching is factual, sensitive and age-appropriate and takes place in a safe environment where pupils feel supported and able to ask questions.

Parents are informed before Sex Education is taught and are given opportunities to view resources and discuss any concerns with school staff.

Curriculum Progression

The RSHE curriculum is carefully sequenced to ensure progression across all phases of learning.

Early Years Foundation Stage

Children begin to develop an understanding of:

- Feelings and emotions.
- Positive relationships.
- Similarities and differences.
- Self-care and personal hygiene.
- Family relationships.
- Keeping safe.

Learning is delivered through play, discussion, stories, exploration and daily routines.

Key Stage One

Pupils build upon their early understanding by learning about:

- Friendship and kindness.
- Respect for others.
- Privacy and personal boundaries.
- Healthy lifestyles.
- Online safety.
- Identifying trusted adults.
- Growing and changing.

Lower Key Stage Two

Pupils further develop their understanding of:

- Positive and respectful relationships.
- Diversity and inclusion.
- Bullying and discrimination.
- Online communication.
- Physical and emotional wellbeing.
- Early puberty education.
- Personal safety and risk management.

Upper Key Stage Two

Pupils develop a more sophisticated understanding of:

- Healthy relationships.
- Consent and boundaries.
- Puberty and adolescence.
- Emotional wellbeing.
- Online safety and media influence.
- Human reproduction.
- Conception and birth.
- Preparation for secondary school.

By the end of Year 6, pupils will have developed the knowledge and understanding needed to move confidently to the next stage of their education and continue making positive choices about their health, wellbeing and relationships.

7. Inclusion and Equality

At Five Lanes CE Primary School, we believe that every child is unique, valued and deserving of dignity and respect. Our RSHE curriculum reflects our Christian values of Trust, Respect and Compassion and supports our commitment to creating a safe, inclusive and welcoming environment for all members of our school community.

We recognise that pupils come from a wide range of backgrounds, experiences and family circumstances. Our curriculum seeks to celebrate diversity whilst promoting shared values of kindness, understanding and respect.

Through RSHE, pupils are encouraged to recognise and value both similarities and differences between people. We aim to develop empathy, challenge stereotypes and support children in becoming respectful and responsible members of society.

Equality and Diversity

The school fulfils its duties under the Equality Act 2010 and seeks to eliminate discrimination, advance equality of opportunity and foster good relations between people.

Teaching and learning will:

- Promote respect for all people.
- Challenge prejudice, discrimination and stereotypes.
- Encourage pupils to value diversity within modern Britain
- Reflect a range of families, backgrounds and experiences.
- Support pupils in understanding that differences should be respected and valued.
- Promote inclusion and a sense of belonging for all members of the school community.

Teaching materials and resources are carefully selected to ensure that they are age-appropriate, inclusive and representative of the diverse society in which our pupils live.

Special Educational Needs and Disabilities (SEND)

We believe that high-quality RSHE is important for all pupils, including those with special educational needs and disabilities.

Pupils with SEND may be particularly vulnerable to misunderstanding relationships, social situations and personal safety risks. We therefore recognise the importance of ensuring that RSHE is accessible, meaningful and relevant to every learner.

Teachers will adapt teaching appropriately through:

- Differentiated activities and resources.
- Additional adult support where appropriate.
- Visual supports and concrete examples.
- Opportunities for overlearning and reinforcement.
- Careful consideration of pupils' developmental stage and individual needs.
- Adaptations identified through individual support plans where necessary.

Staff will work closely with families, the SENDCo and other professionals where appropriate to ensure that pupils can access the curriculum successfully.

No child will be excluded from RSHE because of their special educational needs or disability.

Different Family Structures

We recognise that children may live within a wide range of family structures and circumstances.

Throughout the curriculum, children learn that families can look different from one another whilst still providing love, care, security and support.

Teaching may include reference to:

- Two-parent families.
- Single-parent families.
- Blended families.
- Adoptive families.
- Foster families.
- Kinship care arrangements.
- Families with grandparents or extended family members as primary carers.

The school seeks to ensure that all pupils see their experiences reflected positively within the curriculum and that no child feels excluded or stigmatised because of their family circumstances.

Vulnerable Pupils

We recognise that some pupils may have experienced adverse childhood experiences, bereavement, family breakdown, trauma or other significant life events. Teachers deliver RSHE sensitively and professionally, recognising that topics discussed may be personal or emotional for some children.

Staff will:

- Create a safe and supportive learning environment.
- Establish clear ground rules for discussion.
- Use age-appropriate teaching approaches.
- Be mindful of individual circumstances.
- Seek advice from safeguarding staff where appropriate.

Where concerns arise, staff will follow the school's safeguarding procedures.

Promoting Respectful Relationships

Respect is one of the school's core values and is central to our approach to RSHE.

Children are taught that healthy relationships are built upon:

- Trust.
- Honesty.
- Kindness.
- Respect.
- Empathy.
- Communication.
- Responsibility.

Pupils learn that everyone has the right to feel safe, valued and respected, and that differences should never be used as a reason to exclude, bully or discriminate against others.

Through our curriculum, we aim to develop pupils who are compassionate, thoughtful and respectful citizens who contribute positively to their communities and wider society.

8. Safeguarding

Safeguarding is at the heart of our curriculum and underpins our approach to Relationships, Sex and Health Education.

At Five Lanes CE Primary School, we recognise that high-quality RSHE plays a vital role in helping children understand how to keep themselves safe, develop healthy relationships and seek support when needed.

Our RSHE curriculum contributes directly to the school's safeguarding responsibilities by teaching pupils how to recognise risks, understand personal boundaries, identify trusted adults and respond appropriately to situations that make them feel uncomfortable, worried or unsafe.

Through planned learning, pupils develop the knowledge and confidence to:

- Recognise healthy and unhealthy relationships.
- Understand the importance of personal boundaries.
- Identify trusted adults who can help them.
- Recognise unsafe situations both online and offline.
- Understand the difference between safe and unsafe secrets.
- Seek help when they feel worried, frightened or uncomfortable.
- Recognise behaviour that is inappropriate or harmful.
- Develop strategies to keep themselves and others safe.

These themes are revisited throughout the curriculum in an age-appropriate manner, enabling pupils to build their understanding progressively as they move through the school.

Creating a Safe Learning Environment

RSHE lessons are delivered within a safe, supportive and respectful environment where pupils feel able to participate, ask questions and share ideas.

Teachers establish clear expectations for discussion and behaviour, helping pupils understand the importance of listening respectfully to others and valuing different viewpoints.

Ground rules may include:

- Respecting the views and experiences of others.
- Listening without interrupting.
- Using appropriate language.
- Respecting privacy.
- Understanding that personal information does not need to be shared.
- Knowing where to seek support if discussions raise worries or concerns.

Teachers recognise that some topics may be sensitive for individual pupils and adapt their approach accordingly.

Responding to Questions

Children are naturally curious and may ask questions during RSHE lessons.

Staff aim to answer questions honestly, factually and in an age-appropriate manner.

Responses will reflect the age, maturity and understanding of the pupils involved and will remain consistent with the school's curriculum and statutory guidance. Where a question falls outside the scope of the planned curriculum, staff may:

- Provide a simple and factual response.
- Explain that the topic will be covered in greater detail at a later stage.
- Encourage pupils to discuss the question with their parents or carers.
- Seek further guidance before responding.

Teachers will not provide information that is inappropriate for the age or developmental stage of the pupils present.

Managing Disclosures

Whilst RSHE lessons are not intended to encourage personal disclosures, staff recognise that discussions may occasionally lead pupils to share information about themselves or others. All staff understand that they cannot promise confidentiality to a child if information is disclosed that raises safeguarding concerns.

Where a disclosure is made, staff will:

- Listen carefully and remain calm.
- Reassure the child that they have done the right thing by speaking out.
- Avoid asking leading questions.
- Follow the school's safeguarding procedures.
- Report concerns promptly to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL).

Any safeguarding concerns arising from RSHE lessons will be recorded and managed in accordance with the school's Child Protection and Safeguarding Policy.

Safeguarding Roles and Responsibilities

The Designated Safeguarding Lead (DSL) is responsible for overseeing safeguarding arrangements across the school and ensuring that any concerns arising from RSHE lessons are appropriately managed.

The DSL is: Sarah-Jane Chalker – Headteacher

Deputy Designated Safeguarding Leads (DDSLs) support this role and help ensure that safeguarding concerns are responded to promptly and effectively.

The DDSL is: Hannah Marchant – Class Teacher

All staff receive safeguarding training and understand their responsibilities in relation to child protection and safeguarding.

Recording and Monitoring Concerns

At Five Lanes CE Primary School, safeguarding concerns are recorded using CPOMS. Where concerns arise through RSHE lessons, staff will record relevant information in line with school procedures and ensure that concerns are shared with safeguarding leads as appropriate. The use of CPOMS supports effective communication, monitoring and early intervention where needed.

Online Safety

Online safety forms an integral part of the RSHE curriculum and wider safeguarding provision.

Children are taught:

- How to communicate safely and respectfully online.
- How to protect personal information.
- How to recognise online risks.
- How to respond to inappropriate content.
- How to seek help if they encounter something online that worries them.
- How online behaviour can affect themselves and others. Online safety is reinforced through Computing, safeguarding education, assemblies and wider school life.

Working with Families

We recognise that safeguarding is most effective when schools and families work together. Where appropriate, the school will work in partnership with parents and carers to support children's understanding of safety, relationships and wellbeing. If safeguarding concerns arise, these will be managed in line with statutory guidance and school procedures, with the welfare of the child remaining paramount at all times.

Through our safeguarding curriculum and wider school culture, we aim to ensure that every child feels safe, valued, listened to and supported. We want all pupils to leave Five Lanes CE Primary School with the knowledge, confidence and resilience needed to keep themselves safe and flourish both now and in the future.

9. Delivery of RSHE

At Five Lanes CE Primary School, RSHE is delivered through a planned, progressive curriculum that supports pupils' personal development, wellbeing and understanding of healthy relationships.

Our curriculum is primarily delivered through the Kapow Primary RSHE scheme, which has been carefully selected to provide comprehensive coverage of statutory Relationships Education and Health Education requirements, whilst also supporting our wider curriculum aims and school values.

RSHE is taught by class teachers, who know their pupils well and are best placed to adapt learning to meet individual needs. Teaching is delivered in a safe, supportive and respectful environment where pupils feel valued and able to participate confidently.

The curriculum is further supported through wider aspects of school life, including:

- Collective Worship.
- Religious Education.
- Science.
- Computing.
- Safeguarding education.
- Behaviour and relationships education.
- Opportunities for reflection and discussion throughout the school day.

Through these experiences, pupils are encouraged to apply their learning in meaningful contexts and develop positive attitudes towards themselves and others.

Mixed-Age Teaching

As a small rural primary school, Five Lanes CE Primary School operates mixed-age classes. Curriculum planning is carefully structured to ensure that all pupils receive their full entitlement to RSHE regardless of age or class structure.

Teachers use long-term planning to ensure that learning is progressive, age-appropriate and avoids unnecessary repetition. Where classes contain pupils from more than one year group, teachers adapt learning to ensure that content remains relevant and accessible whilst maintaining appropriate challenge and progression. This approach enables pupils to revisit important concepts over time whilst deepening their understanding as they mature.

Teaching Approaches

RSHE is taught using a range of active and engaging teaching strategies which encourage participation, discussion and reflection. Approaches may include:

- Discussion and debate.
- Storytelling and literature.
- Role play and drama.
- Scenario-based learning.
- Collaborative activities.
- Reflection and questioning.
- Videos and age-appropriate media.
- Independent and paired tasks.

Teaching encourages pupils to think critically, consider different viewpoints and develop confidence in expressing their thoughts respectfully. Lessons are carefully planned to create opportunities for pupils to develop knowledge, skills and understanding whilst reflecting upon their own values and experiences.

Establishing Ground Rules

Teachers establish clear expectations for behaviour and discussion within RSHE lessons. Ground rules help to ensure that pupils feel safe and respected and may include expectations such as:

- Listening respectfully to others.
- Respecting differing viewpoints.
- Using appropriate language.
- Avoiding personal comments about others.
- Respecting privacy.
- Understanding that nobody is required to share personal experiences.

These expectations support the creation of a positive learning environment where sensitive issues can be discussed appropriately.

Responding to Questions

Children are encouraged to ask questions and seek clarification where needed. Teachers recognise that questions are a valuable part of learning and help pupils to develop understanding and confidence. Questions will be answered:

- Honestly.
- Factually.
- Sensitively.
- In an age-appropriate manner.

Where a question falls outside the planned curriculum or is not appropriate to answer within a whole-class setting, staff may choose to:

- Provide a simplified response.
- Explain that the topic will be explored in greater detail at a later stage.
- Encourage pupils to discuss the question with their parents or carers.
- Seek additional guidance before responding.

Staff will always exercise professional judgement when responding to questions and will ensure that responses remain appropriate to the age and maturity of the pupils present.

Sensitive Topics

Some aspects of RSHE may be sensitive or personal for individual pupils. Teachers are mindful that pupils may have experienced bereavement, family separation, illness, trauma or other significant life events which could influence how they respond to particular topics.

Staff approach sensitive issues with care and professionalism and seek support from safeguarding staff where appropriate. Pupils are never expected to disclose personal information during lessons and staff will not encourage children to share personal experiences.

External Visitors

Occasionally, visitors or external organisations may contribute to aspects of RSHE where this enhances the curriculum and provides additional expertise.

Any visitors used will:

- Be appropriately vetted.
- Support the aims of the school's curriculum.
- Work within the school's safeguarding procedures.
- Deliver age-appropriate content.
- Complement, rather than replace, the role of the class teacher.

Teachers remain responsible for the learning taking place and will always be present during sessions delivered by external visitors. Any resources used by external organisations will be reviewed in advance to ensure that they are appropriate and aligned with the school's values, curriculum and statutory responsibilities.

Creating a Positive Learning Culture

At Five Lanes CE Primary School, we believe that children learn best when they feel safe, respected and valued. RSHE lessons therefore promote an atmosphere of trust, openness and mutual respect where pupils can explore important issues, ask questions and develop understanding with confidence. Through high-quality teaching and positive relationships, we aim to ensure that all pupils develop the knowledge, skills and confidence needed to build healthy relationships, maintain positive wellbeing and flourish throughout their lives.

10. Working with Parents and Carers

At Five Lanes CE Primary School, we recognise that parents and carers are children's first and most influential educators. We believe that positive relationships between home and school are essential in supporting children to develop healthy relationships, positive wellbeing and a secure understanding of themselves and the world around them. We are committed to working in partnership with families and recognise that parents and carers play a crucial role in helping children understand relationships, values, safety, health and personal responsibility. Our aim is to ensure that RSHE complements and supports learning that takes place at home whilst providing pupils with the knowledge and understanding they need to stay safe and flourish.

Partnership with Families

We seek to build positive relationships with parents and carers through openness, communication and mutual respect.

The school will:

- Share this policy on the school website.
- Consult with parents when reviewing the policy.
- Provide information about the curriculum being taught.
- Inform parents when sensitive aspects of the curriculum are due to be taught.
- Respond to parental questions and concerns in a timely and supportive manner.
- Provide opportunities for parents to view curriculum materials where appropriate.
- Signpost families to additional resources and support where relevant.

We recognise that parents and carers may hold a range of views and experiences. We value these perspectives and seek to work collaboratively with families whilst fulfilling our statutory responsibilities.

Communication with Parents

The school is committed to ensuring that parents are informed about the content and purpose of the RSHE curriculum.

Information may be shared through:

- The school website.
- Curriculum overviews.
- Parent information sessions.
- Newsletters and school communications.
- Consultation activities.
- Meetings with individual families where appropriate.

Parents are encouraged to contact the school if they have questions about any aspect of the curriculum.

Curriculum Resources

The resources used to deliver RSHE are selected carefully to ensure that they:

- Meet statutory requirements.
- Are age-appropriate.
- Reflect the needs of our pupils.
- Support inclusion and equality.
- Promote safeguarding and wellbeing.
- Are factually accurate and evidence-informed.

Parents may request to view curriculum materials and resources used to support the delivery of RSHE. The Headteacher or class teacher will be happy to discuss resources and explain how they are used within the wider curriculum.

Responding to Questions and Concerns

We recognise that some aspects of RSHE may generate questions from parents and carers.

Where concerns are raised, the school will seek to:

- Listen respectfully to parental views.
- Clarify the content and purpose of the curriculum.
- Explain statutory requirements where relevant.
- Provide opportunities for discussion and understanding.
- Work collaboratively to support the best interests of the child.

We believe that open communication helps build trust and enables children to receive consistent messages about relationships, health, wellbeing and personal safety.

Consultation and Policy Review

The school is committed to consulting with parents and carers when reviewing this policy.

Consultation may include:

- Parent questionnaires or surveys.
- Opportunities to provide written feedback.
- Parent information sessions.
- Governor consideration of parental views.

Feedback gathered through consultation will be considered carefully as part of the policy review process. Whilst the school will always seek to work collaboratively with parents and carers, responsibility for the curriculum ultimately remains with the Governing Body and Headteacher.

Supporting Learning at Home

We recognise that many conversations about relationships, growing up, health and wellbeing begin at home. Parents and carers are encouraged to continue these discussions with their children and to reinforce the values and messages promoted through the school's curriculum.

By working together, we aim to ensure that children receive consistent support and guidance as they develop the knowledge, understanding and confidence needed to build healthy relationships, make positive choices and flourish both now and in the future.

11. Parents' Right to Withdraw

At Five Lanes CE Primary School, we recognise the important role that parents and carers play in their children's education and development.

We are committed to working in partnership with families and ensuring that parents are fully informed about the content and purpose of the RSHE curriculum. Relationships Education and Health Education are statutory subjects in primary schools.

Parents do not have the right to withdraw their child from these elements of the curriculum.

The statutory curriculum includes teaching about:

- Families and people who care for us.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe.
- Physical health and mental wellbeing.
- Healthy lifestyles.
- Personal safety.
- Internet safety and harms.
- The changing adolescent body, including puberty.

In addition, some aspects of human development and reproduction are taught through the National Curriculum for Science.

Parents do not have the right to withdraw their child from statutory Science lessons.

Non-Statutory Sex Education

At Five Lanes CE Primary School, we choose to provide additional age-appropriate Sex Education in Upper Key Stage Two as part of our commitment to preparing pupils for secondary education and future life. This teaching is delivered sensitively and within the context of healthy relationships, safeguarding, wellbeing and personal responsibility. Parents have the right to request that their child be withdrawn from the non-statutory elements of Sex Education (Appendix 1)

The additional Sex Education content may include:

- Human reproduction.
- Conception.
- Pregnancy.
- Birth.

Before any decision is made, the Headteacher will meet with parents or carers to discuss the request and ensure that they fully understand:

- The content that will be taught.
- The purpose of the learning.
- The distinction between statutory and non-statutory content.
- The potential implications of withdrawal.

The school believes that participation in RSHE supports pupils in developing the knowledge, confidence and understanding needed to navigate adolescence and prepare for secondary school. However, we recognise and respect the legal rights of parents in relation to the non-statutory aspects of Sex Education.

Requests for Withdrawal

Requests for withdrawal should be made in writing to the Headteacher.

Following discussion with parents, the Headteacher will confirm:

- Which lessons the child will be withdrawn from.
- The arrangements for alternative provision during these lessons.
- Any further support or information requested by the family. A record of the request and agreed arrangements will be retained by the school.

Alternative Provision

Where a pupil is withdrawn from non-statutory Sex Education, appropriate alternative educational provision will be provided for the duration of the lesson. The alternative activity will be purposeful and supervised appropriately.

Commitment to Partnership

The school is committed to maintaining open and positive communication with parents and carers regarding all aspects of the RSHE curriculum. We encourage parents to discuss any concerns with the school and to engage with curriculum information and resources shared by the school.

Through partnership and mutual understanding, we aim to ensure that all children receive consistent support as they grow, develop and prepare for the next stage of their education.

12. Roles and Responsibilities

Effective Relationships, Sex and Health Education relies upon the collective commitment of governors, leaders, staff, parents and pupils. Each member of the school community has an important role to play in ensuring that RSHE is delivered effectively and supports the wellbeing, safeguarding and personal development of all pupils.

The Governing Body

The Governing Body is responsible for:

- Approving the RSHE policy.
- Ensuring that the policy complies with statutory requirements.
- Monitoring the implementation and effectiveness of the policy.
- Holding the Headteacher to account for the quality of RSHE provision.
- Ensuring that appropriate arrangements are in place for safeguarding, inclusion and parental engagement.
- Reviewing the policy in accordance with the agreed review cycle.

Governors recognise the importance of RSHE in supporting pupils' personal development and preparing them for life beyond primary school.

The Headteacher

The Headteacher has overall responsibility for the implementation of this policy and the delivery of RSHE across the school.

The Headteacher will:

- Ensure that the curriculum is delivered consistently and effectively.
- Support staff in delivering high-quality RSHE.
- Ensure that appropriate resources are available.
- Monitor the quality and impact of teaching and learning.
- Ensure that RSHE contributes effectively to the school's safeguarding curriculum.
- Manage parental requests relating to withdrawal from non-statutory Sex Education.
- Ensure that statutory requirements are met.
- Report to governors on the effectiveness of provision.

The Headteacher is also responsible for ensuring that any safeguarding concerns arising from RSHE lessons are managed in accordance with the school's safeguarding procedures.

Staff

All staff contribute to the promotion of positive relationships, wellbeing and personal development through their daily interactions with pupils.

Staff responsible for delivering RSHE will:

- Deliver lessons in a professional, sensitive and age-appropriate manner.
- Create a safe and supportive learning environment.
- Establish clear expectations for discussion and behaviour.
- Promote the school's values of Trust, Respect and Compassion.
- Respond appropriately to questions raised by pupils.
- Adapt teaching to meet the needs of individual learners.
- Follow safeguarding procedures where concerns arise.
- Maintain appropriate professional boundaries at all times.
- Participate in relevant professional development and training.

Staff are expected to model respectful relationships and positive behaviour in their interactions with pupils, colleagues and families.

Parents and Carers

Parents and carers are the primary educators of their children and play a vital role in supporting learning about relationships, health and wellbeing.

Parents and carers are encouraged to:

- Engage with information shared by the school.
- Support learning at home where appropriate.
- Promote positive relationships and healthy lifestyles.
- Discuss questions or concerns with the school.
- Participate in consultation opportunities.
- Work in partnership with the school to support their child's development.

The school values the contribution of parents and carers and seeks to maintain positive and constructive relationships based on mutual respect and shared responsibility.

Pupils

Pupils are expected to play an active role in their learning and contribute positively to RSHE lessons.

Pupils will be encouraged to:

- Participate fully in learning activities.
- Treat others with kindness and respect.
- Listen carefully to different viewpoints.
- Respect the privacy and dignity of others.
- Follow agreed classroom expectations.
- Ask questions appropriately.
- Seek support when they need help or advice.

Through their participation in RSHE, pupils will develop the knowledge, skills and understanding needed to build healthy relationships, make positive choices and contribute positively to school and wider society.

Shared Responsibility

At Five Lanes CE Primary School, we believe that the most effective RSHE provision is achieved through strong partnerships between school, home and the wider community. By working together, we aim to ensure that all pupils develop the confidence, resilience and understanding needed to flourish as individuals and members of society.

13. Monitoring, Evaluation and Review

At Five Lanes CE Primary School, we are committed to ensuring that our RSHE curriculum remains effective, relevant and responsive to the needs of our pupils and community. Monitoring and evaluation enable us to assess the quality of provision, celebrate strengths and identify areas for further development. Through regular review, we seek to ensure that our curriculum continues to support pupils' personal development, wellbeing and safeguarding needs whilst reflecting statutory requirements and best practice.

Monitoring Teaching and Learning

The quality of RSHE provision will be monitored through a range of activities, including:

- Lesson visits and learning walks.
- Curriculum monitoring activities.
- Planning scrutiny.
- Discussions with staff.
- Pupil voice activities.
- Work scrutiny where appropriate.
- Monitoring of curriculum coverage.
- Governor monitoring and discussion.

Monitoring activities aim to ensure that:

- Statutory requirements are being met.
- Curriculum coverage is progressive and age-appropriate.
- Teaching is of a consistently high standard.
- Pupils are developing the intended knowledge, skills and understanding.
- Resources remain appropriate and effective.
- The curriculum reflects the needs of pupils and the wider school community.

Pupil Voice

Pupil voice forms an important part of curriculum evaluation.

Children are encouraged to share their views about RSHE through:

- Class discussions.
- Questionnaires and surveys.
- Pupil voice interviews.
- School council discussions where appropriate.

Feedback from pupils helps the school understand how effectively learning is meeting their needs and informs future curriculum development.

Staff Reflection and Development

Staff play an important role in evaluating the effectiveness of the curriculum. Opportunities for professional discussion and reflection help to identify:

- Areas of strength.
- Emerging needs within the school community.
- Training requirements. □ Opportunities for curriculum improvement

Where appropriate, staff will receive professional development to support the effective delivery of RSHE.

Governor Monitoring

The Governing Body has a strategic role in monitoring the effectiveness of RSHE provision.

Governors may monitor the curriculum through:

- Headteacher reports.
- Curriculum monitoring reports.
- Discussions with staff and pupils.
- Review of policy implementation.
- Consideration of parental feedback.

This helps governors fulfil their responsibility for ensuring that statutory requirements are met and that the curriculum continues to support pupils' personal development and wellbeing.

Evaluating Impact

The effectiveness of RSHE will be evaluated through consideration of:

- Pupil engagement and participation.
- Pupil knowledge and understanding.
- Pupil confidence in seeking support and reporting concerns.
- Staff confidence in delivering the curriculum.
- Feedback from parents and carers.
- Safeguarding trends and emerging needs.
- Outcomes from monitoring activities.

Evaluation findings will be used to inform future curriculum planning and school improvement priorities.

Policy Review

This policy will be reviewed annually by the Headteacher and Governing Body.

The review process will take account of:

- Changes to statutory guidance or legislation.
- Curriculum developments.
- Feedback from pupils, staff and parents.
- Monitoring and evaluation outcomes.
- Local and national safeguarding priorities.

Where significant changes are proposed, appropriate consultation with stakeholders will take place before the policy is ratified by the Governing Body.

Linked Policies

This policy should be read alongside the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Online Safety Policy
- Equality Information and Objectives
- SEND Policy
- Anti-Bullying Policy
- Attendance Policy
- Health and Safety Policy
- Collective Worship Policy
- PSHE Policy (where applicable)

Together, these policies support the school's commitment to providing firm foundations for learning and flourishing, ensuring that every child feels safe, valued and able to thrive.

Appendix 1 - Parent Request for Withdrawal from Non-Statutory Sex Education

Relationships Education, Health Education and the National Curriculum Science curriculum are statutory and pupils cannot be withdrawn from these elements of learning.

Parents have the right to request that their child is withdrawn from the non-statutory elements of Sex Education taught as part of the school's Relationships, Sex and Health Education (RSHE) curriculum.

Before any decision is made, the Headteacher will invite parents/carers to discuss the request and ensure that the content and purpose of the curriculum are fully understood.

Child's Details

Child's Name:	
Class:	

Parent/Carer Details

Name of Parent/Carer:	
Relationship to Child:	

Request

I wish to request that my child be withdrawn from the non-statutory elements of Sex Education delivered as part of the RSHE curriculum.

Please outline the reasons for your request (optional):

Parent/Carer Declaration

I understand that:

- Relationships Education and Health Education are statutory and my child cannot be withdrawn from these lessons.
- My child cannot be withdrawn from elements taught through the National Curriculum for Science.
- The school will offer an opportunity to discuss this request before a decision is finalised.
- Alternative educational provision will be provided during any lessons from which my child is withdrawn.

Signed: _____ Date: _____

School Use Only

Date request received: _____

Meeting held with parent/carers: Yes / No

Date of meeting: _____

Outcome:

Headteacher Signature: _____

Date: _____