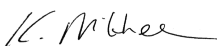




POLICY DOCUMENT

Relationships, Sex and Health Education (RSHE) Policy

Princess May Primary School's approach to relationships, sex and health education — 2026–2027

Governing Body Representative (GBR)	Kristofer McGhee (Chair of Governors)
Signed by (GBR)	
Date approved	22 October 2026
Next review due by	September 2027
Related policies	PSHE curriculum; Safeguarding and Child Protection Policy; Online Safety Policy; Anti-Bullying Policy; Behaviour Policy; Equality Information and Objectives; SEND Policy
Aligned to	DfE Relationships education, relationships and sex education (RSE) and health education statutory guidance (2025, in force from 1 September 2026); Children and Social Work Act 2017; Equality Act 2010; Keeping Children Safe in Education 2026

1. Introduction

This policy sets out Princess May Primary School's approach to relationships education, health education and sex education (together, RSHE). It has been updated in line with the Department for Education's revised statutory guidance, which came into force on 1 September 2026, and was developed with staff and governors. Parents and carers will be consulted during the autumn term 2026, and the policy will be reviewed in light of their views.

2. Legal context

Under the Children and Social Work Act 2017, all primary schools in England must teach:

- **Relationships education:** building positive, safe and respectful relationships with family, friends and others, both online and offline.
- **Health education:** physical health and mental wellbeing, including puberty, so that pupils can make good decisions and know how to seek help early.

Sex education is not compulsory in primary schools. However, the DfE recommends that primary schools teach sex education, tailored to the age and maturity of pupils, in Years 5 and/or 6. The national curriculum for science also includes content on the human body, growing from birth to old age (including puberty), and reproduction in plants and animals.

Schools must have a written policy for relationships education and any sex education they teach, consult parents on it, and publish it on the school website.

3. Our vision and aims

RSHE supports pupils' personal development, including their spiritual, moral, social and cultural development, and is underpinned by our values of Respect, Empathy and Determination. Our aims are to:

- Give pupils accurate, factual and age-appropriate information.
- Help pupils develop positive, respectful relationships, and recognise when a relationship is unsafe.
- Teach pupils how to keep themselves safe, including online, and how to ask for help.
- Support good physical health and mental wellbeing.
- Prepare pupils for the changes of puberty and the next stage of their lives.
- Develop positive and inclusive attitudes to everyone, including people with protected characteristics under the Equality Act 2010.

4. Roles and responsibilities

The governing board

Approves this policy and holds the Headteacher to account for its implementation.

The Headteacher

- Oversees the development and delivery of RSHE, and provides training for staff.
- Makes sure parents are consulted and can see the materials used.
- Considers requests to withdraw pupils from sex education.

The PSHE/RSHE subject leader (Ebru Yesilcimen)

- Leads the curriculum, keeps up to date with guidance, and supports colleagues.
- Monitors and evaluates RSHE, and checks that external visitors and resources are appropriate.

All staff

- Teach RSHE in line with this policy and the agreed curriculum, and respond sensitively to pupils' needs.
- Staff cannot opt out of teaching statutory RSHE content. Any staff concerns should be discussed with the Headteacher.

5. Curriculum organisation and content

RSHE is taught as part of our wider PSHE programme, in weekly lessons led by class teachers, using the Kapow Primary scheme of work, which covers all statutory content for each year group. The programme is enhanced through assemblies, our wellbeing team, focus days and carefully chosen visitors.

In line with the 2025 statutory guidance, our curriculum includes:

- **Families and people who care for me:** that families come in many forms, including families with same-sex parents, and that stable, caring relationships are at the heart of family life.
- **Caring friendships and respectful relationships:** kindness, boundaries, consent in age-appropriate terms (for example, permission-seeking and personal space), and how to recognise and challenge bullying, unkindness and stereotypes, including misogyny.
- **Online relationships and online safety:** how to behave respectfully online, how information and images (including AI-generated or manipulated images) can be shared or misused, and how to report concerns.
- **Being safe:** the correct names for body parts, including the external genitalia, so that pupils can describe their bodies accurately and report abuse; the difference between appropriate and inappropriate contact; and who to tell if they are worried.
- **Mental wellbeing:** recognising and talking about feelings, strategies to manage them, and where to get support.
- **Physical health:** healthy eating, physical activity, sleep, hygiene, dental health, basic first aid, and the risks of harmful substances.
- **Changing adolescent body:** puberty, including menstruation, taught before pupils are likely to experience it.

Teaching is factual, age- and stage-appropriate, and adapted to the needs of each class. Where topics touch on sex and gender, we follow the DfE guidance, teaching factually, sensitively and in a way that is respectful of all pupils and their families.

6. Teaching and learning

Because RSHE deals with real-life experiences, we create a safe learning environment by:

- Agreeing ground rules with pupils, including respect, privacy and not sharing personal stories.
- Using distancing techniques, such as stories, scenarios and role play.
- Using clear, accurate language and answering questions honestly and appropriately for the age of the class.
- Handling unexpected questions sensitively. Questions that go beyond the curriculum may be answered individually or referred to parents.
- Providing an anonymous question box.

7. Sex education and the right to withdraw

At Princess May, sex education is taught in Year 6, through the following Kapow lessons in the “Safety and the changing body” unit:

- Lesson 5: Conception
- Lesson 6: Pregnancy and birth

Parents and carers **cannot** withdraw their child from relationships education, health education (including puberty) or the science curriculum.

Parents and carers **can** ask to withdraw their child from some or all of the sex education lessons listed above. The process is:

- Parents and carers are told in advance when sex education will be taught, and can see the materials.
- They should contact the school to make a request.
- The Headteacher will meet them to discuss the request, the benefits of the lessons, and any concerns.
- The Headteacher will respect the request and record the decision. Pupils who are withdrawn will be given purposeful alternative work.

8. Working with parents and carers

We believe parents and carers are the first educators of their children. We will:

- Consult parents and carers when we review this policy. Parents and carers will be consulted on this policy during the autumn term 2026, and any changes will be made at the next review.
- Share curriculum overviews and make all teaching materials available to view on request, including materials from external providers.
- Hold information sessions before puberty and sex education lessons.

9. Equality and inclusion

We comply with the Equality Act 2010 and make sure RSHE is accessible to all pupils, including those with SEND, for whom teaching may be adapted or supported through additional resources. RSHE lessons foster good relations, tackle prejudice and discrimination, and reflect the diversity of our community.

10. Safeguarding

RSHE lessons may prompt disclosures. All staff follow our Safeguarding and Child Protection Policy and report any concerns to the Designated Safeguarding Lead without delay. Teachers consider the timing of sensitive lessons so that pupils have the opportunity to speak to a trusted adult afterwards. External visitors are checked in line with our safeguarding procedures and are always accompanied by a member of staff.

11. Support for pupils

Pupils are reminded where they can get help, including their class teacher or any trusted adult in school, the DSL, our school therapist and wellbeing team, and Childline (0800 1111).

12. Monitoring, evaluation and training

The Headteacher and subject leader monitor RSHE through planning scrutiny, learning walks, book looks and feedback from pupils, staff and parents. Staff receive training on delivering RSHE, including when the curriculum or guidance changes.

13. Review

This policy is reviewed annually by the subject leader and Headteacher, following consultation with parents and carers, and approved by the governing board. It is published on the school website, and paper copies are available free of charge from the school office.