

Boxford CEVC Primary School

RSHE Policy

2025-2026



Rationale & Ethos:

Introduction

We are aware at our school that 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, emotional, moral and social lives in a positive way. Here we outline our relationship and sex education (RSE) policy and the purpose of delivery in our school.

The purpose and aims of RSHE in our school

The aims of RSE at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene. Whilst also preparing students for the changes that occur to their bodies, minds and emotions.
- Help students develop feelings of self-respect, confidence and empathy. To understand that love and care is required in relationships.
- Create a positive culture around issues of sexuality and relationships and enable our students to better understand the nature of relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.
- To know about the risks of being online and how to stay safe.
- To know and understand about human reproduction, whilst using the correct terminology to describe male and female reproductive organs.
- To know where and how to seek information and advice when they need help.
- To be able to recognise when something is risky or unsafe.
- To support all young people to stay safe and prepare for life in modern Britain.

The vision for safe and effective RSHE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). There are a number of cross curricular links for RSE.

As a school our RSE programme focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, 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).

How is this underpinned?

At our school we teach RSE as set out in this policy.

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.

What outcomes do you intend?

- RSE is about the understanding of the importance of a stable and loving relationship.
- RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information and exploring issues and values.
- Our curriculum is also designed to support children growing up in an increasingly complex and digital world.
- We aim to support children to make the right decisions and keep themselves safe and happy.
- RSE is not about the promotion of sexual activity.

Roles & Responsibilities:

Governors will:

- Ensure all pupils make progress in achieving the expected educational outcomes
- Ensure the curriculum is well led, effectively managed and well planned
- Evaluate the quality of provision through regular and effective self-evaluation
- Ensure teaching is delivered in ways that are accessible to all pupils with SEND
- Provide clear information for parents on subject content and their rights to request that their children are withdrawn
- Ensure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations

The Headteacher will:

- Oversee the overall implementation of this policy
- Ensure staff are suitably trained to deliver the subjects
- Ensure that parents are fully informed of this policy
- Review requests from parents to withdraw their children from the subjects
- Discuss requests for withdrawal with parents
- Organise alternative education for pupils, where necessary, that is appropriate and purposeful
- Report to the governing board on the effectiveness of this policy

Class teachers will:

- Deliver a high-quality and age-appropriate curriculum in line with statutory requirements
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils
- Ensure they do not express personal views or beliefs when delivering the programme
- Model positive attitudes to relationships, health and sex education.
- Respond to any safeguarding concerns in line with the Safeguarding and Child Protection policy
- Act in accordance with planning, monitoring and assessment requirements for the subjects
- Liaise with the SENCO to identify and respond to individual needs of pupils with SEND
- Work with the Senior Leadership Team and curriculum leaders to evaluate the quality of provision

Parents/carers will:

- Support school staff to shape the curriculum for relationships, health and sex education
- Communicate openly and constructively with school staff regarding relationships, health and sex education
- Attend, or contribute to, any consultation regarding the delivery of relationships, health and sex education

Legislation:

Parents and parental rights to withdraw:

We believe that successful teaching around RSE can only take place when parents and school work together. Especially, considering we both want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents. We endeavour to be transparent and give parents information about all the programmes and lessons we deliver around RSE as we recognise it can be a sensitive subject for some families for a number of reasons. All new parents to our school will be given information about the RSE programmes we run as part of their induction to the school, including information of how they can get a copy of this policy. We recognise the importance of parents knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values. We recognise under the new guidance for Relationship Education, Relationship & Sex education and Health Education (DfE 2020), parents retain the right to request their child is removed from some or all of the elements of sex education which go beyond the national curriculum for science. Maintained schools are required to teach about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no right to withdraw from the national curriculum. Should a parent decide that they do not wish their child to take part in lessons, we would ask that they first speak to their classroom teacher to discuss their concerns. Our teachers will happily show parents all the teaching material and context of any of our lessons and explain the reasons why any material is included in the programme. We will also highlight that whilst parents have the right to withdraw their child from these lessons, they do not have the right to withdraw other children from receiving these lessons. We believe it is better for children to hear from safe adults than to hear second hand from their class-mates at break-time. If parents do decide to withdraw their child, they should inform the head who will find other provision for the child to engage in during the lesson. Currently, head teachers must comply with requests to withdraw from any non-statutory lessons in the programme.

Curriculum design:

As a school we are following the PSHE association approved you me PSHE scheme which includes all aspects of RSHE education.

You, Me, PSHE provides primary schools with a clear and progressive PSHE curriculum which can be used as given. It has been adapted to fit alongside individual school curriculum maps.

We have divided PSHE into 7 different strands:

Sex and relationship education (RSHE)

Drug, alcohol and tobacco education (DATE)

Keeping safe and managing risk

Mental health and emotional wellbeing

Physical health and wellbeing Careers

Financial capability & economic wellbeing Identity, society and equality

Within each strand, we have designed age appropriate topics for the different year groups. One PSHE topic per half term is taught to each year group (SRE is taught over a whole term in Y2, 4 and 6).

Each topic consists of three lessons per half term and teachers are expected to teach a whole afternoon every half term to cover the contents of the policy. Each PSHE lesson includes an overall learning intention and specific learning outcomes (based on knowledge and understanding, skills and the development of attitudes)

The overview for RSHE education over the whole school is as follows:

Y2 Boys and girls, families	Y4 Growing up and changing	Y6 Healthy relationships How a baby is made
<p>1. Pupils learn to understand and respect the differences and similarities between people</p> <p>Pupils</p> <ul style="list-style-type: none"> are able to define difference and similarity understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that 	<p>1. Pupils learn about the way we grow and change throughout the human lifecycle</p> <p>Pupils</p> <ul style="list-style-type: none"> can identify changes throughout the human life cycle understand change is on-going understand change is individual 	<p>1. Pupils learn about the changes that occur during puberty</p> <p>Pupils</p> <ul style="list-style-type: none"> can identify the physical, emotional and behavioural changes that occur during puberty for both males and females understand that puberty is individual and can occur any time between 8-17 understand that body changes at puberty are a preparation for sexual maturity
<p>2. Pupils learn about the biological differences between male and female animals and their role in the life cycle</p> <p>Pupils</p> <ul style="list-style-type: none"> know that female mammals give birth and nurse their young can describe the biological differences between male and female understand that the creation of life requires a male and female 	<p>2. Pupils learn the physical changes associated with puberty</p> <p>Pupils</p> <ul style="list-style-type: none"> are able to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults identify physical changes associated with puberty Understand that everyone's experience of puberty is different and that it begins and ends at different times 	<p>2. Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</p> <p>Pupils</p> <ul style="list-style-type: none"> understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture can recognise and challenge gender stereotypes understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour

<p>3. Pupils learn the biological differences between male and female children</p> <p>Pupils</p> <ul style="list-style-type: none"> • identify and name biological terms for male and female sex parts • can label the male and female sex parts with confidence • understand that the male and female sex parts are related to reproduction 	<p>3. Pupils learn about menstruation and wet dreams</p> <p>Pupils</p> <ul style="list-style-type: none"> • can describe menstruation and wet dreams • can explain effective methods for managing menstruation and wet dreams • understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams 	<p>3. Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify positive qualities and expectations from a variety of relationships • can explain the similarities and differences between friendships and intimate relationships • can describe that there are different types of intimate relationships, including marriage • understand that sex or making love may be one part of an intimate relationship between adults
<p>4. Pupils learn about growing from young to old and that they are growing and changing</p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify key stages in the human life cycle • understand some ways they have changed since they were babies • understand that all living things including humans start life as babies 	<p>4. Pupils learn about the impact of puberty on physical hygiene and strategies for managing this</p> <p>Pupils</p> <ul style="list-style-type: none"> • can explain how changes at puberty affect body hygiene • can describe how to care for their bodies during puberty • can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming 	<p>4. Pupils learn about human reproduction in the context of the human lifecycle</p> <p>Pupils</p> <ul style="list-style-type: none"> • understand that sexuality is expressed in a variety of ways between consenting adults • know that sexual intercourse may be one part of a sexual relationship • can describe how babies are made and explain how sexual intercourse is related to conception • can name the male and female sex cells and reproductive organs

	<p>5. Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</p> <p>Pupils</p> <ul style="list-style-type: none"> • are able to describe how feelings and behaviour change during puberty • can devise strategies for managing these changes • understand how changes during puberty can affect relationships with other people 	<p>5. Pupils learn how a baby is made and grows (conception and pregnancy)</p> <p>Pupils</p> <ul style="list-style-type: none"> • know the male and female body parts associated with conception and pregnancy • can define conception and understand the importance of implantation in the womb • know what pregnancy is, where it occurs and how long it takes
<p>5. Pupils learn that everybody needs to be cared for and ways in which they care for others</p> <p>Pupils</p> <ul style="list-style-type: none"> • understand that we all have different needs and require different types of care • identify ways we show care towards each other • understand the links between needs, caring and changes throughout the life cycle 	<p>6. Pupils learn strategies to deal with feelings in the context of relationships</p> <p>Pupils</p> <ul style="list-style-type: none"> • are able to identify feelings and understand how they affect behaviour • can practise strategies for managing relationships and changes during puberty • can empathise with other people's feelings in relationships, including parents and carers 	<p>6. Pupils learn about roles and responsibilities of carers and parents</p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify some of skills and qualities needed to be parent and carer • understand the variety of ways in which parents and carers meet the needs to be a parent and carers meet the needs of babies and children • can recognise that both men and women can take on these roles and responsibilities
<p>6. Pupils learn about different types of family and how their home-life is special</p> <p>Pupils</p> <ul style="list-style-type: none"> • can describe different types of family • identify what is special and different about their home life • understand families care for each other in a variety of ways 	<p>7. Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it</p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify sources of information, support and advice for children and young people • can use appropriate language to discuss puberty and growing up with confidence • can answer their own questions about puberty and growing up 	<p>7. Pupils learn to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it</p> <p>Pupils</p> <ul style="list-style-type: none"> • can answer their own questions about sex and relationships • can use appropriate language to discuss sex and relationships and growing up with confidence • can identify sources of information, support and advice for children and young people

Assessment

Assessment has been included as an integral part of each topic. At the beginning of the topic pupils complete a pre-topic assessment activity, which is then repeated at the end of the topic. This enables pupils and teachers to understand and demonstrate the progress made.

A simple and clear way of assessing pupil progress is to give each pupil a PSHE reflections folder

Each assessment sheet the pupils complete can be kept in their own book. This book can travel with pupils as they move up to the next year group and acts a record of their learning in PSHE.

Inclusivity and Equality of Opportunity

In the teaching of RSE, as with all classroom practice and pedagogy, our school takes into account the needs of our school community; pupils' ability, age, readiness, cultural backgrounds, religious beliefs, family situations, Special Educational Needs, gender identity and sexual orientation. Through conversation and consultation with our families, we are aware of the specific needs of our students. Our RSE programme will ensure that all students can access our RSE provision. We recognise the right for all students to have access to factually correct, age appropriate and relevant RSE and staff will identify students with additional needs (SEN, EAL, individual needs) who could benefit from a small group or bespoke approach to sensitive and challenging areas of the relationships and sex education programme. We promote diversity and inclusion and consider all pupils' needs by using materials, which are inclusive of race, age, gender identity and sexual orientation to ensure that all parts of our school community are recognised. We use RSE as a way to further address diversity issues, to challenge prejudice and to promote acceptance and equality for all. We aim for pupils to better understand their own bodies, instincts and feelings and therefore have a happy acceptance of their own sexual orientation (and/or gender/gender identity), giving them a positive sense of personal identity, value and esteem. Where single sex sessions may be incorporated into Relationships and Sex Education sessions, due to need and sensitivities surrounding key topics.

Safe & effective practice:

High quality RSE is taught;

- by a member of teaching staff who is known to the pupils. In primary, preferably the class teacher.
- in a familiar and comfortable environment
- adhering to the school's agreed curriculum content which is age and stage appropriate
- using resources and teaching methods which have been approved by the PSHE lead and the SLT
- through a spiral curriculum which revisits previous learning and builds knowledge and understanding in gradual steps
- in a sequence of lessons which build knowledge and understanding at a gentle pace

Teachers ensure that the learning environment is safe by;

- setting clear ground rules which are to be adhered to by all staff and pupils present
- organising seating so that pupils do not feel threatened or embarrassed
- making provision for supporting pupils who may struggle to adhere to the ground rules or deal with the content of the lessons (this may include arranging for additional staff to support in the lesson or be on standby)
- ensuring that lessons are well prepared and that all staff present are clear about the level of content that will be covered – age and stage appropriate
- providing adequate lesson time for discussion, to answer questions, deal with misconceptions and ensure that the pupils have properly understood the content
- providing regular opportunities for pupils to ask questions in written form to avoid risk of embarrassment or judgement. This will also provide the teacher with time to assess whether the

question fits within the age & stage requirements and decide how/whether the question should be answered

- giving scenarios for discussion which allow pupils to explore an issue without relating it to personal experience (de-personalisation)

Class Rules

1. Listening to others

- what good or 'active' listening consists of
- how best to agree with or challenge someone's else viewpoint (listening in full before making assumptions or formulating a response, not interrupting)

2. Sharing opinions, the right to 'pass' and asking questions

- that topics should be able to be explore openly and honestly
- the importance of everyone being entitled to express an opinion
- that questions should be welcomed but no one should ask a question that deliberately tries to embarrass or upsets someone or encourages pupils to laugh at anyone
- that pupils should join in and actively participate in the lesson, but if someone feels uncomfortable with a topic or activity they should talk to the teacher individually (the teacher might prepare the class in advance by letting them know what topics are coming up).

Pupils can let the teacher know anonymously or directly if they have any concerns about themselves or a friend

3. No assumptions, non-judgemental

- that a range of different attitudes and beliefs may be explored in the lesson
- that there may not necessarily be a 'right' answer
- that everyone should entitled to express an opinion or ask a question without feeling ridiculed – the importance of not putting down or making fun of other pupils
- where pupils disagree with another point of view, they should challenge the belief and not the person
- being careful not to make assumptions about the attitudes, values and life experiences of others

De-personalisation techniques are used to;

- allow pupils to share and explore different aspects of RSE without fear of being judged or labelled
- allow pupils to consider issues that they have not had experience of
- support pupils to understand that all people are different and that not everyone feels the same way, lives the same lifestyle or will share the same experiences
- teach pupils that all issues which affect society, such as discrimination, are relevant to everyone
- **The teaching of sensitive and controversial issues must;**
- not be avoided because they are difficult to teach

- be supported by the senior leadership team who will enable teachers to deliver the lessons safely and effectively
- be supported by relevant school staff who have been made aware when these issues will be being taught in order that any issues arising can be dealt with promptly and effectively
- be communicated to parents and carers well in advance so that they are aware of the broad content of lessons and also the period of time in which they will be taught

Safeguarding

How will child protection, safeguarding and confidentiality protocols support this?

- Recognition that effective RSHE explores appropriate actions in relationships which can lead to disclosures from students requiring a safeguarding referral to DSL
- In event of a disclosure staff follow schools safeguarding referral procedure
- Prior to teaching of RSHE commencing, teachers consult with DSL to ensure relevant issues can be addressed and student needs met
- While ground rules within a classroom may require students to keep lesson content confidential, this does not extend to staff, who must not promise confidentiality in the event of a disclosure
- Staff are trained in and have knowledge of specific safeguarding issues including Prevent and FGM and their professional responsibilities pertaining to these

Visitors/outside agencies – how will they be informed about safeguarding and the whole school approach?

- Recognition that they may be times when a suitably trained and/or experience visitor may be invited to speak to students and contribute to the delivery of RSHE
- Visitors should be sent and be familiar with relevant policies in advance
- Content of session discussed and agreed, with resources checked in advance
- Your own procedures with regard to visitors on site

Protocols to support those at risk/vulnerable:

- DSL will decide most appropriate course of action following any safeguarding referral
- Ensuring all students receive age appropriate RSHE
- Provision offered is appropriate to needs of students
- Further places of support are signposted in lessons
- Any further relevant protocols in place in own school setting

Policy on Menstruation:

We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period. Especially children whose family may not be able to afford or will not provide sanitary products.

We recognise that period poverty exists in the UK and that some children are forced to avoid attending school if they are on their period, when they are unable to manage it sensitively. We do not want that to be the case in our school and will make every reasonable effort to support children to access their education and enjoy school.

Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school even in year 4. For this reason we deliver puberty lessons to all children in year 4 and 6.

As part of these lessons all KS2 children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically, and sensitively.

Menstruation is a healthy biological function for 50% of our school. It should not be something that a person is made to feel embarrassed, shameful or be teased about. As a school we need to treat each other with respect and empathy and this includes changes that take place during puberty such as menstruation.

During lessons where puberty and menstruation are discussed, we will take the opportunity to highlight the location of sanitary bins available in school, and how these are to be used.

In school we have a menstruation kit available in year 4, 5 & 6 which contains sanitary products, spare underwear and plastic bags to wrap up underwear should there have been any accidents. Children will be made aware of where these are kept and how they can be accessed through designated members of staff, including lunchtime supervisors.

When school trips or residential visits are arranged for years 4,5&6 provisions to deal with a child's period needs to be considered and added to the risk assessment and planned for.

Monitoring & Evaluation:

SLT will work with subject leaders to monitor the provision of SRE across the school. This will be completed a minimum of once a term and will include learning walks, CPD, pupil perceptions and book monitoring. Pupils perception evaluations will be used to monitor the progress of pupils understanding of RSE