



Bentley CE Primary School

Relationships, Sex and Health Education (RSHE) Policy

Policy owner	Headteacher / PSHE and RSHE Subject Leader
Approval body	Curriculum and Standards Committee
Approval date	16.9.26
Effective from	September 2026
Next review	September 2027, or earlier if statutory guidance changes
Curriculum resource	1decision PSHE/RSHE

This policy should be read alongside the school's PSHE curriculum overview and 1decision curriculum mapping documents.

1. Purpose and intent

At Bentley CE Primary School, we recognise that high-quality Relationships, Sex and Health Education (RSHE) is an essential part of pupils' personal development, wellbeing and safeguarding. Our curriculum is designed to give pupils the knowledge, understanding, vocabulary and skills they need to build healthy relationships, make safe and informed decisions, manage their physical and emotional wellbeing and seek help when they need it.

RSHE sits within our wider Personal, Social, Health and Economic (PSHE) curriculum. Through a carefully sequenced and progressive programme, we aim for pupils to leave Year 6 able to:

- form and maintain healthy, respectful relationships with family, friends and others;
- recognise what respectful behaviour looks like and understand personal boundaries;
- understand how to keep themselves and others safe, both online and offline;
- recognise unsafe, worrying or inappropriate situations and know how to report concerns or seek help;
- understand the importance of physical health, mental wellbeing, sleep, exercise, healthy eating and self-care;
- recognise and manage emotions, develop resilience and use appropriate strategies when facing difficulties;
- understand age-appropriate information about growing, changing and puberty;
- respect difference and understand the importance of equality and non-discrimination;
- make informed, responsible choices and understand that actions can have consequences;
- develop the confidence to ask questions, express views respectfully and listen to the views of others.

Our PSHE curriculum is rooted in the school's values of Love, Courage and Community and supports pupils to become compassionate, resilient and respectful members of the school and wider community.

2. Statutory context

This policy has been written with regard to the Department for Education statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education', revised in July 2025 and effective from 1 September 2026.

In primary schools:

- Relationships Education is statutory for all pupils;
- Health Education is statutory in state-funded schools;
- relevant aspects of sex education are taught through the statutory National Curriculum for science;
- primary schools may choose to teach additional sex education beyond the science curriculum where this is considered appropriate;
- PSHE as a whole remains non-statutory, although it provides an important framework through which statutory Relationships and Health Education are delivered.

The school also has regard to the Children and Social Work Act 2017, the Equality Act 2010, the Education Act 1996, the Education Act 2002, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, the current Keeping Children Safe in Education guidance and the statutory Early Years Foundation Stage framework.

3. Definitions and scope

For the purposes of this policy, RSHE refers to Relationships Education, Health Education and, where taught in primary school, additional age-appropriate sex education. RSHE is taught as part of the school's broader PSHE provision.

Relationships Education focuses on the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, relationships with other children and adults, respectful behaviour, personal boundaries and staying safe.

Health Education develops pupils' understanding of physical health and mental wellbeing, including healthy lifestyles, emotional literacy, health prevention, basic first aid, personal safety, online wellbeing and the changing adolescent body.

Sex education in this primary context means any planned teaching about human reproduction that goes beyond what is required within the National Curriculum for science. Bentley CE Primary School will make clear to parents which elements, if any, are additional sex education and therefore subject to the parental right to request withdrawal.

4. Curriculum organisation and 1decision

Bentley CE Primary School uses the 1decision programme as the core resource for PSHE and RSHE. 1decision has updated its programme and mapping documents to align with the statutory guidance effective from September 2026. The school uses these materials alongside teacher professional judgement, safeguarding information, pupil needs and wider curriculum opportunities.

Learning is sequenced from the Early Years Foundation Stage to Year 6 so that pupils revisit important concepts at increasing depth. The programme supports progressive development in areas including:

- families and people who care for us;
- caring friendships and respectful relationships;
- online relationships and online safety;
- being safe, personal boundaries and seeking help;
- mental wellbeing and emotional resilience;
- physical health and fitness;
- healthy eating, sleep and self-care;
- health protection and prevention;
- basic first aid and responding to emergencies;
- road, rail, water and wider personal safety;
- the changing adolescent body and puberty;
- economic wellbeing, decision-making and wider PSHE.

Year-group curriculum overviews and the relevant 1decision mapping documents are used to show when content is taught and how statutory expectations are covered.

5. What pupils are taught

5.1 Relationships Education

Pupils are taught age-appropriate knowledge and skills relating to families, friendships, respectful relationships, online relationships and being safe. Teaching helps pupils to recognise healthy and unhealthy behaviours, understand that their body belongs to them, respect personal boundaries, identify trusted adults and know how to ask for help.

5.2 Health Education

Pupils learn about mental wellbeing, physical health and fitness, healthy eating, drugs, alcohol and tobacco in an age-appropriate way, health and prevention, basic first aid, changing adolescent bodies and the importance of seeking support when they are worried about themselves or someone else.

5.3 Personal safety

In line with the revised statutory guidance, the curriculum places a strong emphasis on practical personal safety. This includes age-appropriate learning about road, rail and water safety, emergencies, safe and unsafe situations, risk assessment and how to respond or seek help.

5.4 Online safety and digital wellbeing

Online safety is taught progressively through RSHE and is reinforced through Computing and the wider safeguarding curriculum. Content includes online relationships, privacy, managing information, gaming and social media, cyberbullying, misinformation, digital footprints, recognising harmful content and knowing how to report concerns.

5.5 Puberty and the changing body

Pupils are taught age-appropriate content about growing and changing so that they are prepared for puberty before changes happen. Teaching is factual, sensitive and inclusive, and appropriate scientific vocabulary is used.

5.6 Sex education at primary school

The National Curriculum for science includes statutory content about human development and reproduction. Parents cannot withdraw pupils from this statutory science content. Where Bentley CE Primary School teaches additional sex education beyond the science curriculum, this will be clearly identified to parents in advance.

6. How RSHE is taught

PSHE/RSHE is taught as a dedicated lesson each week in every year group. Learning is reinforced through the wider curriculum, including Computing and online safety, science, collective worship, class discussion, themed weeks, educational visits and pupil leadership opportunities.

Teaching approaches may include:

- teacher explanation and explicit teaching of key vocabulary;
- discussion, oracy and structured talk;
- scenario-based learning and decision-making;
- videos and interactive resources from 1decision;
- role play and problem-solving;
- paired, group and independent activities;
- reflection and formative assessment.

Teachers establish clear ground rules for discussion. Pupils are never required to share personal experiences and are reminded that teachers cannot promise confidentiality where a safeguarding concern is disclosed.

7. Responding to questions and sensitive issues

Pupils are encouraged to ask questions. Staff respond honestly, factually and in a manner appropriate to the pupil's age, maturity and the lesson context. If a question is not appropriate for whole-class discussion, the teacher may acknowledge it and respond individually, seek advice from a senior leader, or advise that it is best discussed with a parent or carer.

Teaching must be balanced and objective. Staff must not promote personal or partisan political views. Where a political issue arises, pupils will be given a balanced presentation of differing views in an age-appropriate way.

8. Safeguarding and confidentiality

RSHE is an important part of the school's safeguarding curriculum. Lessons may help pupils recognise abuse, coercion, exploitation, unsafe behaviour or other concerns. If a pupil makes a disclosure, staff will respond in accordance with the school's Safeguarding and Child Protection Policy and current statutory safeguarding guidance.

Staff will not investigate disclosures within the lesson. Concerns will be recorded and passed promptly to the Designated Safeguarding Lead or a Deputy DSL as appropriate.

9. Equality, inclusion and SEND

RSHE is taught in a way that is inclusive, respectful and accessible to all pupils. The school complies with its duties under the Equality Act 2010 and ensures that teaching supports pupils to understand the importance of equality, respect and non-discrimination.

Teaching about families and relationships recognises that families can look different while maintaining an age-appropriate focus on caring, stable and respectful relationships. Protected characteristics are taught in an age-appropriate way as part of the wider curriculum and personal development programme.

For pupils with SEND, teaching is adapted where necessary so that content is accessible and meaningful. This may include additional scaffolding, visual resources, pre-teaching of vocabulary, repetition, carefully structured discussion and additional adult support. Staff will take account of pupils' cognitive understanding, communication needs, vulnerability and lived experience without lowering expectations for their entitlement to essential safety information.

10. Partnership with parents and carers

Bentley CE Primary School recognises parents and carers as important partners in pupils' education. We aim to be transparent about RSHE content and provide opportunities for parents to understand what is taught, when it is taught and the resources used.

For September 2026, the school will share year-group curriculum overviews and hold a parent information workshop about the 1decision curriculum. Parents will have the opportunity to find out more about the programme, view examples of resources, understand how sensitive content is approached and ask questions.

This draft policy will be shared with parents and carers for consultation before final approval. Feedback will be considered by school leaders and governors. Consultation provides parents with an opportunity to contribute views; responsibility for determining the final curriculum remains with the school, within statutory requirements.

The school will make curriculum materials available for parents to view in accordance with statutory guidance and copyright requirements. Where materials are subject to copyright, the school may make them available through an information session, supervised viewing, or another appropriate method rather than distributing unrestricted copies.

11. Right to request withdrawal

There is no right to withdraw a child from statutory Relationships Education, statutory Health Education or the statutory National Curriculum for science.

Parents have the right to request that their child be withdrawn from any sex education taught at primary school that is additional to the National Curriculum for science.

Any parent considering withdrawal is encouraged to discuss the request with the Headteacher so that the content, purpose and nature of the teaching can be explained. Requests should be made in writing. Where a pupil is withdrawn from additional sex education, the school will provide appropriate alternative education.

12. Use of external visitors and resources

External visitors may be invited to enhance particular aspects of RSHE, health, wellbeing or personal safety. Visitors do not replace teacher-led curriculum provision. The school will check the suitability of visitors and materials in advance, ensure content is consistent with this policy and safeguarding procedures, and ensure a member of school staff remains responsible for the lesson.

13. Assessment

Assessment in RSHE is primarily formative. Teachers assess pupils' developing knowledge and understanding through questioning, discussion, observation, reflection, recorded work where appropriate, 1decision assessment opportunities and the school's use of the 3 Big Questions.

Assessment is used to identify misconceptions, adapt future teaching and identify pupils who may need additional support. The purpose is not to assess pupils' personal beliefs or private experiences.

14. Roles and responsibilities

14.1 Governing board / Curriculum and Standards Committee

- approve the policy following appropriate consultation;
- hold the Headteacher to account for implementation;
- seek assurance that statutory requirements are covered and that teaching is accessible to all pupils, including pupils with SEND;
- ensure curriculum content and teaching materials are aligned with statutory guidance.

14.2 Headteacher

- ensure RSHE is taught consistently and in line with statutory guidance;
- ensure staff have appropriate training and support;
- oversee parental engagement and requests for withdrawal;
- ensure safeguarding, equality and curriculum requirements are understood and implemented.

14.3 PSHE/RSHE Subject Leader

- maintain curriculum mapping and progression information;
- support staff with planning, resources and subject knowledge;
- monitor coverage, quality and impact;
- keep abreast of statutory and curriculum developments and report to leaders and governors.

14.4 Teaching staff

- deliver RSHE sensitively, objectively and in an age-appropriate way;
- use agreed curriculum materials and maintain appropriate professional boundaries;
- adapt teaching to meet pupils' needs;
- respond appropriately to questions and safeguarding disclosures;
- monitor pupils' understanding and identify misconceptions or concerns.

15. Monitoring and review

The implementation and impact of RSHE will be monitored through an appropriate combination of curriculum mapping, planning review, learning walks, pupil voice, discussion with staff, scrutiny of learning where appropriate and assessment information.

The PSHE/RSHE Subject Leader will report relevant findings to senior leaders and governors. Monitoring will inform future curriculum development, staff training and resource selection.

This policy will be reviewed at least annually during the initial implementation of the revised September 2026 statutory guidance, and sooner if legislation or statutory guidance changes.

16. Complaints

Questions or concerns about RSHE should normally be raised with the class teacher or Headteacher in the first instance. Formal complaints will be considered under the school's Complaints Policy.

17. Links with other policies and documents

- PSHE curriculum overview and 1decision mapping documents
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Behaviour Policy
- Equality information and objectives / Equality Policy
- SEND Policy and SEND Information Report
- Early Years Foundation Stage Policy
- Science curriculum
- Anti-Bullying Policy
- Complaints Policy
- Staff Code of Conduct

18. Key statutory and supporting references

- Department for Education: Relationships Education, Relationships and Sex Education (RSE) and Health Education – statutory guidance, effective 1 September 2026.
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Children and Social Work Act 2017.
- Equality Act 2010.
- Keeping Children Safe in Education (current edition).
- National Curriculum in England: science programmes of study.
- Early Years Foundation Stage statutory framework (current edition).