Heathlands
C of E Primary School

Helping everyone shine their light

Policy	**RSE**
Author	Darryl Crawley - Headteacher
Adopted by	Governing Board – Oct 2026
To be reviewed by	Oct 2027

This policy is based upon a Model Policy from Chelmsford Diocesan Board

1. A definition of Relationships, Sex and Health Education

RSHE is:

A high-quality, inclusive programme of learning that supports pupils to develop healthy relationships, understand the physical and emotional aspects of growing up, and live well in the modern world, grounded in the Christian vision of human dignity, respect and flourishing.

Relationships Education

Focuses on friendships, families and respect. It teaches pupils how to build positive, safe and caring relationships, understand boundaries, and treat others with kindness and dignity.

Relationships and Sex Education (RSE)

Builds on relationships education and includes age-appropriate teaching about intimacy, consent, and sexual health (as DFE recommends for Years 5 and 6). It helps pupils develop the knowledge and values needed to form healthy, respectful adult relationships.

Health Education

Focuses on physical and mental wellbeing. It teaches pupils how to stay healthy, understand their bodies, manage emotions, and make positive lifestyle choices that support wellbeing.

2. Christian Vision

At Heathlands CE Primary School our approach to Relationships, Sex and Health Education is rooted in both statutory guidance and our school's theologically rooted Christian vision.

We believe:

- Every person is made in the image of God (Imago Dei)
- Every child is of infinite dignity and worth
- Our aim is that all may experience "life in all its fullness" (John 10:10)

RSHE therefore supports pupils to:

- grow in wisdom, respect and responsibility
- develop healthy relationships
- flourish spiritually, emotionally and socially

RSHE is not only a subject but part of our whole-school culture of dignity, belonging and flourishing.

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Our RSHE curriculum aims to:

- Provide accurate, age-appropriate knowledge about relationships, health and wellbeing
- Equip pupils to stay safe and recognise risk
- Develop respectful, healthy relationships
- Promote wellbeing, self-worth and resilience
- Encourage pupils to live well in community with others

4. Statutory Responsibilities

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 and relationships and sex education (RSE) compulsory for all pupils receiving secondary education. They also make health education compulsory in all schools except independent schools. Personal, social, health and economic education (PSHE) continues to be compulsory in independent schools. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. (Dept. For Education July 2025)

In line with government guidance, we ensure that:

- Relationships Education is statutory in our school
- Health Education is statutory in our school
- Sex Education is part of our Year 6 curriculum

Our programme is:

- Carefully sequenced and age-appropriate
- Supported by a programme of CPD (Continuing Professional Development)
- Part of a whole-school approach to safeguarding and wellbeing

5. Curriculum Content

Our RSHE curriculum includes:

- Families and people who care for me
- Caring Friendships
- Respectful, kind relationships
- Online safety and awareness

- Being safe

Where sex education is taught in primary, it is:

- clearly defined separately from relationships education
- taught in an age-appropriate and sensitive manner

Sex education is not compulsory in primary schools, but the DFE recommends that primary schools teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.

Primary schools should consult parents about the content of anything that will be taught within sex education. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education. (Dept for Education July 2025.)

Health Education includes:

- General wellbeing and wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

6. Teaching and Learning

RSHE is taught:

- through a planned programme
- in a safe, supportive and inclusive environment
- using appropriate, evidence-informed resources

Teaching:

- encourages respectful discussion
- promotes positive relationships and values
- avoids presenting contested views as unquestioned fact
- reflects both legal requirements and the school's Christian character

7. Inclusion and Equality

We are committed to:

- ensuring all pupils feel valued, respected and included
- challenging bullying, discrimination and prejudice
- teaching about relationships in a way that reflects diversity with dignity

This is grounded in our belief that all people are uniquely created and loved by God. With regards to gender identity, we follow DFE guidelines (2025) which advise that pupils should learn about protected characteristics including sexual orientation and gender reassignment, by the end of their secondary education.

Current advice is that schools "should not teach as fact that all people have a gender identity", (DFE guidance, p.36) as it is not a settled, universally agreed fact. Schools should recognise that there are different perspectives and ongoing debate. Ultimately, everyone should be treated with respect and dignity as we are all made in the image of God.

8. Working with Parents

We recognise parents as the primary educators of their children.

We will:

- consult with parents when developing and reviewing this policy
- provide clear information about curriculum content
- allow parents to view teaching materials on request

9. The Right to Withdraw

Parents have the right to request withdrawal from sex education. It should be noted that sex education is separate and distinct from relationships and health education. Parents should liaise with the school

if they wish to exercise this right. Please refer to page 6 of the following document for more support and guidance in this area. Relationships Education, Relationships and Sex Education and Health Education guidance

10. Safeguarding

Our Relationships, Sex and Health Education (RSHE) programme is a vital part of our whole-school approach to safeguarding, in line with Keeping Children Safe in Education (KCSIE) and statutory RSHE guidance.

KCSIE makes clear that all staff have a responsibility to safeguard and promote the welfare of children, ensuring they are protected from harm and able to thrive in a safe environment. RSHE contributes directly to this by providing preventative education, equipping pupils with the knowledge, understanding and confidence to recognise risk and seek help.

Grounded in our Christian vision, we believe that every child is made in the image of God (Imago Dei) and is therefore of inherent dignity and worth. RSHE supports this by enabling pupils to develop the relationships, understanding and resilience needed to live safely and to flourish in community, experiencing life in all its fullness.

Through RSHE, pupils are supported to:

- Build understanding of safe and positive relationships from the earliest stage developing kindness, respect and trust so that they can recognise when relationships are unsafe or harmful
- Understand boundaries, privacy and respect for their bodies including appropriate and inappropriate contact, affirming that their bodies belong to them and deserve respect
- Recognise different forms of harm and abuse including emotional, physical and sexual abuse, and developing the confidence to trust their instincts when something does not feel right
- Know how to seek help and report concerns understanding who to talk to, how to ask for help, and that concerns should be shared and taken seriously
- Stay safe in both real-world and online contexts including recognising risks from harmful content, unsafe contact, and the sharing of personal information or images
- Recognise and challenge bullying and harmful behaviour including online and discriminatory bullying, contributing to a culture of dignity, justice and inclusion
- Engage with safeguarding learning in an age-appropriate way with teaching carefully sequenced to inform and protect pupils without causing unnecessary alarm

In summary and in line with Keeping Children Safe in Education, RSHE provides essential preventative education, equipping pupils to recognise risk, understand boundaries, identify harm, and seek help. Rooted in the belief that every person is made in the image of God, this provision affirms dignity, promotes respect, and enables all to flourish in safe and healthy relationships.

11. Monitoring and Evaluation

The quality of RSHE is monitored through:

- Leaders' demonstration of curriculum mapping
- Pupil/Staff voice
- Staff professional development
- Whole school quality assurance
- Governor/ Trust oversight
- Monitoring should answer:
    - Is statutory content fully covered?
    - Is it age-appropriate and sequenced?
    - Is it delivered as intended across classes?
    - Does the curriculum align with the Church of England vision?

12. Implementation of Policy

The Governing Board is responsible for this policy which will be reviewed every two years