

Kincraig Primary School and Nursery



Relationships, Sex and Health Education Policy (RSHE)



Relationships, Sex and Health Education Policy

Kincraig Primary School considers that Relationships, Sex and Health Education (RSHE) is an integral part of the Personal, Social, Health and Economic Education (PSHE) and Citizenship curriculum, and is linked to that for Science. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. This policy reflects the statutory requirements of the "Relationships Education, Relationships and Sex Education (RSE) and Health Education" by the Department for Education (DfE, 2019, updated 2025)

Aims:

The aims of Relationships, Sex and Health Education (RSHE) at Kincraig Primary School are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

Statutory requirements:

As a primary school, we must provide Relationships Education and Health Education to all pupils as per the Children and Social Work Act 2017 and The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

This policy is based on the Department for Education's statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (DfE, 2019, updated 2025), and has regard to:

- The Education Act 2002, which sets out that all schools must offer a curriculum which is balanced and broadly-based and which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life
- The Equality Act 2010, which requires schools to eliminate unlawful discrimination and harassment, and to promote equality of opportunity
- Keeping Children Safe in Education (statutory safeguarding guidance)
- The National Curriculum for Science, which includes elements of sex education

At Kincraig Primary School, we teach Relationships Education and Health Education as set out in this policy. We are not required to provide Sex Education, but we choose to teach some aspects of sex education beyond the Science curriculum (detailed in the 'Curriculum' section of this policy).

Policy Development and Consultation

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

- Staff training and discussion sessions to ensure understanding of the statutory requirements and our school's approach
- Parent information evenings and opportunities for feedback through questionnaires and the school website
- Age-appropriate discussions with pupils about what they would like to learn
- Governor review and approval

We consulted with our school community in Summer 2026 and will continue to consult when the policy is reviewed.

The policy reflects the views and values of our school community while meeting all statutory requirements set out in the DfE's guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (DfE, 2019, updated 2025).

Definition:

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information and exploring issues and values. RSHE is not about the promotion of sexual activity.

Health Education

In line with the DfE's statutory guidance, our Health Education curriculum covers the following areas:

Mental wellbeing

- How to recognise, name and describe a range of feelings
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests
- How to recognise when they need help with their feelings and where to get help

Internet safety and harms

- How the internet and social media can affect health, wellbeing and sleep
- How to identify and report concerns about online content and contact
- How to critically evaluate online information
- How to use technology safely, respectfully and responsibly

Physical health and fitness

- The characteristics and mental and physical benefits of an active lifestyle
- The risks associated with an inactive lifestyle
- How and when to seek support, including which adults to speak to in school if they are worried about their health

Healthy eating

- What constitutes a healthy diet (including understanding calories and other nutritional content)
- The principles of planning and preparing a range of healthy meals
- The characteristics of a poor diet and risks associated with unhealthy eating

Drugs, alcohol and tobacco

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
- How to recognise early signs of physical or mental ill-health related to these substances
- Where to get help if they have concerns

Health and prevention

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- About dental health and the benefits of good oral hygiene and dental flossing
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- The facts and science relating to immunisation and vaccination
- The changing adolescent body, including physical and emotional changes during puberty (including menstruation)

Basic first aid

- How to make a clear and efficient call to emergency services if necessary
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries
- Where to get help in an emergency.

Changing adolescent body

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- About menstrual wellbeing including the key facts about the menstrual cycle

Our curriculum content related to puberty and menstruation is complemented by sensitive arrangements to help girls prepare for and manage menstruation, including with requests for period products. We use appropriate language such as period pads and menstrual products and have access to spare supplies for those in need.

These topics are delivered through our PSHE curriculum using the Coram SCARF programme, as detailed in our curriculum overview (Appendix 2). The 'Changing adolescent body' content is taught in Year 5 through our 'Growing and Changing' unit and is closely linked to the statutory Science curriculum on puberty.

Guiding Principles for RSHE

At Kincaig Primary School, we have developed our RSHE curriculum with the following key principles in mind:

Engagement with pupils - Our curriculum is informed by meaningful engagement with pupils to ensure it is relevant and engaging for their needs.

Engagement and transparency with parents - We engage with parents on the content of RSHE and are transparent about all materials used. All materials are available to parents on request, and we ensure parents are aware of sex education content in advance.

Positivity - We focus on building positive attitudes and skills, promoting healthy norms about relationships and health, including mental health. We avoid language which might normalise harmful behaviour among young people.

Careful sequencing - We cover all statutory topics, sequencing teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.

Relevant and responsive - Our curriculum is relevant, age and stage appropriate, and accessible to all pupils. We work with local partners where appropriate to understand specific local issues and ensure needs are met.

Skilled delivery - Our curriculum is delivered by school staff who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education. Staff are trained in safeguarding and offering support, recognising the increased possibility of disclosures.

Whole school approach - Our curriculum is delivered as part of a whole school approach to wellbeing and positive relationships, supported by our behaviour and safeguarding policies.

Curriculum:

Our curriculum meets all the statutory requirements for Relationships Education and Health Education as set out in the DfE guidance. The specific Health Education topics we cover are detailed in the 'Health Education' section of this policy." Following the leading scheme provided by Coram Life Education, our curriculum is set out to help children make healthy choices as outlined in Appendix 1. However, we may need to adapt it as and when necessary. This will cover aspects of health and well-being, relationships and drugs education. In Years 5 and 6 we will also cover elements of Sex Education. This will focus upon:

- Preparing boys and girls for the changes that adolescence brings/Puberty – Year 5
- How a baby is conceived and born – Year 6

Following this carefully planned scheme, taking into account the age, needs and feelings of pupils, we have aimed to offer a broad and balanced curriculum, which promotes our aims.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

Delivery of RSHE:

At Kincaig Primary School and Nursery, RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils also receive stand-alone sex education sessions delivered by a trained health professional in Years 5 and 6.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Communication and how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

In Year 5, children will cover a module linked to change bodies and growing up. This is linked closely with the statutory Science unit on Puberty.

In Year 6, children will cover a module linked to making babies. This is a non-statutory unit, which looks at how babies are conceived and parents have the right to withdraw their child.

For more information about our RSHE curriculum, see Appendix 1 and 2.

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.)

Our teaching approach is participative and interactive, giving pupils opportunities to develop skills and to discuss scenarios in a safe environment. We use techniques such as:

- Setting clear ground rules with the class to help manage sensitive discussions
- Using distancing techniques when teaching sensitive topics
- Providing question boxes to allow pupils to raise issues anonymously
- Creating opportunities for pupils to practise skills such as respectful communication and managing conflict

Working with external providers

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people, but the school always remains responsible for the content and the way in which children are taught.

When we use external providers (such as school nurses or sexual health professionals in Years 5 and 6), we:

- Check that external resources are accurate, age and stage appropriate and unbiased.
- Check the credentials of any visitor or visiting organisation.
- Ask to see materials and a lesson plan in advance.
- Seek the views of parents, making sure that all materials can be viewed by parents.
- Agree how confidentiality will work in any lesson, and ensure that any visitor understands how safeguarding reports should be dealt with in line with school policy.

Inclusivity and Equality

At Kincaig Primary School, we are committed to ensuring our RSHE curriculum is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND).

- We strongly encourage teaching about healthy loving relationships, including same-sex parents along with other family arrangements when discussing families.
- We ensure that content about same-sex relationships is integrated into our RSHE programme rather than delivered as a standalone unit or lesson.
- Pupils are taught the facts and the law about biological sex and gender reassignment, recognising that people have legal rights by virtue of their biological sex which are different from the rights of those of the opposite sex with the protected characteristic of gender reassignment.
- Pupils are also taught that people with the protected characteristic of gender reassignment have protection from discrimination and should be treated with respect and dignity.
- In teaching this, we are mindful that beyond the facts and the law about biological sex and gender reassignment there is significant debate, and we are careful not to endorse any particular view or teach it as fact. For example, we do not teach as fact that all people have a gender identity.
- We avoid language and activities which repeat or enforce gender stereotypes, and we are mindful to avoid any suggestion that social transition is a simple solution to feelings of distress or discomfort.

Equality and diversity

We recognise our responsibilities under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not. Our RSHE curriculum reflects this commitment by:

- Teaching about different types of families in age-appropriate ways, including single parent families, same-sex parent families, families headed by grandparents, adoptive parents, foster parents/carers and other family structures

- Ensuring that all pupils, regardless of their developing sexuality or identity, feel that RSHE is relevant to them and sensitive to their needs
- Addressing all forms of discrimination, including racism, sexism, homophobia, biphobia and transphobia
- Promoting respect for all people and challenging stereotypes

SEND

We ensure that our RSHE curriculum is accessible to all pupils, including those with SEND.

We will:

- Adapt our teaching and resources to meet individual needs
- Work closely with families and other professionals to ensure appropriate support
- Provide additional support and differentiation where needed
- Consider whether any aspects of the curriculum need to be adapted to meet specific needs

Sensitive and controversial issues

We recognise that RSHE can involve discussing sensitive and potentially controversial issues.

Our approach is to:

- Provide a safe, secure learning environment where pupils can discuss issues openly
- Establish clear ground rules for discussions
- Use teaching methods that enable pupils to explore issues without promoting particular views
- Answer questions honestly and appropriately for the age and maturity of pupils
- Respect the backgrounds and beliefs of pupils and their families while meeting our statutory duties

Teachers will not promote any particular family structure or lifestyle but will ensure pupils understand that families come in many forms and all should be respected.

Safeguarding and Child Protection

RSHE plays an important role in fulfilling our statutory safeguarding duties under section 175 of the Education Act 2002. Teaching about healthy relationships, personal boundaries, consent appropriate to age and stage, and how to seek help contributes to creating a culture of safeguarding at Kincaig Primary School.

Through our RSHE curriculum, pupils learn:

- About healthy and unhealthy relationships, including friendships
- About personal boundaries and the right to privacy
- How to recognise if they or others are at risk
- How and where to seek help and support
- That they have rights over their own bodies

Responding to disclosures

Staff are aware that RSHE lessons may lead to disclosures of safeguarding concerns, such as abuse or neglect. All staff teaching RSHE are trained to recognise signs of abuse and know how to respond appropriately.

If a disclosure is made during an RSHE lesson, staff will:

- Listen carefully to the pupil

- Not promise confidentiality if the information suggests the pupil or another child is at risk
- Follow the procedures set out in our Child Protection and Safeguarding Policy
- Report the concern to the Designated Safeguarding Lead (DSL) immediately

Our Child Protection and Safeguarding Policy can be found on our school website and sets out our full procedures for responding to safeguarding concerns.

Confidentiality

Pupils will be reminded at the start of RSHE lessons that:

- Their contributions will be valued and respected
- Ground rules will help create a safe space for discussion
- If a pupil discloses information that suggests they or another child is at risk, the teacher has a duty to pass this information to the DSL

Teachers will not be able to offer or guarantee absolute confidentiality.

Addressing Sexual Harassment and Sexual Violence

Relationships education has an important role in supporting young people to develop the skills they need to build healthy relationships and grow into kind and respectful adults. From early primary, we support young children to develop skills for positive relationships, including skills for navigating boundaries with kindness and respect.

We support young children to behave with respect and to understand and identify prejudice. Preventing sexual violence and abusive behaviour starts from this support for children in primary. Supporting young people to develop the skills they need to build healthy relationships is part of our whole school approach and underpins our policies, including our behaviour and safeguarding policies, to ensure that an ethos of kindness and respect is evident throughout the school. Pupils understand that anyone can be a victim of sexual violence, regardless of sex, sexual orientation, gender reassignment or any other protected characteristic, and that the victim is never to blame.

Both within and beyond the classroom, staff are conscious of everyday sexism, misogyny, homophobia and stereotypes, and take action to build a culture where prejudice is identified and tackled. Staff have an important role in modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes.

Where misogynistic ideas are expressed at school, staff challenge the ideas, rather than the person expressing them.

Roles and responsibilities:

The Governing Body:

The governing board will approve the RSHE policy, and hold the head teacher to account for its implementation. The Governing Body has delegated the approval of this policy to the Full Governing Body meeting.

The Headteacher:

The head teacher and RSHE Co-ordinator is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from sex education beyond the National Curriculum for Science (specifically the Year 6 unit on conception and birth)

Staff:

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from sex education beyond the National Curriculum for Science
- Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the head teacher.

Pupils:

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

Parental Engagement and Access to Materials

The school is committed to working with parents and believes that it is important to have the support of parents and the wider community for the PSHE and RSHE programme.

Engagement with parents

We take steps to proactively engage parents and make sure they are aware of what is being taught in RSHE. These steps include inviting parents into school to discuss the curriculum content and the importance of RSHE for wellbeing and safety, inviting them to discuss any concerns, and supporting parents in managing conversations with their children about RSHE topics.

Parents are provided with the opportunity to find out about and discuss the school's programme through:

- Parents' evenings
- Policy development consultation
- The school website and prospectus
- An open-door policy
- Termly Curriculum Information

Access to curriculum materials

We show parents a representative sample of the resources that we plan to use, enabling parents to continue conversations started in class, and we ensure that parents are able to view all curriculum materials used to teach RSHE on request.

Parents are not able to veto curriculum content, but we consult with parents when developing our RSHE policy and it is right that they are able to see what their children are

being taught, especially in relation to sensitive topics, and we respond positively to requests from parents to see material.

When contracting with external providers, we do not agree to any contractual restrictions on showing parents any content that the school will use.

Where copyright law applies, we comply with it when sharing resources with parents. It is best practice to share materials via a "parent portal" or, if this is not possible, through a presentation. When we make documents available to parents, we acknowledge the provider's authorship and include a statement that parents agree to as a condition of access, that the content should not be copied or shared further except as authorised under copyright law.

Communication about specific lessons

To promote effective communication and discussion between parents and their children, we notify parents through information evenings, letters and the school website about when particular aspects of RSHE will be taught. We also have the Coram Educator deliver a parent session before any curriculum content is delivered in Years 4/5 and 6. We inform parents of any deviation from our published RSE policy in advance and share any relevant materials with them on request.

Parents' right to withdraw:

Relationships Education and Health Education

Parents do not have the right to withdraw their children from Relationships Education or Health Education, as these are statutory requirements for all primary school pupils.

Sex Education

Parents have the right to withdraw their children from sex education that goes beyond the National Curriculum for Science.

At Kincaig Primary School, the only sex education that goes beyond the Science curriculum is:

- **Year 6: How a baby is conceived and born** (taught as part of our 'Growing and Changing' unit)

Parents do NOT have the right to withdraw their children from:

- Relationships Education (statutory)
- Health Education, including the teaching about puberty and the changing adolescent body in Year 5 (statutory)
- The biological aspects of human reproduction taught in Science (statutory National Curriculum)

Making a request to withdraw

If you wish to withdraw your child from the Year 6 sex education unit on conception and birth, you should:

1. Put your request in writing to the headteacher using the form in Appendix 3
2. Arrange a meeting with the headteacher to discuss your request.

At this meeting, we will:

- Discuss your concerns and the reasons for your request
- Explain the content of the sex education curriculum and how it is taught
- Explore whether there are alternative ways to address your concerns
- Discuss the benefits of your child receiving this education alongside their peers
- Explain what alternative arrangements will be made if your request is granted

The headteacher will consider your request and inform you of the decision in writing.

If your request is granted:

- Your child will be withdrawn from the specific sex education lessons only (not from Relationships Education, Health Education or Science)
- Your child will be provided with appropriate alternative work during these lessons
- We will work with you to ensure your child does not feel isolated or different from their peers
- You will be responsible for providing your child with age-appropriate sex education

Please note that withdrawal requests will only be granted for the Year 6 sex education unit.

All other aspects of our RSHE curriculum are statutory and cannot be withdrawn from.

Training:

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar. The Headteacher/RSHE Co-ordinator will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

Managing Difficult Questions

Pupils may ask questions about topics which go beyond any sex education covered by the school or relate to sex education from which they have been withdrawn

When this happens, teachers will:

- Support the child by asking them to speak to their parents or a trusted adult.
- Signpost to support services where needed.
- Recognise that children whose questions go unanswered might instead turn to inappropriate sources of information, including online.

Teachers receive support and training in handling questions that are better not dealt with in the classroom.

Links to other Policies:

This policy should be read in conjunction with:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- Equality and Diversity Policy
- SEND Policy
- Science Policy
- PSHE Policy

This policy should also be read in conjunction with the following statutory guidance and advice:

- Keeping Children Safe in Education (statutory guidance)
- Working Together to Safeguard Children (statutory guidance)
- Behaviour in Schools (DfE advice)
- SEND Code of Practice: 0 to 25 years (statutory guidance)
- Mental Health and Behaviour in Schools (DfE advice)
- Preventing and Tackling Bullying (DfE advice)
- Teaching Online Safety in Schools (DfE guidance)
- Domestic Abuse Act 2021 Statutory Guidance
- The Equality and Human Rights Commission Advice and Guidance

Monitoring arrangements:

The delivery of RSHE is monitored by the RSE Co-ordinator through:

- Planning Scrutinies
- Lesson Observations
- Discussions with children, staff and parents
- Learning Walks
- Evidence in Books

Policy Review

This policy will be reviewed every two years, or sooner if:

- Legislation or statutory guidance changes
- There are significant changes to our school context or curriculum
- Monitoring and evaluation suggests changes are needed
- Following consultation with our school community

Policy details:

Policy approved by:	Full Governing Body
Date approved:	8 th July 2026
Policy owner:	Mrs Karen Smith (Headteacher) and Miss Lucy Cross (RSHE Co-ordinator)
Next review date:	July 2028

Signatures:

Chair of

Governors: _____ **Date:** _____

Headteacher: _____ **Date:** _____

