



Felbridge Primary School

Finding the best in everyone.

Relationships, Health and Sex Education (RSHE)

Updated: September 2026

Status & Review Cycle: Statutory, every 2 years

Next Review Date: September 2028 (or when guidance is updated)

1. **Introduction**

Felbridge Primary believes that high-quality Relationships, Sex and Health Education (RSHE) supports pupils' physical and mental wellbeing, helps them form safe and respectful relationships, and prepares them for life in modern Britain. Our approach reflects the school vision — Finding the best in everyone — and our values of Respect, Kindness, Resilience, Courage and Collaboration. RSHE complements parents' role in helping children cope with the emotional and physical aspects of growing up and is taught in an age-appropriate, inclusive and evidence-informed way.

2. **Statutory requirements and scope**

- We teach Relationships Education to all pupils; we also teach Health Education, and where sex education is taught beyond the science curriculum we do so in line with statutory guidance. This policy has been updated to reflect the Department for Education's RSHE statutory guidance (July 2025) and subsequent guidance updates.
- The biological aspects required by the national curriculum (science) such as puberty and reproduction are taught and parents do not have the right to withdraw their children from those elements.
- Parents may request withdrawal of their child from any additional sex education content delivered beyond the science curriculum in primary (headteacher must grant such requests). The school will follow the withdrawal process set out in section 12.

3. **Policy aims**

We aim to ensure that pupils:

- Learn the fundamental building blocks and characteristics of positive relationships (families, friendships, respectful relationships, online relationships and being safe).
- Are taught age-appropriate, factual knowledge about physical development, puberty and sexual reproduction (where included).
- Develop the vocabulary and skills to talk about feelings, relationships and bodily changes, make healthy choices and keep themselves safe online and offline.
- Are prepared for transition to secondary school and adulthood.
- Receive RSHE that is accessible to pupils with SEND and sensitive to our community's cultural and religious diversity while meeting statutory expectations.

4. **Guiding principles**

Our RSHE curriculum is:

- Sequenced and carefully timed so pupils learn knowledge and skills before they need them (preventative approach).
- Inclusive: content is accessible to all pupils, reflects diverse families and identities, and avoids stereotyping and stigmatising language.
- Evidence-informed and safeguarding-aware: content and delivery are aligned with safeguarding practice and designed to reduce harms.
- Participative and taught by trained staff who create a safe classroom climate.

- Transparent: materials and year-group content are published and parents are consulted about policy and significant changes.

5. Curriculum design and delivery

- We use the 1Decision scheme as our core RSHE programme, adapted where necessary to meet Felbridge's context and to meet statutory expectations.
- RSHE is taught primarily within PSHE lessons. Biological aspects are taught in science; references or reinforcement may occur in computing (online safety) and PE where appropriate.
- Teachers will use a variety of approaches (discussion, modelling, role play, scenarios, visual resources) and will adapt activities for SEND and EAL pupils so the same curriculum content is learned through accessible means.
- Sensitive topics are taught in an age-appropriate way. For older primary pupils (Years 5–6) staff will ensure parents are told in advance when puberty and any sex education (beyond the science curriculum) will be taught.

6. Parental engagement, transparency and consultation

- The RSHE policy and a year-group summary of RSHE content and lesson overviews are published on the school website and are available in printed form from the school office on request.
- The school proactively consults parents when the policy is reviewed or when substantial changes are made to year-group content. Consultation includes publication of materials, an opportunity to view resources and a formal window for written responses.
- The school records consultation responses and any changes made as a result. Publication date of the current policy and consultation summary is recorded on the website.

7. Working with external providers

- External providers may be used to enhance delivery. The school remains responsible for content and delivery. All external resources and visitors are checked in advance for accuracy, suitability and bias. A member of school staff will always be present during sessions delivered by external agencies.

8. SEND and inclusion

- Universal classroom adaptations are the first approach: differentiated language, visual scaffolds, social stories, additional practice and repetition.
- Where necessary, the SENCo will plan personalised adjustments so pupils with SEND access the same curriculum content. Parents and relevant professionals are invited to contribute to planning and transition arrangements.

9. Safeguarding and boundaries in lessons

- Ground rules are established at the start of each RSHE sequence to create a safe learning environment.
- Staff are trained in safeguarding and know how to respond to disclosures or safeguarding concerns arising during RSHE lessons. Any disclosure is

handled in line with the school safeguarding policy and reported to the Designated Safeguarding Lead (DSL) immediately.

- Teachers will not promise absolute confidentiality. Pupils are informed that if a disclosure suggests a child is at risk, staff must follow safeguarding procedures.

10. Staff training and support

- Staff delivering RSHE receive appropriate training and regular updates. The PSHE/RSE lead and DSL coordinate CPD to ensure staff feel confident teaching sensitive content and handling disclosures.
- Subject leaders are allocated time to review curriculum sequencing, resources and to moderate practice across year groups.

11. Monitoring, evaluation and governance

- The PSHE/RSE lead monitors curriculum coverage through planning checks, learning walks, work sampling and pupil voice. The SENCo monitors access for pupils with SEND.
- The PSHE/RSE lead reports termly to SLT and governors on coverage, parental engagement and any identified training or resourcing needs.
- The governing body holds the headteacher to account for implementation and approves this policy. The policy will be formally reviewed every two years or sooner if guidance changes.

12. Parental right of withdrawal (primary)

- Parents may request withdrawal of their child from any primary sex education content that is not part of the statutory national curriculum (science). The headteacher will automatically grant such requests.
- Procedure:
 1. Parents should put any withdrawal request in writing to the headteacher.
 2. The headteacher (or delegate) will meet with parents to discuss the request, explain the benefits of RSHE and the likely impact of withdrawal; this discussion and the decision will be documented.
 3. Where withdrawal is granted, the school will provide appropriate, purposeful education for the pupil during the withdrawal period.
 4. Parents may re-admit their child at any time by writing to the headteacher.
- ***Pupils cannot be withdrawn from relationships education or from health education, nor from statutory science content.***

13. Responding to pupil questions

- Teachers will answer pupils' questions honestly and appropriately for their age and maturity while keeping within the scope of the planned lesson.
- If a question is outside the planned curriculum content, teachers will use professional judgement to decide how to respond and will, where appropriate, refer parents to materials on the website or invite them to discuss further if the question relates to sex education from which a child has been withdrawn.

14. Content and progression

- The school maintains a published, year-group RSHE curriculum summary (based on 1Decision) that sets out the key knowledge and vocabulary taught in each year group and how lessons link to safeguarding priorities (for example online safety, consent, preventing harassment and personal safety). This summary is available on the website and will be updated as necessary.
- The PSHE/RSE lead ensures that RSHE content is sequenced so pupils learn key knowledge before they need it (preventative sequencing) and that learning is revisited to support retrieval and retention.

15. Records and evidence of implementation

- The school will keep records of: RSHE curriculum publication date, parental consultation records and responses, staff CPD, any external provider checks, withdrawal requests and the education provided for withdrawn pupils, and monitoring evidence (learning walks, pupil voice, planning).

16. Roles and responsibilities (summary)

- Governing Body: approve policy, hold headteacher to account.
- Headteacher: ensure RSHE is taught consistently, manage withdrawal requests and ensure staff training and safeguarding arrangements are adequate.
- PSHE/RSHE lead: design and monitor the RSHE curriculum, publish materials, lead parental consultation and staff training.
- SENCo: ensure access and appropriate adaptations for pupils with SEND.
- Class teachers and TAs: deliver RSHE sensitively, follow ground rules and school safeguarding procedures.
- DSL: support staff with safeguarding issues arising from RSHE and liaise with external agencies as needed.

17. Review

- This policy will be reviewed by the PSHE/RSHE lead and SLT every two years (or sooner if statutory guidance changes). Any substantial amendments will be consulted on with parents and approved by governors.