New Moston Primary School

Focused on Growth, Rooted in Pride

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New Moston Primary School

RHSE Policy

Version 1

Control Sheet

Control Sheet		
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1. INTRODUCTION

1.1 This policy has been drawn up in accordance with New Moston Primary School's Vision and Values. Everything we do is underpinned by the school's four values: Growth, Standards, Attitude and Pride and the school's Vision Statement:

We focus on growth as the driving force behind everything we do. Every decision is centred entirely on what's best for our children. With unwavering high standards, a positive attitude, and a deep sense of pride, we are committed to achieving the best possible outcomes for each and every child. We teach them to excel and thrive; prepare them for a lifetime of continuous growth; and nurture them to be successful, confident citizens within our local community and beyond.

Focused on Growth, Rooted in Pride

1.2 New Moston Primary School is committed to providing high-quality Relationships, Sex and Health Education (RSHE) that supports pupils to develop the knowledge, understanding and skills they need to build positive relationships, stay safe, maintain their health and wellbeing and prepare for the opportunities and responsibilities of later life.

1.3 RSHE forms an important part of the school's wider curriculum and safeguarding provision. Teaching is planned to be age and stage appropriate, inclusive and accessible, supporting pupils to develop confidence, self- respect, respect for others and the ability to recognise and seek help when something is unsafe or harmful.

1.4 This policy has been developed with regard to the Department for Education's *Relationships Education, Relationships and Sex Education (RSE) and Health Education* statutory guidance, effective from **1 September 2026**. The school will ensure that RSHE is delivered in accordance with its statutory duties and the expectations set out within national guidance.

1.5 Our approach reflects the school's vision, **Focused on Growth, Rooted in Pride**, and our values of Growth, Standards, Attitude and Pride. Through a carefully sequenced curriculum, pupils will receive accurate, factual and age-appropriate teaching that supports their development and recognises the important role of parents and carers.

2. STATUTORY AND GUIDANCE FRAMEWORK

2.1 This policy has been developed in accordance with the statutory duties placed on maintained schools and with regard to relevant legislation, statutory guidance and Department for Education guidance, including:

- the **Education Act 1996**, including sections 403 and 405;
- the **Education Act 2002**, including sections 80A and 80B;
- the **Children and Social Work Act 2017**;
- the **Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019**;
- the **Equality Act 2010**;
- the **Children and Families Act 2014** and the *Special Educational Needs and Disability Code of Practice: 0 to 25 years*;
- the DfE *Relationships Education, Relationships and Sex Education (RSE) and Health Education* statutory guidance, effective from **1 September 2026**;
- the DfE *Teaching about relationships, sex and health* guidance;
- *Keeping Children Safe in Education*, as updated;

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- the **National Curriculum in England**, including the statutory programmes of study for science; and
- where relevant, the DfE *Political impartiality in schools* guidance.

2.2 Relationships Education is compulsory for all pupils receiving primary education and Health Education is compulsory in state-funded primary schools. Primary schools may also provide sex education beyond the content contained within the statutory National Curriculum for science. The distinction between these elements, including the parental right to withdraw from non-statutory sex education, is set out clearly within this policy.

2.3 The DfE's statutory RSHE guidance is issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996. New Moston Primary School and its Governing Body will have regard to this statutory guidance when determining and delivering the curriculum.

2.4 In accordance with section 80B of the Education Act 2002, the Governing Body will make and keep this policy up to date, consult parents before making or revising it, publish the policy on the school website and make it available free of charge to anyone who requests it.

2.5 The school will distinguish clearly between requirements arising from legislation, expectations contained within statutory guidance, wider Department for Education guidance and decisions made locally by the school. Where the school exercises discretion, this will be identified clearly within the policy and accompanying curriculum information.

3. AIMS AND PRINCIPLES

3.1 Through RSHE, New Moston Primary School aims to ensure that pupils develop the knowledge, understanding and skills they need to:

- build and maintain healthy, respectful relationships;
- recognise appropriate and inappropriate behaviour, boundaries and contact;
- understand how to keep themselves and others safe, including online;
- make informed choices that support their physical health and mental wellbeing;
- understand the physical and emotional changes associated with growing up;
- develop confidence to ask questions, seek help and speak to a trusted adult;
- show respect for others, including people whose families, circumstances, beliefs or characteristics may be different from their own; and
- prepare appropriately for the opportunities, responsibilities and experiences of later life.

3.2 The design and delivery of RSHE will be guided by the following principles:

- **Age and stage appropriateness** – teaching will reflect pupils' age, development, maturity and prior knowledge.
- **Careful sequencing** – knowledge and protective skills will be built progressively so that pupils are prepared before they are likely to need them.
- **Accuracy and clarity** – teaching will be factual, evidence-informed and use clear, appropriate terminology.
- **Safeguarding** – RSHE will support pupils to recognise risk, understand boundaries, seek help and report concerns.

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- **Inclusion and accessibility** – teaching will be accessible to all pupils, including those with SEND, and will be adapted where necessary without unnecessarily reducing ambition or protective content.
- **Respect and dignity** – teaching will promote respectful relationships and ensure that differences are discussed sensitively and appropriately.
- **Parent transparency** – parents and carers will be informed about curriculum content and will be able to access information and materials in accordance with statutory guidance.
- **Skilled delivery** – staff will be appropriately supported and trained to teach sensitive content confidently and safely.

3.3 RSHE will form part of a wider whole-school approach to safeguarding, personal development, behaviour, equality, SEND, online safety and wellbeing. It will complement, rather than unnecessarily duplicate, learning delivered through other curriculum areas.

4. ROLES AND RESPONSIBILITIES

4.1 **The Governing Body** will ensure that the school meets its statutory responsibilities for RSHE.

It will:

- approve and keep this policy under review;
- ensure that the curriculum is appropriately planned, resourced and accessible to all pupils, including those with SEND;
- ensure that parents are provided with clear information about curriculum content, access to materials and the right to withdraw from non-statutory sex education;
- hold school leaders to account for the quality and effectiveness of RSHE provision; and
- ensure that the policy is published on the school website and made available free of charge.

4.2 **The Headteacher** is responsible for the overall implementation of this policy.

The Headteacher will:

- ensure sufficient curriculum time and appropriate staffing are provided for RSHE;
- ensure staff are appropriately supported and trained;
- ensure parents are informed about the curriculum and can access relevant materials;
- manage requests for withdrawal from non-statutory sex education in accordance with this policy;
- ensure safeguarding, equality and SEND requirements are embedded within implementation; and
- report to the Governing Body on the effectiveness of RSHE provision.

4.3 **The RSHE Lead** is responsible for coordinating the curriculum and supporting its effective delivery.

The RSHE Lead will:

- oversee curriculum sequencing, progression and coverage;
- support staff with planning, subject knowledge, agreed vocabulary and appropriate resources;

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- ensure that teaching and resources remain accurate, age appropriate, inclusive and up to date;
- quality assure external resources and provision;
- support communication and consultation with parents and carers; and
- monitor and evaluate the quality and impact of RSHE and report findings to senior leaders.

4.4 **The SENCO/Inclusion Lead** will support the school to ensure RSHE is accessible to pupils with SEND and other additional needs. This will include advising staff on appropriate adaptations, ensuring individual needs and vulnerabilities are considered, and supporting staff to maintain ambitious and protective curriculum content for all pupils.

4.5 **Teaching staff** are responsible for delivering RSHE in accordance with the agreed curriculum and this policy.

Staff will:

- teach accurately, sensitively and in an age-appropriate manner;
- establish a safe and respectful environment for discussion;
- avoid presenting personal views or beliefs as fact;
- adapt teaching appropriately to meet pupils' needs;
- respond appropriately to questions, misconceptions and safeguarding concerns; and
- assess pupils' understanding and contribute to curriculum evaluation.

5. POLICY DEVELOPMENT, CONSULTATION AND APPROVAL

5.1 New Moston Primary School will maintain an up-to-date written RSHE policy in accordance with statutory requirements. The policy will be developed and reviewed with reference to the Department for Education's statutory RSHE guidance and the needs of pupils within the school. The DfE requires schools to proactively engage and consult parents when developing and reviewing their policy.

5.2 Parents and carers will be consulted before this policy is made or revised. Consultation may include written information, questionnaires, meetings, curriculum information sessions or other appropriate opportunities to provide feedback. The school will consider the views received when finalising the policy and curriculum, while retaining responsibility for ensuring that statutory requirements are met.

5.3 The views of pupils and staff will also inform curriculum review where appropriate. Pupil engagement will be used to consider whether teaching is relevant, accessible, appropriately sequenced and responsive to need, in line with the guiding principles set out in the DfE statutory guidance.

5.4 The Governing Body is responsible for approving this policy. The policy will be published on the school website and made available free of charge to anyone who requests it.

5.5 Where emerging safeguarding, health or contextual needs require the school to make a significant change to published RSHE content, parents will be informed in advance wherever practicable and relevant materials will be made available on request. This reflects the DfE expectation that schools should keep parents informed where teaching shifts away from the published policy.

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6. ORGANISATION OF THE CURRICULUM

6.1 RSHE is delivered primarily through the school's planned PSHE curriculum using **SCARF**, and is complemented by relevant learning within science, computing, physical education, religious education and other curriculum areas. The school will ensure that learning across subjects is coherent and complementary and does not unnecessarily duplicate statutory content.

6.2 The curriculum is carefully sequenced from EYFS to Year 6 so that pupils build knowledge and protective skills progressively. Teaching will take account of pupils' age, development, maturity, prior knowledge and identified needs. Content will be introduced at an appropriate point and revisited where necessary to strengthen understanding.

6.3 In EYFS, relevant learning is delivered through the statutory Early Years Foundation Stage framework, particularly through Personal, Social and Emotional Development, Physical Development and Understanding the World. From Year 1 to Year 6, SCARF provides the principal structure for RSHE, alongside statutory learning in other curriculum subjects.

6.4 When organising the curriculum, the school will consider the needs and circumstances of its pupils, including SEND, safeguarding information, religious backgrounds and relevant local or emerging issues. Any responsive teaching will remain age appropriate, factually accurate and consistent with the school's statutory duties.

6.5 Detailed curriculum information, including what is taught in each year group and the distinction between statutory and non-statutory content, will be set out in the school's RSHE curriculum overview.

7. CURRICULUM CONTENT

7.1 New Moston Primary School will provide the statutory Relationships Education and Health Education curriculum and the relevant statutory National Curriculum science content. The school also provides a limited programme of age-appropriate sex education in Year 6. The distinction between these elements will be made clear to parents and pupils. The detailed sequence of learning from EYFS to Year 6 is set out in the school's RSHE curriculum overview.

7.1 **Relationships Education**

7.1.1 Relationships Education is statutory for all primary-aged pupils. In accordance with the DfE statutory guidance, the primary curriculum will develop the knowledge and skills that form the foundations of positive relationships and enable pupils to keep themselves and others safe. *(DfE RSHE statutory guidance, paragraphs 24–29).*

7.1.2 By the end of primary education, pupils will have been taught the statutory content relating to:

- families and people who care for them;
- caring friendships;
- respectful and kind relationships;
- online safety and awareness; and
- being safe.

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Teaching will include healthy relationships, kindness and respect, boundaries and privacy, recognising unsafe or harmful relationships, bullying, online relationships, appropriate and inappropriate contact, and how to seek help or report concerns. The DfE also requires teaching to recognise that nurturing families can take a range of forms and to ensure that pupils are not stigmatised because of their family circumstances. *(DfE statutory guidance, paragraphs 24–29 and the primary Relationships Education curriculum tables).*

7.2 Health Education

7.2.1 Health Education is statutory in state-funded primary schools. Teaching will support pupils to understand the relationship between physical health and mental wellbeing, develop healthy habits and recognise when they or others may need help. (DfE statutory guidance, paragraphs 37–40).

7.2.2 The curriculum will include age-appropriate teaching about:

- general wellbeing and emotional awareness;
- wellbeing online;
- physical health and fitness;
- healthy eating;
- drugs, alcohol, tobacco, vaping and other harmful substances;
- health protection and prevention;
- basic first aid; and
- the changing adolescent body, including puberty and menstruation.

Teaching about puberty and menstruation will use accurate and respectful terminology and will be supported by appropriate practical arrangements for pupils.

7.3 National Curriculum science

7.3.1 Some learning related to growth and reproduction forms part of the statutory National Curriculum for science and is therefore distinct from non-statutory sex education.

Relevant statutory primary science content includes pupils learning that animals, including humans, have offspring which grow into adults; reproduction in some plants and animals; and the changes experienced as humans develop to old age. The Year 5 non-statutory science guidance also identifies puberty as part of learning about human development.

7.3.2 Parents do not have the right to withdraw their child from content taught as part of the statutory National Curriculum for science.

7.4 Sex education

7.4.1 Sex education beyond the statutory Relationships Education, Health Education and National Curriculum science requirements is **not compulsory in primary schools**. The DfE nevertheless recommends that primary schools provide age-appropriate sex education in Year 5 and/or Year 6, in line with learning about conception and birth. *(DfE statutory guidance, paragraph 30).*

7.4.2 New Moston Primary School provides limited, age-appropriate sex education in **Year 6**, focused on human conception and birth and intended to support pupils'

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understanding of human reproduction and their preparation for secondary education. It will not extend into content intended for the secondary RSHE curriculum.

7.4.3 The specific content identified as non-statutory sex education will be clearly shown within the school's curriculum overview. Parents will be informed about the content and resources in advance and consulted about the sex education provided. *(DfE statutory guidance, paragraph 31).*

7.4.4 Parents have the right to request that their child is withdrawn from some or all of this non-statutory sex education. The arrangements for doing so are set out in **Section 12** of this policy.

8. TEACHING AND DELIVERY

8.1 RSHE will be taught by appropriately supported staff using approaches suited to pupils' age, development and needs. Teaching will be factual, sensitive and inclusive, and will establish a safe environment for discussion. Ground rules, distancing techniques, fictional scenarios and anonymous question boxes may be used where appropriate so that pupils can explore sensitive issues without being expected to disclose personal experiences.

8.2 **Responding to pupil questions**

8.2.1 Pupils will be encouraged to ask questions and these will be answered honestly, factually and in an age-appropriate manner. Staff will use professional judgement to determine whether a question should be answered within the lesson, addressed individually or referred for further advice.

8.2.2 Where a question goes beyond the sex education taught by the school, or relates to sex education from which a pupil has been withdrawn, staff will respond in a way that supports the pupil while maintaining an appropriate learning environment. This may include encouraging discussion with a parent, carer or trusted adult, or signposting appropriate sources of support. The DfE specifically requires schools to explain how these questions will be handled and recognises the risk that unanswered questions may lead children to inappropriate sources of information. *(DfE RSHE statutory guidance, paragraph 87).*

8.2.3 Any question, comment or disclosure that raises a safeguarding concern will be managed in accordance with the school's safeguarding procedures.

8.3 **Sensitive and contested issues**

8.3.1 Teaching will distinguish clearly between established facts, the law and matters on which there are differing or contested views. Staff will not present personal opinions or contested positions as established fact.

8.3.2 Where a political issue arises within RSHE, the school will have regard to the DfE's *Political impartiality in schools* guidance. Staff will not promote partisan political views and will take reasonable and proportionate steps to ensure that relevant differing views are presented fairly and dispassionately. This does not require discriminatory, factually inaccurate or harmful views to be presented as equally valid.

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8.4 **Resources and external visitors**

8.4.1 Resources will be selected and quality assured to ensure that they are accurate, age appropriate, accessible, inclusive and consistent with the school's planned curriculum and this policy.

8.4.2 External visitors or organisations may enhance RSHE where they provide appropriate expertise but will not replace the school's planned teaching. Before any session, the school will check the visitor's credentials, intended content, lesson plan and resources, including their accessibility for pupils with SEND. The school will retain responsibility for curriculum quality and safeguarding throughout. This reflects both the DfE statutory guidance and the approach set out within the National College model.

8.4.3 The school will not use resources or enter into arrangements with external providers that prevent parents from viewing materials used to teach RSHE. Parental access to curriculum materials is addressed further in Section 11. The DfE states that schools should enable parents to view all RSHE curriculum materials on request.

8.5 **Staff training and support**

8.5.1 Staff delivering RSHE will receive appropriate training and support so that they have the subject knowledge, confidence and safeguarding awareness required to teach effectively. Training will respond to curriculum or statutory changes and will include, where appropriate, sensitive content, difficult questions, SEND accessibility and safeguarding disclosures.

9. EQUALITY, INCLUSION AND ACCESSIBILITY

9.1 New Moston Primary School will deliver RSHE in accordance with the **Equality Act 2010**, including the Public Sector Equality Duty. Teaching will not discriminate against pupils or amount to harassment, and will promote equality, dignity and respect. *(DfE RSHE statutory guidance, paragraphs 64–66).*

9.2 Teaching about families will recognise that nurturing families can take different forms. In accordance with DfE statutory guidance, pupils will encounter a range of family arrangements in a positive and age-appropriate way, including single-parent families, families with same-sex parents, families headed by grandparents, kinship care, adoptive families and foster families. Care will be taken to ensure that pupils are not stigmatised because of their family circumstances. *(DfE RSHE statutory guidance, paragraphs 26 and 68).*

9.3 RSHE will be sensitive to pupils' religious backgrounds and beliefs. The school will ensure that teaching remains consistent with its duties under the Equality Act 2010 and will distinguish clearly between factual or legal content and perspectives arising from religious or other beliefs. *(DfE RSHE statutory guidance, paragraphs 73–74).*

9.4 Where teaching relates to protected characteristics or other sensitive equality matters, content will be factual, age appropriate and consistent with the law and DfE statutory guidance. Where an issue is subject to significant debate, staff will not present a contested view as established fact and will avoid reinforcing stereotypes. This should be read alongside the approach to sensitive and contested issues set out in **Section 8**. *(DfE RSHE statutory guidance, paragraphs 67–72).*

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9.5 RSHE will be accessible to pupils with special educational needs and disabilities. Appropriate adaptations will be made to teaching, resources and communication so that pupils can understand and apply essential knowledge relating to relationships, health, boundaries and safety. Adaptation will not unnecessarily reduce the ambition or protective content of the curriculum.

9.6 The school recognises that some pupils with SEND may be more vulnerable to bullying, harmful sexual behaviour, abuse, exploitation or violence. Teaching will therefore be adapted where necessary to ensure pupils develop practical protective knowledge and are appropriately prepared for adulthood. *(DfE RSHE statutory guidance, paragraphs 75–76).*

10. SAFEGUARDING, BEHAVIOUR AND CONFIDENTIALITY

10.1 RSHE forms an important part of the school's safeguarding provision. Effective teaching helps pupils to recognise unsafe or harmful situations, understand boundaries, use appropriate vocabulary, identify trusted adults and know how to seek help. This approach is consistent with the DfE statutory RSHE guidance and *Keeping Children Safe in Education 2026*.

10.2 Staff will make clear to pupils that they cannot promise confidentiality where information indicates that a child may be at risk of harm. Any disclosure, concern or indication of abuse, exploitation, harmful sexual behaviour or other safeguarding risk will be responded to in accordance with the school's Child Protection and Safeguarding Policy and reported to the Designated Safeguarding Lead or a deputy without delay.

10.3 Pupils will be taught that abuse, harassment, bullying, prejudice and harmful behaviour are never acceptable. Where behaviour arising from issues explored through RSHE occurs in school, it will be addressed in accordance with the school's Behaviour Policy, Anti-Bullying Policy and safeguarding procedures.

10.4 RSHE will support pupils to understand appropriate boundaries and respectful behaviour both online and offline. Where online behaviour, harmful content or emerging safeguarding concerns indicate that additional teaching is required, the school may provide responsive teaching that remains age appropriate, factual and consistent with the published curriculum and safeguarding guidance.

10.5 Staff will maintain pupils' privacy and dignity and will only share sensitive information where there is a legitimate safeguarding, pastoral or legal reason to do so. Information will be shared with appropriate staff on a need-to-know basis and in accordance with the school's safeguarding and information-handling procedures.

11. WORKING WITH PARENTS AND CARERS

11.1 New Moston Primary School recognises parents and carers as important partners in RSHE. The school will communicate proactively about what is being taught and provide opportunities for parents to understand the curriculum, raise questions and support conversations at home. This reflects the DfE expectation that schools should actively engage parents in RSHE. *(DfE RSHE statutory guidance, paragraph 55).*

11.2 Parents will be provided with clear information about:

- the content and organisation of the RSHE curriculum;
- what is taught within each year group;
- which elements are statutory and which are non-statutory;

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- the resources and external providers used, where relevant; and
- the parental right to withdraw from non-statutory sex education.

This is consistent with both the DfE statutory guidance and the National College model, which expects parents to be informed about curriculum content, delivery, withdrawal arrangements and resources.

11.3 In accordance with DfE statutory guidance, the school will show parents a representative sample of planned RSHE resources and will enable parents to view **all curriculum materials used to teach RSHE on request**. Where copyright applies, this may affect how materials are made available but will not be used as a reason to refuse access. The school will not enter into contractual arrangements with external providers that prevent appropriate materials from being shown to parents. *(DfE RSHE statutory guidance, paragraphs 56–60).*

11.4 Parents will be informed in advance of non-statutory sex education and provided with information about the content and resources to be used. The school will provide opportunities for parents to discuss any concerns before teaching takes place and will make clear the arrangements for requesting withdrawal, as set out in **Section 12**.

12. RIGHT TO WITHDRAW FROM SEX EDUCATION

12.1 Parents do **not** have the right to withdraw their child from Relationships Education, Health Education or content taught as part of the statutory National Curriculum for science, including statutory science content relating to puberty or reproduction. *(DfE RSHE statutory guidance, paragraph 21).*

12.2 Where New Moston Primary School provides sex education beyond the statutory Relationships Education, Health Education and science curriculum, parents have the right to request that their child is withdrawn from some or all of this non-statutory sex education. In a primary school, the Headteacher must grant such a request. *(DfE RSHE statutory guidance, paragraphs 16 and 18).*

12.3 Requests for withdrawal should be made in writing to the Headteacher. Before withdrawal takes place, the Headteacher will normally offer to discuss the request with the parent or carer so that:

- the nature and purpose of the curriculum are clear;
- any concerns or questions can be considered;
- the benefits of the teaching and any potential implications of withdrawal can be discussed; and
- the precise content from which the pupil will be withdrawn is clearly identified.

The outcome of the discussion and the withdrawal arrangements will be recorded. This reflects the process identified as good practice within the DfE statutory guidance. *(DfE RSHE statutory guidance, paragraph 17).*

12.4 Where a pupil is withdrawn from non-statutory sex education, the school will provide **appropriate and purposeful education** for the full period of withdrawal. *(DfE RSHE statutory guidance, paragraph 20).*

12.5 Withdrawal from non-statutory sex education will not affect a pupil's entitlement to receive statutory Relationships Education, Health Education or National Curriculum science.

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13. QUALITY ASSURANCE, MONITORING AND REVIEW

13.1 The quality and effectiveness of RSHE will be monitored by the RSHE Lead and Senior Leadership Team. Monitoring will consider whether:

- the planned curriculum is being taught as intended;
- pupils are learning and remembering important knowledge;
- teaching is age appropriate, accurate and inclusive;
- pupils with SEND can access and apply essential knowledge;
- pupils understand how to seek help and keep themselves safe; and
- curriculum content and resources remain appropriate and up to date.

This builds directly on the monitoring approach already set out in the draft policy.

13.2 Quality assurance may include lesson visits, curriculum and planning scrutiny, review of pupils' work, pupil voice, staff voice, parent feedback and review of assessment or curriculum coverage. Findings will be used to identify strengths, address gaps and inform future curriculum development.

13.3 The RSHE Lead will report on curriculum quality and implementation to the Headteacher and, where appropriate, the Governing Body. Governors will maintain strategic oversight and hold leaders to account for the school's statutory responsibilities and the effectiveness of provision. The National College model similarly places responsibility for monitoring quality with the subject leader and approval and oversight with the governing board.

13.4 This policy will be reviewed **annually**, and sooner where there are changes to legislation, statutory guidance, safeguarding information, curriculum requirements or identified pupil need. Parents will be consulted before the policy is revised in accordance with the statutory requirements set out in Section 5.

13.5 The approved policy will be published on the school website and made available free of charge. Any significant changes will be communicated to staff and parents.

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Appendix A - Policy Links to Values

Policy Value Links

Policy Name:	**RHSE Policy**

Our School Vision
We focus on growth as the driving force behind everything we do. Every decision is centred entirely on what's best for our children. With unwavering high standards, a positive attitude, and a deep sense of pride, we are committed to achieving the best possible outcomes for each and every child. We teach them to excel and thrive; prepare them for a lifetime of continuous growth; and nurture them to be successful, confident citizens within our local community and beyond. **Focused on Growth, Rooted in Pride.**

Values	Links to this policy
GROWTH	RSHE supports pupils to develop the knowledge, confidence and skills they need to grow into healthy, safe, respectful and responsible individuals.
STANDARDS	We maintain high expectations for all pupils, ensuring RSHE is ambitious, inclusive, age-appropriate and accessible to every child.
ATTITUDE	RSHE develops positive attitudes towards relationships, health and wellbeing, encouraging kindness, respect, tolerance and responsible decision-making.
PRIDE	We encourage pupils to value themselves and others, developing self-respect, confidence and pride in their identity, relationships and personal development.

APPENDIX B – Governing Body RSE Checklist

Policy Ref	Responsibility/Assurance Check	Met?	Evidence/Action Required
2.3 / 4.1	The Governing Body has regard to the current DfE statutory RSHE guidance and is satisfied that the school's provision is consistent with it. Where the school departs from a provision stating that schools *should* or *should not* act in a particular way, the reasons are clear and defensible.	☐	
2.4 / 4.1 / 5.4	An up-to-date written RSHE Policy is in place and has been formally approved by the Governing Body.	☐	
2.4 / 5.2	Parents and carers have been consulted before the policy is made or revised, and governors are satisfied that consultation responses have been considered before approval.	☐	
2.4 / 5.4 / 13.5	The approved RSHE Policy is published on the school website and is available free of charge to anyone who requests it.	☐	
4.1 / 7.1 / 7.2	Governors are assured that all pupils receive the statutory Relationships Education and Health Education to which they are entitled.	☐	
7.3 / 7.4 / 12	The curriculum and parent information clearly distinguish statutory Relationships Education, Health Education and National Curriculum science from non-statutory sex education, including the correct parental right to withdraw.	☐	
7.4.3 / 11.4	Where the school provides non-statutory primary sex education, parents are consulted about its content and are informed in advance about what will be taught and the resources used.	☐	
8.4 / 11.3	Curriculum resources and any external providers are appropriately quality assured and align with the statutory guidance, the school's agreed curriculum, pupils' age and maturity, and accessibility requirements.	☐	
9 / 4.1	Governors are assured that RSHE is delivered in accordance with the Equality Act 2010 and is accessible to all pupils, including pupils with SEND, with appropriate adaptations made where required.	☐	

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11.1–11.4 / 4.1	Parents receive clear information about curriculum content, teaching materials, external providers and withdrawal rights, and arrangements are in place for parents to view all RSHE curriculum materials on request.	☐	
8 / 10 / 4.1	Governors are assured that RSHE is delivered safely by appropriately supported staff and that safeguarding, confidentiality, sensitive questions and disclosures are managed in accordance with school policy and statutory guidance.	☐	
13.1–13.3 / 4.1	Governors receive sufficient information to assure themselves that pupils are making progress towards the expected RSHE outcomes and that teaching is effectively monitored and evaluated.	☐	
13.1–13.3	Monitoring provides assurance that curriculum content is being taught as intended, is age appropriate and inclusive, and that pupils know how to seek help and keep themselves safe.	☐	
13.4	The policy and curriculum are reviewed annually and sooner where legislation, statutory guidance, safeguarding information or pupil need changes.	☐	

Overall Assurance: Effective ☐ Action Required ☐

Completed By: **Date:**

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APPENDIX C – Headteacher Assurance Checklist

Policy Ref	Responsibility/Assurance Check	Met?	Evidence/Action Required
4.2 / 6	Sufficient curriculum time, staffing and resources are in place to deliver the agreed RSHE curriculum effectively from EYFS to Year 6.	☐	
4.2 / 6.2 / 7	The curriculum is appropriately sequenced and the statutory Relationships Education, Health Education and relevant National Curriculum science content are fully covered.	☐	
4.2 / 7.4	Any non-statutory sex education is clearly identified within the curriculum, is age appropriate and is distinguishable from statutory Relationships Education, Health Education and science.	☐	
4.2 / 8.5	Staff delivering RSHE have appropriate subject knowledge, confidence, training and safeguarding awareness, with additional support provided where required.	☐	
4.2 / 8.4	Curriculum resources and any external providers are subject to appropriate quality assurance before use, including consideration of accuracy, age appropriateness, SEND accessibility and safeguarding.	☐	
4.2 / 8.2 / 8.3	Staff understand how to manage sensitive or contested issues, respond to difficult pupil questions and distinguish fact, law and differing views appropriately.	☐	
4.2 / 9	RSHE is delivered in accordance with the Equality Act 2010 and appropriate arrangements are in place to ensure the curriculum is inclusive and accessible to pupils with SEND and other additional needs.	☐	
4.2 / 10	Safeguarding arrangements within RSHE are understood and implemented consistently, including confidentiality, disclosures, harmful behaviour and referral to the DSL.	☐	
4.2 / 5 / 11	Parents are provided with clear and timely information about curriculum content, statutory and non-statutory elements, resources and opportunities to raise questions or concerns.	☐	
5.2 / 5.4	Statutory parental consultation has taken place before the policy is made or revised, consultation feedback has been considered and the final policy has been presented to the Governing Body for approval.	☐	

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11.3	Arrangements are in place for parents to view representative resources and all RSHE curriculum materials on request, including materials used by external providers.	☐	
12	Requests for withdrawal from non-statutory sex education are managed correctly, discussions with parents are recorded and pupils receive appropriate, purposeful alternative education.	☐	
13.1 / 13.2	RSHE is routinely monitored to ensure the intended curriculum is being taught, pupils are learning and remembering important knowledge and provision remains age appropriate, inclusive and accessible.	☐	
13.1 / 13.3	Monitoring identifies any gaps, inconsistencies or areas requiring improvement and these are followed through to appropriate actions.	☐	
4.2 / 13.3	The Governing Body receives sufficient information to provide effective strategic oversight of RSHE, including curriculum quality, statutory compliance, accessibility and any significant issues or developments.	☐	
13.4 / 13.5	The policy is reviewed annually, or sooner where required, and the approved version is published on the school website and communicated appropriately to staff and parents.	☐	

Overall Assurance: Effective ☐ Action Required ☐

Completed By: **Date:**

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APPENDIX C – RSHE Lead Assurance Checklist

Policy Ref	Responsibility/Assurance Check	Met?	Evidence/Action Required
4.3 / 6.2	A clear, progressive RSHE curriculum is in place from EYFS to Year 6, with learning sequenced so that pupils build appropriately on prior knowledge.	☐	
4.3 / 7	Curriculum mapping confirms full coverage of statutory Relationships Education, Health Education and relevant National Curriculum science content.	☐	
7.3 / 7.4	Statutory science content and non-statutory sex education are clearly distinguished within curriculum planning and parent information.	☐	
7.4	Non-statutory sex education is limited to the agreed Year 6 content, is age appropriate and is clearly identified within the curriculum overview.	☐	
4.3 / 6.1	RSHE delivery through SCARF and other curriculum areas is coordinated so that content complements, rather than unnecessarily duplicates, learning elsewhere.	☐	
3.2 / 6.2	Curriculum content reflects the agreed principles of age appropriateness, careful sequencing, accuracy, safeguarding, inclusion and parental transparency.	☐	
4.3 / 8.1	Staff have access to appropriate planning, guidance, vocabulary and resources and understand expectations for safe and sensitive classroom delivery.	☐	
4.3 / 8.5	Staff training and support needs are identified and addressed, including confidence with sensitive content, difficult questions, safeguarding and SEND accessibility.	☐	
8.2	Staff understand how to respond appropriately to pupil questions, including questions which go beyond the planned curriculum or relate to content from which a pupil has been withdrawn.	☐	
8.3	Staff understand how to distinguish established facts, the law and contested views and avoid presenting personal opinions or contested positions as fact.	☐	

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8.4.1	Resources are checked before use for accuracy, age appropriateness, accessibility, inclusivity and alignment with the agreed curriculum and policy.	☐	
8.4.2	Any external visitor or provider is quality assured in advance, including credentials, lesson content, resources, SEND accessibility and safeguarding arrangements.	☐	
8.4.3 / 11.3	All RSHE resources, including those used by external providers, can be made available for parents to view in line with the policy.	☐	
9.1–9.4	Curriculum content and resources are reviewed to ensure they are consistent with equality duties, respectful of different family circumstances and appropriately sensitive to religion, belief and protected characteristics.	☐	
9.5 / 9.6	Appropriate adaptations are in place for pupils with SEND, without unnecessarily reducing the ambition or protective content of the curriculum.	☐	
10	Staff understand the safeguarding and confidentiality procedures relevant to RSHE, including when concerns or disclosures must be reported to the DSL.	☐	
11.1 / 11.2	Parents receive clear information about what is taught, when it is taught and which elements are statutory or non-statutory.		
11.3 / 11.4	Representative resources and information about non-statutory sex education are made available to parents in advance, with opportunities to raise questions or concerns.		
12	The RSHE Lead supports the Headteacher to ensure any withdrawal from non-statutory sex education relates only to the correct identified content and that curriculum records reflect this clearly.		
13.1 / 13.2	Monitoring takes place through an appropriate range of activities, including curriculum scrutiny, lesson visits, pupil voice, staff voice, work scrutiny and review of curriculum coverage.		
13.1	Monitoring checks whether pupils are learning and remembering important knowledge, including how to recognise unsafe situations, establish boundaries and seek help.		

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13.1 / 13.2	Monitoring specifically considers the experience and access of pupils with SEND and other vulnerable pupils.		
13.2 / 13.3	Identified gaps, inconsistencies or misconceptions result in clear actions, with improvement followed through and reviewed.		
4.3 / 13.3	Findings from monitoring and curriculum evaluation are reported to the Headteacher and SLT, including any statutory, safeguarding or curriculum issues requiring action.		
5.3 / 13.2	Pupil, staff and parent feedback is used appropriately to inform curriculum review and improvement.		
13.4	The curriculum and supporting documentation are reviewed following changes to statutory guidance, safeguarding information, pupil need or identified weaknesses in provision.		
11.1 / 11.2	Parents receive clear information about what is taught, when it is taught and which elements are statutory or non-statutory.		

Overall Assurance: Effective ☐ Action Required ☐

Completed By: **Date:**

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