



# Relationships, Sex and Health Education Policy

Oakfield Short Stay Primary School

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Review next: September 2026

This policy will be reviewed annually by the PSHE lead, unless any new guidelines or recommendations are produced prior to the set review date.

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## **Essential Components of an RSHE Policy**

“All schools must have an up-to-date written policy for relationships education or, where they teach sex education, for RSHE.” “Schools must provide a copy of their policy free of charge to anyone who asks and publish the policy on the school website.”

The RSHE policy should:

- Set out the subject content, how and when it will be taught, and who is responsible for teaching it, including any external providers the school will use.
- Differentiate between relationships and sex education (where sex education is taught), so that parents have clear information. Relationships education doesn't involve explaining the details of different forms of sexual activity but can cover sensitive topics such as sexual violence to keep children safe.
- Include information about a parent's right to request that their child is withdrawn from sex education.
- Explain how content will be made accessible to all pupils, including those with special educational needs or disabilities (SEND).
- Describe how the subject is monitored and evaluated.
- Set out how parents can view curriculum materials.
- Explain how teachers will answer questions about topics in sex education that the school does not cover (in primary) or that relates to sex education from which the child has been withdrawn.
- Explain how the policy has been produced, who approves the policy, and how and when it will be reviewed.

## **Statement of Intent**

At Oakfield, we believe that high-quality Relationships and Sex Education (RSHE) is essential for helping pupils understand the responsibilities within relationships and the importance of family life.

Our aims are to:

- Promote respect, dignity, and consideration for others, recognising cultural and religious diversity.
- Encourage pupils to value family life and understand the responsibilities involved in caring relationships.
- Support pupils in developing self-restraint, self-respect, and respect for others.
- Present information in a balanced, objective way so pupils understand different perspectives on relationships and sexuality.
- Help pupils reflect on their own attitudes and make informed, responsible decisions both in school and in later life.
- Ensure pupils understand what is lawful and what is not.

## **Values and Ethos**

We believe that RSHE is vital for the personal social and emotional development of our pupils. High-quality RSHE equips pupils with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their well-being.

We are committed to delivering holistic, inclusive, and needs-led RSHE, ensuring that all pupils have access to accurate information and feel respected and valued. Our approach

promotes equality, celebrates diversity, and prepares pupils for life beyond school by fostering resilience, empathy, and informed decision-making.

### **Legislation Documents that inform our RSHE policy include:**

- Education Act (1996)
- Learning and Skills Act (2006)
- Education and Inspection Act (2006)
- Equality Act (2024)
- Supplementary Guidance SRE for the 21st Century (2014)
- Children and Social Care Act (2017)
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (2025)
- Keeping Children Safe in Education – Statutory safeguarding guidance (2025)

### **Moral and Values Framework**

Our RSHE curriculum reflects the values of our PSHE programme and is taught within the context of healthy, respectful relationships. It is underpinned by the following principles:

- Promote **self-respect** and respect for others.
- Encourage **tolerance and understanding** of different backgrounds, cultures, feelings, views, and sexualities.
- Develop **empathy and awareness** of how others feel.
- Foster **mutual support and cooperation** in relationships.
- Value **honesty and openness** in communication.
- Accept **responsibility for personal actions** and understand their consequences.
- Uphold **the right to hold personal views** within the boundaries of respect for others.
- Protect **the right not to be abused or exploited** by others.
- Ensure **access to accurate information** about relationships.
- Recognise **the importance of stable, caring relationships** for wellbeing.

### **What is Relationship, Sex and Health Education?**

RSHE is a core part of our broad and balanced curriculum, providing lifelong learning about the physical, social, legal, and emotional aspects of human relationships. It equips pupils with the knowledge and skills to develop and maintain healthy, respectful relationships, focusing on family and friendships in all contexts—including online. Through RSHE, pupils learn how to stay safe and healthy, manage their academic, personal, and social lives positively, and confidently navigate real-life challenges as they grow and transition into adulthood.

**Sex education** refers to learning about the physical, social, legal, and emotional aspects of human sexuality and behaviour, including human reproduction. It does not promote sexual activity or sexual orientation; such teaching would be inappropriate. Discussions about sexuality—covering sexual activity and sexual orientation—are delivered at a level that is age appropriate and accessible. The curriculum is sensitive to religious and cultural diversity, ensuring respect for all backgrounds.

Research consistently shows that comprehensive relationships and sex education does not encourage early sexual activity. Instead, it empowers young people to make informed, responsible decisions about their health, well-being and relationships.

### **Aims and Outcomes for Relationship & Sex Education**

At Oakfield, RSHE aims to equip pupils with the **knowledge, skills, and values** they need

to lead safe, healthy, and fulfilling lives. Through this curriculum, pupils learn how to:

- Stay safe and healthy.
- Manage academic, personal, and social challenges positively.
- Navigate real-life situations confidently as they grow and transition into adulthood.

Our approach is inclusive, age-appropriate, and legally informed, ensuring pupils understand different types of relationships within the context of the law. RSHE promotes equality, celebrates diversity, and supports safeguarding by helping pupils recognise unsafe situations, understand consent, and seek help when needed.

### Attitudes and Values

- Promote **self-esteem and confidence**, especially in relationships.
- Foster **emotional wellbeing and resilience**, enabling pupils to manage feelings safely.
- Encourage **respect for their bodies** and informed, safe choices about health and relationships.
- Celebrate **diversity and inclusion**, respecting different family structures, cultures, and identities.
- Develop **respectful relationships** based on kindness, empathy, and understanding.
- Support pupils to **reflect on their attitudes** and make informed, responsible decisions.

### Personal and Social Skills

- Build confidence to **participate fully in society** and value themselves and others.
- Develop skills for a **healthy, safe lifestyle**, including recognising unsafe situations and understanding consent.
- Strengthen **communication and assertiveness** to cope with peer, media, and online influences.
- Foster **respect for others** and appreciation of difference.
- Equip pupils with **decision-making and problem-solving skills** to manage risks and challenges.
- Prepare pupils for **physical and emotional transitions** in an age-appropriate and sensitive way.

### Knowledge and Understanding

- Provide **accurate, age-appropriate information** for all pupils.
- Clarify and reinforce existing knowledge.
- Help pupils understand their **feelings and behaviour** to lead fulfilling lives.
- Ensure access to **accurate information and appropriate support**.
- Prepare pupils for **puberty and adulthood**, including physical, emotional, and social changes.
- Equip pupils to make **informed, safe choices** about their bodies, health, and relationships—both online and offline.
- Support **safeguarding and personal safety**, enabling pupils to recognise unsafe situations, understand consent, and seek help.

## **Curriculum content and delivery**

By the end of primary school, pupils will have been taught the following content in line with statutory guidance:

### **Relationships Education**

- Families and People Who Care for Me
- Caring Friendships
- Respectful, Kind Relationships
- Online Safety and Awareness
- Being Safe

## **Health and Wellbeing**

- General Wellbeing
- Wellbeing Online
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol, Tobacco and Vaping
- Health Protection and Prevention
- Personal Safety
- Basic First Aid
- Developing Bodies

Kim Roberts is the designated teacher with responsibility for coordinating RSHE across both sites and can be consulted for advice regarding curriculum planning and resource selection.

## **How RSHE is Delivered**

RSHE is primarily taught through our PSHE curriculum, delivered weekly by class teachers and familiar teaching assistants to ensure consistency and provide pupils with a safe learning environment. Teachers use their professional judgment to introduce topics at developmentally appropriate times, tailoring content to meet the specific needs of each cohort. All discussions are age-appropriate and handled sensitively.

Lessons are delivered in a calm, predictable, and supportive setting, with clear routines and expectations that help pupils feel secure and respected. Supportive practices are embedded throughout the school day and within RSHE delivery. Staff use consistent strategies to manage sensitive topics and unexpected questions. These include:

- Creating a classroom culture where pupils understand they are not required to answer personal questions
- Responding openly when a question needs further thought, with staff explaining they will follow up later
- Providing simple, clear, and age-appropriate answers to ensure understanding without overwhelming pupils
- Using anonymous question boxes to allow pupils to ask sensitive questions privately and receive thoughtful responses

To ensure a broad and connected approach, key elements of RSHE are also delivered through other subjects, for example:

- Science – Life Cycles
- Computing – Online safety
- Design & Technology – Healthy eating

This cross-curricular integration helps pupils make meaningful connections between RSHE and real-life contexts. A full curriculum overview is available on the school website, and parents are welcome to request more detailed information about specific lessons and resources.

RSHE is usually delivered in mixed-gender groups; however, there may be occasions where single-gender groups are more appropriate and relevant.

## **Assessment and Differentiation**

Before planning and teaching, teachers will informally assess pupils' age, relative maturity, and general learning ability. This informs a differentiated curriculum that pupils can access. Provision is refined continuously as teachers assess individual understanding. Teachers will identify pupils' individual needs for support and deploy Teaching Assistants and/or additional resources as necessary so that every pupil can participate fully.

In response to specific needs—such as differentiated resources for pupils with ASD or

sensory impairments—the RSHE Coordinator will liaise with other service providers where necessary.

### **Teaching Approaches and Resources**

RSHE lessons adopt varied approaches, with a strong emphasis on discussion supported by the 1decision programme. Visual resources such as appropriate videos and books are used alongside teaching materials to enable pupils to debate and reflect on what they see. Teachers ensure that all information is unbiased and impartial, allowing pupils to explore different viewpoints safely.

### **Safeguarding and Vulnerability**

At Oakfield, some pupils may be more vulnerable to abuse and exploitation than their peers, and others may be confused about acceptable public behaviour. These pupils require targeted interventions to develop skills that reduce risks and to learn what behaviours are appropriate. Safeguarding is central to RSHE, with a strong focus on consent, boundaries, online safety, and help-seeking behaviours.

### **Embedding RSHE in School Life**

Beyond formal lessons, RSHE is embedded throughout everyday school life. Its principles are reflected in our interactions, routines, and relationships, ensuring pupils consistently experience and practise them in real-life contexts. Examples include:

- Supporting emotional literacy through Zones of Regulation, helping children recognise, understand, and manage emotions.
- Staff modelling safe and respectful relationships and actively teaching pupils how to build and maintain positive peer relationships.
- Constructive conflict resolution, teaching strategies to manage disagreements calmly and respectfully.
- Reinforcing key values such as kindness, honesty, courage, and good manners through our reward system (Dojo points).

These approaches ensure pupils are not only learning about healthy development and relationships but are also experiencing and practising them daily in a safe, supportive, and inclusive setting.

### **Contextual Considerations**

We have carefully considered the unique needs of our pupils. Many may have experienced disrupted or limited access to education, requiring a flexible and responsive curriculum that revisits foundational concepts and addresses gaps in learning. Emotional and behavioural needs are also a key consideration, with RSHE delivered in a trauma-informed, emotionally safe environment that supports regulation, resilience, and wellbeing.

Given the increased vulnerability of some pupils, safeguarding is central to RSHE, with a strong focus on consent, boundaries, online safety, and help-seeking behaviours. Our curriculum is inclusive of diverse family structures, care experiences, and cultural backgrounds, ensuring all pupils feel seen, respected, and valued. Topics are introduced at developmentally appropriate times to help children build positive relationships and avoid harm before it occurs. This proactive approach supports pupils in making informed, safe choices as they grow and navigate the world around them.

### **Sex Education**

Sex education in primary schools is non-statutory, except for specific elements which includes:

- The correct scientific terminology for body parts. At Oakfield, in Key Stage 1, pupils may begin to identify gender differences using the accurate terms penis and vulva, helping to build a foundation for body awareness and safety. These terms are typically introduced through age-appropriate activities, such as identifying anatomical

differences between male and female dolls. In Key Stage 2, this knowledge is extended to include the terms testicles, scrotum, vagina, and nipples. Pupils should understand that all these parts of the body are private and have skills to understand and express their own boundaries around these body parts.

- The reproduction in plants and animals taught in the Key Stage 2 Science curriculum. This includes understanding life cycles, puberty and the menstrual cycle.

Parents **do not** have the right to withdraw their child from the above.

Although not compulsory, the Department for Education (DfE) recommends that all primary schools have a sex education programme in place. At Oakfield, we have chosen to include sex education as part of our broader RSHE curriculum in a way that is age-appropriate, sensitive, and supportive. Our approach is not about promoting sexual activity, but about helping children understand their bodies, relationships, and how to stay safe. We believe this is essential preparation for their transition to secondary school and for life beyond school.

What we teach:

- We recognise some boys may experience 'wet dreams' as part of puberty and therefore this topic will be covered in puberty lessons in a factual and reassuring manner to ensure pupils understand it is normal and nothing to worry about.
- Depending on individual development and class context, pupils in Year 5 and/or Year 6 are introduced to human reproduction as part of the *Science curriculum*. This includes learning about the biological process of how a baby is conceived, develops, and is born, as well as contraception. This is taught in a factual, age-appropriate, and sensitive manner.

Parents **do** have the right to withdraw their child from this element.

## **Equality, Diversity, and Accessibility in RSHE**

Our RSHE curriculum is integral to Oakfield Primary School's commitment to positive behaviour, inclusion, respect for equality and diversity, and the prevention of bullying. RSHE plays a vital role in fostering equality and respect throughout school life by:

- Promoting acceptance of difference and diversity.
- Challenging gender stereotypes and inequality.
- Encouraging equality in relationships.
- Actively addressing intolerance and discrimination based on sexual orientation, disability, ethnicity, religion, and gender.

### **Inclusive and Accessible Delivery**

All topics are taught in a way that reflects the varied backgrounds, identities, and needs of our learners, ensuring every child feels safe, supported, and able to engage meaningfully with the content. Lessons are thoughtfully planned to be accessible and relevant, with appropriate differentiation and consideration of each pupil's developmental stage.

To meet the varied needs of our learners, RSHE may be delivered through:

- Whole-class teaching
- Small group sessions
- Targeted interventions
- One-to-one discussions

Adaptations may include:

- Use of simplified and concrete language
- Visual supports such as symbols, diagrams, and social stories
- Repetition and reinforcement of key concepts
- Scaffolded questioning

By embedding these inclusive and flexible practices, we ensure RSHE is meaningful, respectful, and empowering for every child.

### **Resource Selection**

All RSHE resources are carefully assessed prior to use to ensure they promote equality, reflect our inclusive values, and support the development of understanding around diversity in relation to religion, gender, culture, and sexual orientation.

### **Working with External Agencies**

At Oakfield, we recognise the value that external organisations and resources can bring to our RSHE curriculum. However, we remain fully responsible for the content delivered to our pupils. Visiting speakers are briefed by the appropriate member of staff about the level of pupil awareness; ground rules of the class; the context/purpose of the visit and what pupils know and what they need to know.

We conduct thorough checks on any agency or speaker, ensuring their approach is balanced, age-appropriate, and suitable for our pupils' developmental stage. We only work with agencies we trust, and we review their resources, and ensure clarity on what will be said and who will be present. Safeguarding procedures are followed rigorously, including ensuring a staff member is always present during sessions. Teachers are empowered to intervene or stop sessions if necessary. All external materials will be available for parents and carers.

### **Responding to Pupil Questions Outside the RSHE Curriculum**

In line with Department for Education guidance, staff at Oakfield Primary School respond to pupil questions that fall outside the scope of the RSHE policy in a way that is:

- **Age-appropriate**
- **Factually accurate**
- **Sensitive to individual needs**

This approach ensures pupils receive reliable information and are not left to seek answers from potentially unsafe sources, such as the internet or peers.

Staff will:

- Acknowledge questions positively.
- Provide factual responses without introducing content that has been withdrawn or deemed inappropriate.
- Avoid moral or value-based judgments to maintain neutrality and uphold professional boundaries.
- Where a question is particularly sensitive or unexpected, parents and carers may be informed about both the nature of the question and the response provided.

### **Managing Uncertainty**

If a member of staff is unsure how to respond, or whether the question is suitable for whole-class discussion, they may:

- Speak with the pupil individually, away from the class.
- Encourage the pupil to discuss the topic with a parent or carer.
- Seek guidance from a colleague, the RSHE Lead, or a member of SLT before providing a considered response at a later time.

This measured approach promotes transparency, safeguards pupils, and ensures all responses are safe, informed, and appropriate.

### **Parental Engagement and Rights**

We value the vital role parents and carers play in supporting their child's RSHE learning.

Our aim is to work in partnership with families so that the school's programme complements and reinforces the guidance provided at home.

### **Access to Policies and Resources**

- All relevant policies are available on the school website.
- Parents and carers can access teaching materials, including videos and activity sheets, through the [1Decision Parent Zone](#).

### **Open Communication**

We are committed to maintaining an open dialogue with families. Parents and carers will:

- Be informed about what will be taught and when.
- Have opportunities to view resources and ask questions about the purpose and content of RSHE
- Be invited to discuss the content and approach with the class teacher, PSHE Subject Leader, or Headteacher.
- Support to continue classroom conversations at home.

### **Notification and Consent**

Prior to any non-compulsory sex education lessons:

- Families will receive an overview of planned content to ensure informed decision-making.
- Parents and carers will have the opportunity to clarify the content, address any concerns, and make an informed choice about their child's participation.

### **Withdrawal from Sex Education**

Parents have the right to request that their child be withdrawn from some or all of the sex education elements of statutory RSHE.

Before confirming withdrawal:

- A meeting will be offered with the Headteacher to discuss the benefits of participation and any potential impact of withdrawal, including social and emotional effects and the risk of misinformation from peers.
- In exceptional circumstances, the Headteacher may consider a pupil's specific needs arising from SEND when making this decision.
- Once a child has been withdrawn, they will not take part in sex education unless the request is formally reversed.

## **Safeguarding and Disclosures in RSHE**

Due to the sensitive nature of RSHE content and the increased likelihood of disclosures, we prioritise emotional safety and trust in every session. Pupils are regularly reminded that they can speak to a trusted adult at any time if they have questions, concerns, or need support. Teachers should also be aware that effective RSHE—particularly when helping pupils understand what is and is not acceptable in a relationship—may lead to the disclosure of a child protection concern.

If a disclosure occurs:

- The staff member must inform a Designated Safeguarding Lead (DSL) immediately, following Local Authority child protection procedures and the school's Safeguarding Policy.
- Staff cannot promise confidentiality where safeguarding concerns exist.

### **Staff Training and Responsibilities**

All staff involved in RSHE delivery are trained in safeguarding and adopt trauma-informed practices. They are equipped to:

- Recognise signs of distress or trauma responses.
- Respond appropriately to disclosures.
- Offer emotional support and refer promptly to the DSL.
- Maintain professional boundaries while remaining empathetic and approachable.

This approach ensures pupils feel safe to share concerns and that all safeguarding responsibilities are met in line with statutory guidance.

### **Managing Sensitive Situations**

If a member of staff is unsure how to respond or whether a question is suitable for whole-class discussion, they may:

- Speak with the pupil individually.
- Encourage discussion with a parent or carer.
- Seek guidance from a colleague, the RSHE Lead, or a member of SLT before providing a considered response.

This measured approach promotes transparency, safeguards pupils, and ensures all responses are safe, informed, and appropriate.

## **Responding to Touching of Genitals and Masturbation**

At Oakfield, we recognise that our pupils are growing and developing, and our curriculum reflects the support needed to address sensitive and spontaneous issues in a safe and constructive way.

Curiosity about one's own body is a normal part of development. Behaviours such as genital touching and masturbation can occur for various reasons, including exploration, sensory stimulation, or enjoyment. Without appropriate guidance, pupils may not fully understand what is happening, the feelings they experience, or the social rules that govern acceptable behaviour. This lack of understanding can increase vulnerability, particularly if inappropriate behaviour occurs in public settings. It is important for young people to learn these social rules as behaving inappropriately in public situations can put them at risk and increase their vulnerability.

### **Our Approach**

At Oakfield, staff work to ensure that young people are taught effectively, they will not impose their own individual views regarding this behaviour and will work with our pupils to adopt strategies which take account of an individual's needs and behaviours. In relation to masturbation and genital touching, will be to support our young people to learn about

- Privacy and appropriate behaviour
- Hygiene and self-care
- The concept of public and private spaces

Teaching strategies include:

- Delivering consistent messages in relation to the subject matter during lessons as well as when incidents occur.
- Reinforcing that there are no private spaces within the school environment.
- Avoiding personal opinions and maintaining professional boundaries.

### **Practical Strategies**

Agreed actions may include:

- Using visual prompts to indicate that certain behaviours are private.
- Providing symbols or flashcards to outline unexpected classroom expectations.
- Addressing behaviour calmly without ignoring it, while avoiding excessive attention that could reinforce the behaviour.

This approach ensures pupils receive clear, respectful guidance that promotes safety, dignity, and understanding.

### **Monitoring and Evaluation**

Monitoring is the responsibility of the Head Teacher, Quality of Education Sub-Committee and Teacher(s) with responsibility for relationship, sex and health education. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, reviewing planning and resources, questionnaires to teachers and children and feedback from parents.

Evaluation will focus on the extent to which RSHE objectives are achieved, including pupil progress in knowledge, skills, and attitudes. It will also assess the inclusivity and accessibility of provision for pupils with special educational needs or disabilities (SEND), as well as the impact of RSHE on safeguarding and overall pupil well-being.

### **Process for Policy Development**

This policy has been developed to reflect current statutory guidance, curriculum requirements, and best practice in RSHE.

This policy was developed by the PSHE and RSHE Lead, Kim Roberts, and reviewed and approved by the Headteacher and the Quality of Education Sub-Committee. Parents and carers were consulted during its development, and this consultation will continue throughout the academic year to ensure the policy reflects the evolving needs of pupils and families, including those who join the school mid-year.