

# **Relationships Education, Relationships and Sex Education & Health Education Policy**

**(RSHE)**



|                               |                        |
|-------------------------------|------------------------|
| Date policy approved/adopted  | <b>September 2026</b>  |
| Next review date              | <b>September 2027</b>  |
| Approved by:                  | <b>Governors</b>       |
| Head teacher                  | <b>Debra Colegrove</b> |
| Governor responsible for RSHE | <b>Rachel Watt</b>     |
| RSHE lead                     | <b>Debra Colegrove</b> |

## **Contents**

1. Policy Guidance and school context
2. Engagement and consultation process
3. RSHE Programme definition
4. Values & Principles and Elements
5. Aims and objectives.
6. Roles and responsibilities
7. Organisation and content of RSHE
8. Inclusion
9. Parents & Carers and the wider community
10. Right to be excused from sex education
11. Safeguarding, report of abuse and confidentiality
12. Monitoring and evaluation
13. Appendices

## **Primary Relationships, Sex Education & Health Education Policy Guidance**

### **1. This policy was developed in response to:**

- Children and Social Work Act (2017)
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education December 2025)
- Research commentary: teaching about sex, sexual orientation, and gender reassignment, (Chris Jones, Ofsted's Director, July 2021)
- Equality Act, 2010 and schools
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Special Educational Needs and Disability code of practice: 0-25 years, 2020
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Keeping children safe in education (KCSIE) (DfE, 2025).
- Transforming Children and Young People's Mental Health Provision Green Paper (July 2018)
- Review of Sexual abuse in schools and colleges, Ofsted June 2021

This policy should be read in conjunction with:

- Online safety Policy
- Anti-bullying/Behaviour Policy
- Safeguarding Policy (including child sexual exploitation and harmful sexualised behaviours)
- Equality and Inclusion Policy
- Personal Development (Strong links must be evident with all PD areas)
- Promoting Mental Health and Resilience Policy

### **1. School Context**

Ramshaw Primary School is a rural community school for children aged 4-11. The majority of the children who attend come from the villages of Evenwood and Ramshaw, with some parents choosing to send their children here from the further afield, including Bishop Auckland. Children come from a wide range of socio-economic backgrounds with very little ethnic diversity.

### **Local data from the following sources:**

**[Home | Police.uk](#)**

**[InstantAtlas Durham – Health & Wellbeing – JSNAA](#)**

**[Durham | Report Builder for ArcGIS](#)**

We identify as being in the top 10-20% of overall deprivation.

- **Local crime statistics from January 2026 identify the following as the top reported crimes :**

---

Violence and sexual offences 15

Criminal damage and arson 11

Anti-social behaviour 3

Other theft 3

### **2. The engagement and consultation process has involved:**

**Policy development** This policy has been developed in consultation with governors, staff, pupils, and parents.

**The consultation and policy development process involved the following steps.**

**1. Review** – members of the SLT pulled together all relevant information including relevant national and local guidance.

**2. Governor consultation** – members of the SLT presented relevant information and policy to governors.

**3. Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations

**4. Parents consultation** – a questionnaire was sent out to parents to allow an opportunity to express their views and comments on the teaching of RSHE. A parent consultation meeting was held in summer term 2026 where there were opportunities to discuss the changes to the curriculum, view resources, lesson plans and children's work. Statutory and non-statutory aspects of the curriculum were shared.

**5. Pupil consultation** was carried out by focus groups, school council and RSHE lessons.

**Parents are signposted to our policy and curriculum on a regular basis.**

**6. Ratification** – once responses were collected, any amendments were made based on the feedback and then the policy was shared again with governors, staff and parents and ratified.

The policy will be available on our website, regular updates via our newsletter and class dojo.

This will be reviewed September 2027 and then as when required.

### **3. Define your RSHE Programme**

At Ramshaw Primary School our RSHE and PHSE curriculum is developed through the use of the scheme *Kapow*. This supports the pupils in developing the knowledge, skills and attributes they need to lead confident, healthy and fulfilling lives.

The Kapow scheme of work supports pupils in understanding themselves and others, form positive relationships and make informed choices to support their well-being and the well-being of those around them.

The Kapow lessons and activities are designed to encourage pupils to:

- Think with empathy, integrity and self-awareness
- Recognise how their actions and attitudes contribute to their communities
- Support them in developing respect for diversity, managing change and understanding their rights and responsibilities as citizens.

At Ramshaw Primary School the purpose of the delivery of RSHE and PHSE curriculum is to:

- build a strong foundation for safeguarding
- prepare pupils to navigate and increasingly complex world
- promote emotional literacy
- promote resilience
- support pupils in approaching life challenges with maturity and compassion
- deliver kind, thoughtful
- and responsible individuals

### **What the RSHE programme will cover**

RSHE is timetabled with sequenced weekly lessons from reception to year 6.

These lessons are supported through assemblies, pupil voice, science lessons, R.E lessons and other foundation subjects.

**Relationships Education** is the building blocks of healthy, respectful relationships, focusing on family and friendships, including online. It gives children and young people the essential skills to build positive, enjoyable, and non-exploitative relationships.

**Relationships and Sex Education (RSE)** is lifelong learning about physical, sexual, moral, and emotional development. It is about the understanding of the importance

of stable and loving relationships both on and offline, respect, love, and care, for family life. It involves acquiring information, developing skills, and forming positive beliefs, values, and attitudes.

## **Health Education – Physical Health and Mental Wellbeing**

### **‘Changes to the Adolescent Body’**

The focus in primary should be on teaching the characteristics of good physical health and mental wellbeing. Puberty including menstrual well-being should be covered in Health Education and addressed before the onset of puberty. This should ensure all pupils are prepared for changes they and their peers will experience. Enabling pupils to see the strong links between physical and mental health, for them to make healthy choices and decisions and encourage openness around mental health, to tackle and reduce stigma.

### **Pupils with special educational needs and disabilities (SEND)**

At Ramshaw Primary School we tailor content and teaching of RSHE to meet the specific needs of pupils at different development stages. We ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

## **4. Principles and Values**

In addition, Ramshaw Primary School believes that RSHE should:

- be an integral part of the lifelong learning process, beginning in early childhood and to continue into adult life.
- be an entitlement for all pupils in our care.
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge, and openness. Family is a broad concept; not just one model, e.g., children living with blended families; those living with same sex parents, children looked after, adopted children, extended family. It includes a variety of types of family structure, and acceptance of diversity.
- encourage pupils and staff to share and listen to each other's views and the right to hold/express views. We are aware of different values and opinions to sexual orientation and gender identity without promotion of any family structure. The important values are love, respect, kindness, generosity, and care for each other.
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- recognise that parents and carers are the prime educators in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, informing them about the content of programmes at the appropriate times.

- recognise that the wider community has much to offer, and we aim to work in partnership with other health and education professionals.

## **RSHE has three main elements.**

### **Attitudes and Values**

- learning the importance of values, individual conscience, and moral choices.
- learning the value and valuing family life, stable and loving relationships.
- learning about the nurture of children.
- learning the value of and demonstrating respect, kindness, love, and care.
- exploring, considering, and understanding moral dilemmas.
- developing skills including negotiation and decision making.
- the importance of permission seeking/consent and giving, in relationships including online with friends, peers and adults.
- challenging myths, misconceptions, and false assumptions about normal behaviour.

### **Personal and Social Skills**

- learning to manage emotions within relationships confidently and sensitively, including off and online.
- developing positive self-esteem and confidence.
- developing and demonstrating self-respect and empathy for others.
- making informed choices with an absence of prejudice and discrimination
- pupils show respect for those who share the protected characteristics.
- developing an appreciation of the consequences of choices made.
- managing conflict resolution, with families, people they care for and are for them and friendships.
- empower pupils with the skills to be able to recognise inappropriate/uncomfortable situations and/or behaviours with their family, peers, and adults, interacting online.
- how to report concerns or abuse, including \*‘child on child’ abuse, and the vocabulary and confidence needed to do so.
- learning to actively seek, ask and recognise consent from others.t. Developing the skills necessary to communicate effectively in a range of scenarios involving consent and understand that consent can be withdrawn.
- learn and understand the role of a friend, understand how to form, maintain, and have positive healthy friendships (on and offline)

### **Knowledge and Understanding**

- should know that their bodies belong to them, and the differences between appropriate and inappropriate or unsafe physical touch, and other, contact.
- know the key facts about puberty and the changing adolescent body, which is relevant for all pupils, particularly from the ages 9 through to age 11.
- all pupils (from year 5) will learn about menstrual wellbeing including the key facts about the menstrual cycle. (Health Education)
- learning about human reproduction \*Human reproduction is non statutory ‘sex education’). This will be covered with parental consent in year 6.

- learning about where to go for help or advice in school and how to access a range of local and national support agencies, including online.

## **5. Aims and Objectives**

The aim of RSHE is to provide balanced information about physical and emotional changes. Our RSHE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements, and behaviour.
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations, including online sharing.
- Understand and recognise seeking permission, a refusal and consent.
- communicate and behave in a respectful manner towards people around them which contributes to a safe, inclusive environment/community.
- challenge discrimination (looking at stereotypes), sexism, and prejudice, which is inclusive to all children and young people.
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

## **6. Roles and Responsibilities**

**D. Colegrove – RHSE Lead and Acting Head Teacher/ DSL/ SENDco**

**K. Wheatley – ICT Lead/DSL/Acting Deputy Head Teacher**

**R. Watt – Governor responsible for RHSE**

## **7. Organisation and Content of RSHE**

Ramshaw Primary School specifically delivers RSHE through its PSHE Programme, RE and Science lessons at foundation stage, KS1 and KS2.

Much of the RSHE at Ramshaw Primary School takes place within RSHE lessons. Teachers deliver the RSHE curriculum with support from professionals where appropriate.

Any RSHE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons, a group/classroom agreement, formally known as ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age-appropriate level and within the group/classroom agreement established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time. Children's whose questions go unanswered may turn to inappropriate sources of information.

More expert or specialist teachers and other professionals may support staff that are uncomfortable with teaching certain aspects of the RSHE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the RSHE programme.

At Ramshaw Primary School all staff will use scientifically correct vocabulary to avoid misunderstandings and ambiguity. The words which will be used are penis, vulva, vagina, testicles, scrotum, breasts, and pubic hair, all in an age and stage appropriate way. The correct terms help children to report abuse and as a school using the correct terms for the parts of the bodies listed strengthens our approach to safeguarding children and links strongly with our RSHE.

### **Open and positive school culture**

Our school has a responsibility to help create and nurture an open and positive school culture. It is vital this is reflected in our teaching and our children experience positive healthy relationships in our school with their peers and all school staff. We recognise the importance of role modelling appropriate language and respectful behaviour and how this contributes to a safe inclusive environment for all with a consideration for those with a protected characteristic.

### **Child on Child abuse/sexual harassment and violence and RSHE**

Our school recognises that children are vulnerable to and capable of abusing other children and young people, including sexually, and we understand the complex, adverse effects of domestic abuse on children. 'Child to child' abuse will not be tolerated or passed off as part of 'banter' or 'growing up'. Please see our **Safeguarding Policy and Part five of the KCSIE 2026**. This school is committed to taking a proactive and preventative approach to all abuse in schools and protect pupils from serious harm – both in and outside the home. Teaching staff will maintain an attitude 'it could happen here.' In an age and stage appropriate way topics include, but are not limited to, consent and permission seeking (both on and offline), safe touch and privacy, respectful, healthy relationships and appropriate language, communication and behaviour are covered through a spiral curriculum. This school recognises the key links between these important topic areas and supporting our children to gain the skills and confidence to say no, speak up and report abuse.

[Keeping children safe in education 2025](#)

## **8. Inclusion**

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

Our school wants to ensure that children from a range of backgrounds and children with diverse needs feels like they belong in this school. We recognise this is bigger than just in the classroom. The school community, the environment and the interactions and relationships within our school must be considered for a true inclusive environment. Please see our Equality policy for further information.

### *Ethnic, Cultural and Religious Groups*

We intend our policy to be sensitive to the needs of different ethnic, cultural, and religious groups. We encourage parents /carers to discuss any concerns with the Head teacher.

### *Pupils with Special Needs*

We will ensure that all pupils receive relationships education and relationships and sex education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary. It is important that SEND pupils receive the knowledge they need to build up their independence. Where possible the RSHE curriculum will be adapted to suit, 'not changed,' to ensure all pupils can have access to the same curriculum.

### *-Lesbian, Gay, Bisexual and Transgender*

*Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, under which sex, sexual orientation and gender reassignment are amongst the protected characteristics.*

*Schools are free to determine how they do this, all pupils are to be taught LGBTQIA+ content, at a timely point, within the context of teaching about different types of families. This should be sensitive and age appropriate in approach and content. The RSHE lead will ensure that the content is fully integrated into the RSHE provision.*

Pupils are taught to understand protected characteristics. No one is treated in any way less favourably on the grounds of age, race, disability, gender reassignment, sexual orientation, sex, marriage & civil partnership, pregnancy & maternity, religion/ belief, or political/ other personal beliefs.

## **9. Working with parents/carers and the wider community**

Here at Ramshaw Primary School we believe the role of parents in the development of their children's understanding about relationships is vital. We will engage with parents to help make certain they understand the RSHE provision taught. This policy and information on what will be taught and when will be freely available on our schools' website for parent/carers to access. We encourage parents to view resources and access the links provided on our school's website to support their

understanding of what is being taught and how they can support. Our scheme Kapow offers a parent link [Parent Zone](#)

## **10. Right to be excused from Sex Education**

Parents have the right to request that their child can be withdrawn from some parts of sex education, delivered as part of the RSHE programme, however there is no right to withdraw from the statutory relationships or health education.

Alternative arrangements and purposeful education would need to be made in such cases. Parents will be encouraged to discuss their concerns and / or decisions with the Head Teacher at the earliest opportunity. The head teacher/RSHE lead will document the process and outcome. Parents/carers are welcome to review any RSHE resources the school uses and encouraged to ask questions to gain clarity when needed. Please see the school website to access further RSHE information and websites to support any discussions at home.

## **11. Safeguarding reports of abuse and confidentiality**

It is made clear to pupils that all adults in school cannot guarantee absolute confidentiality. When forming the class/group agreement pupils are informed and it will be reinforced to make sure all pupils understand.

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13s should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to First Contact, naming the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13s should be fully documented and reported.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

*These procedures should be read in conjunction with the Durham Safeguarding Children's Partnership procedures <https://durham-scp.org.uk>*

## **12. Monitoring and Evaluation of RSHE**

Assessment is carried out where appropriate, for example, at the start, to gather the baseline knowledge and at the end of every module, and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes. As a school we will monitor progress and impact of our curriculum throughout the delivery of the RSHE and as observed regarding pupil behaviour, attitudes, and relationships in and across all school life.

It is the responsibility of the Head Teacher/ Leadership Team to oversee and organise the monitoring and evaluation of PSHE inclusive of statutory RSHE alignment in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject and will be involved in a yearly monitoring and evaluation exercise led by the Leadership Team.

The Governing body is responsible for overseeing, reviewing, and organising the revision of the RSHE policy and curriculum.