Theydon Bois Primary School

Relationships, Sex and Health Education (RSHE) Policy inc. PSHE

The policy was updated and written in September 2026.
The policy will be reviewed by the end of September 2028.
This policy should be read in conjunction with all other school policies.

Aims and Objectives

It is the intention of Theydon Bois Primary School (TBPS) to deliver high-quality, age-appropriate, pupil-centred and evidence-informed Relationships, Sex and Health Education (RSHE) that sits within and complements our robust and comprehensive Personal, Social, Health and Economic (PSHE) offer. We are committed to fostering understanding, respect and tolerance for the law and the diverse communities that make up TBPS.

At TBPS, RSHE and PSHE play an important role in helping pupils understand themselves, develop an awareness of the world around them, and acquire the knowledge, skills and understanding they need to navigate life confidently. Through this learning, pupils are supported to make informed choices, keep themselves safe and develop the resilience and confidence needed to flourish throughout childhood and into adulthood. For these reasons, RSHE and PSHE are integral and valued components of our curriculum.

Sex Education

The Government and local advisors strongly recommend that primary schools teach sex education beyond that taught within the science curriculum. At TBPS, sex education is defined as: "How a baby is made."

TBPS is proud to follow this recommendation and to ensure that all our young people are taught about the subject in a way that is appropriate to pupils' age and stage of development. We follow an open-door policy and should any parent or carer wish to discuss this further, please contact the school office for an appointment with a member of the Senior Leadership Team.

Related Policies

RSHE and PSHE have clear links with other school policies that support and promote pupils' spiritual, moral, social and cultural development. This policy should be read alongside the following policies:

- Anti-Bullying Policy
- Behaviour Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Safeguarding/Child Protection Policy
- Special Educational Needs Policy

Statutory Content

By law, primary schools are required to teach Relationships Education and Health Education, alongside the relevant content of the National Curriculum for Science. This learning is supported by the school's wider safeguarding responsibilities and helps pupils develop the knowledge, skills and understanding they need to stay safe and build healthy relationships.

At Theydon Bois Primary School, RSHE is delivered in accordance with the Department for Education's statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education (effective from 1 September 2026).

We will have regard to this statutory guidance when planning and delivering our curriculum, ensuring that it reflects current safeguarding priorities and responds to the evolving needs of our pupils.

At TBPS, we recognise the importance of maintaining open and ongoing communication with parents and carers. We will provide regular opportunities for parents and carers to learn about our RSHE curriculum,

ask questions and raise any concerns through curriculum information meetings and other opportunities for discussion.

Statutory and Related Curriculum Content
Science

The National Curriculum for Science includes statutory content relating to the human body, growth and development. This includes naming the main external parts of the human body, understanding that humans develop and change as they grow, including during puberty, and learning about reproduction in plants and animals. At Key Stage 2, pupils learn about the changes that occur as humans develop to old age, including puberty, as well as reproduction in some plants and animals.

At TBPS, puberty is taught in the summer term of Year 4. This reflects the DfE guidance that, where possible, pupils should learn about puberty before they begin to experience it.

PSHE

Our PSHE programme, taught through the PSHE Association programme of study, equips pupils with the knowledge, skills and understanding they need to recognise risks, make safe and informed decisions and develop positive relationships.

PSHE provides a wider framework through which we support and complement the statutory requirements for Relationships Education and Health Education. Teaching is carefully planned to reflect pupils' age, stage of development and individual needs.

Computing and Online Safety

Computing is an important part of our curriculum, equipping pupils with the knowledge and skills they need to use technology safely, responsibly and effectively.

Online safety is reinforced through Computing, PSHE and Relationships Education. Pupils learn how to recognise online risks, behave respectfully online, protect their personal information and know where to seek help and support when they have concerns.

Health Education: Physical Health and Mental Wellbeing

Health Education aims to equip pupils with the knowledge and skills they need to make informed decisions about their physical and mental health and wellbeing. Pupils learn to recognise what is normal for them, identify when they or others may need support, and understand how and where to seek help.

Puberty, including menstruation, is taught as part of Health Education and, where possible, is addressed before pupils begin puberty.

Relationships Education

Relationships Education at TBPS teaches the fundamental building blocks and characteristics of positive relationships with family members, friends, peers and adults. The curriculum covers:

- families and people who care for me;
- caring friendships;
- respectful and kind relationships;

- online safety and awareness; and
- being safe.

Pupils learn about kindness, respect, boundaries, privacy, healthy relationships and how to recognise when relationships or situations may be unsafe. They are taught how to seek help, report concerns and keep themselves and others safe, including online. Teaching is age- and stage-appropriate and reflects the needs and circumstances of our children.

Withdrawal

Parents and carers do not have the right to withdraw their child from statutory Relationships Education or Health Education, or from content taught as part of the National Curriculum for Science, including content relating to puberty and sexual reproduction.

Where TBPS chooses to provide additional Sex Education beyond the statutory requirements and the National Curriculum for Science, parents and carers have the right to request that their child is withdrawn from this additional content. Such a request must be granted by the headteacher.

Safeguarding

Safeguarding is an integral part of all RSHE teaching at TBPS. Our Child Protection and Safeguarding Policy underpins the delivery of RSHE, and any disclosures, concerns or issues arising from RSHE lessons will be managed in accordance with our safeguarding procedures and relevant school policies.

Equality, Inclusion and Diversity

Theydon Bois Primary will comply with the requirements of the Equality Act 2010 and the Public Sector Equality Duty. We will not unlawfully discriminate against pupils or allow them to experience bullying or harassment because of any protected characteristic. These include age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation, as set out in the Equality Act 2010.

The delivery and content of RSHE will be accessible to all pupils, including those with Special Educational Needs and Disabilities (SEND). Teaching will be adapted where appropriate to meet individual needs, taking account of pupils' age, stage of development, additional needs and individual circumstances.

At TBPS, we celebrate difference and diversity and promote respect, kindness and inclusion. Bullying or discriminatory behaviour towards anyone, for any reason, is not acceptable. Our RSHE curriculum contributes to a strong sense of community, mutual respect and personal responsibility. Through this, we aim to ensure that TBPS remains a safe and inclusive environment for everyone.

Monitoring, Assessment and Evaluation

The quality of teaching and learning in RSHE and PSHE at TBPS will be monitored by the Subject Leader and SLT to ensure that teaching is effective, consistent and meets the needs of all pupils.

The PSHE Association framework and its learning outcomes will be used to support the assessment of pupils' knowledge, understanding and skills. Evidence of learning will be gathered through pupils' work,

outcomes, displays, discussions and, where appropriate, through pupils' actions, attitudes and behaviours.

Training and Resources

Although TBPS uses the PSHE Association framework to support the teaching of PSHE and RSHE, we do not use the resource in its entirety. Some of the other resources used are The Medway Public Health Directorate and the Cambridgeshire Scheme of Work.

The PSHE Lead works with staff to ensure that all resources are carefully selected and are appropriate for pupils' age and stage of development. Resources are reviewed regularly to ensure that they remain up to date, relevant and consistent with the school's RSHE and PSHE policy. Any resources used will be reviewed in advance to ensure that the content is appropriate, inclusive and suitable for the pupils being taught.

Parents and carers are welcome to contact a member of the SLT if they would like to view the resources used to teach any aspect of RSHE.

Consultation

The most recent consultation with parents, carers and the school community took place in October 2026. Consultation with the children is also in place through the form of pupil conferencing.

Organisation

RSHE and PSHE at TBPS will not be delivered in isolation. They will be embedded across the wider curriculum and linked, where appropriate, to areas such as Science, Computing, RE, English and assemblies. This ensures that key knowledge, skills and messages are reinforced consistently across school life.

RSHE is normally delivered by class teachers in mixed-gender groups. Where there is a clear educational reason for doing so, particular topics may be delivered in smaller or separate groups, taking account of pupils' needs and ensuring that teaching remains inclusive and respectful.

On occasion, appropriately qualified and suitably experienced visitors from outside the school may be invited to contribute to the delivery of RSHE or PSHE. Visitors will only be invited where they can make a specific and valuable contribution to the planned programme.

Theydon Bois Primary follows the following principles when working with external visitors:

- Visitors are invited because of their particular expertise, knowledge or experience and the contribution they can make to pupils' learning.
- All visitors are made aware of and agree to work within the school's RSHE and PSHE policy, safeguarding procedures and relevant school expectations.
- All contributions form part of a planned programme and are discussed, agreed and planned with school staff in advance.
- Visitors are appropriately supervised and supported by a member of school staff at all times.
- School staff retain responsibility for the lesson and the learning taking place.

- The contribution of visitors is reviewed and evaluated by staff and, where appropriate, pupils. This feedback will inform future planning and the use of external visitors.

Staff Professional Development

Support for the effective teaching and understanding of PSHE and RSHE is incorporated into our staff professional development and INSET programme. Training may draw upon staff expertise and, where appropriate, guidance and support from relevant external agencies. Staff will be supported to develop the knowledge, confidence and skills needed to deliver RSHE effectively, sensitively and in accordance with this policy.

Specific Issues within RSHE

Language
Throughout KS1 and KS2, teachers will use correct and medically accurate terminology when teaching about the human body and its functions. Teaching will be age- and stage-appropriate and will support pupils to develop the vocabulary they need to communicate confidently and safely about their bodies.

If pupils use slang or inappropriate language relating to the body or sexual matters, staff will respond calmly and sensitively. Where appropriate, the meaning of the term will be clarified and pupils will be taught the correct terminology. Staff will also address language that is disrespectful, discriminatory or offensive and reinforce our expectations around respectful communication.

Teaching Sensitive and Controversial Issues
Sensitive or controversial issues may arise naturally through RSHE, including through pupils' questions, personal experiences or current events. Teachers will be prepared to respond sensitively and appropriately, recognising that pupils may have different experiences, family circumstances, values and beliefs.

Where a pupil makes a disclosure or raises a concern, staff will follow the school's safeguarding and child protection procedures. Staff will not promise confidentiality and will refer concerns to the appropriate member of the safeguarding team.

Topics that may require particular sensitivity include family circumstances, physical and medical issues, mental wellbeing, bullying, bereavement, financial circumstances, relationships and differing values and beliefs. Teaching will be carefully planned to ensure that content is appropriate for pupils' age and stage of development.

Where political or controversial issues arise, teachers will ensure that pupils are presented with a balanced and impartial range of views, in accordance with the school's wider responsibilities. Teachers will avoid expressing their own personal views as fact and will support pupils to listen respectfully, consider different perspectives, recognise bias and evaluate information and evidence.

We aim to create a safe and respectful classroom environment in which pupils feel able to ask questions, express their views appropriately and listen to the views of others, while recognising that not all views or behaviours are acceptable.

Answering Difficult Questions and Sensitive Issues
RSHE will be taught in an open, respectful and age- and stage-appropriate manner. Where sensitive or controversial topics arise, teachers will ensure that pupils are supported to consider a range of appropriate perspectives and develop their own informed views, while respecting the rights and beliefs of others.

Pupils will be encouraged to ask questions, but teachers do not have to answer every question immediately or in front of the whole class. Where appropriate, questions may be answered at a later time, individually or through planned teaching. Teachers will use their professional judgement and will seek advice from the PSHE Lead or Designated Safeguarding Lead (DSL) where they are unsure how to respond or where a question raises a safeguarding concern.

Sexual Orientation and Respectful Relationships
At TBPS, RSHE is inclusive and recognises that pupils may have different family circumstances and experiences. Teaching will be age- and stage-appropriate, respectful and sensitive to the needs of all pupils.

Pupils will learn that people may have different characteristics, backgrounds, families and relationships and that everyone should be treated with dignity and respect. Discriminatory or homophobic bullying and behaviour will not be tolerated and will be addressed in accordance with the school's Anti-Bullying Policy and safeguarding procedures.

Pupils' Access to Help and Support
Pupils are provided with information about how and where they can access help and support, both within school and from appropriate external services. Information about relevant support agencies is available within school and will be shared with pupils when appropriate.

Where appropriate, pupils may be signposted to relevant professionals for advice and support. Staff will follow the school's safeguarding procedures when responding to concerns about a pupil's welfare. Pupils will not be promised confidentiality where a safeguarding concern is disclosed.

Girls who start their periods while at school will be treated with dignity and supported sensitively. Sanitary products are available in school, and pupils will be able to access these discreetly and without embarrassment.

Dissemination
This policy is available on the school website and can be accessed by parents, carers and the wider school community. Staff will be provided with appropriate information and training to support the effective implementation of the policy. A copy of the policy is also available from the school office on request.

Equalities
We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. We will always strive to ensure equality of access to RSE for all pupils irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010). Under section 405 of the Education Act 1996, parents have the right to withdraw their children from any part or all parts

of the school's programme of relationships and sex education, other than those required by the National Curriculum for Science.

Inclusion

Wherever possible we aim to fully include all pupils in RSE teaching. Through our RSE teaching we provide learning opportunities that enable **all** pupils to make progress. We set suitable learning challenges and respond to each child's individual needs. Pupils are allowed to raise anonymous questions by writing them on a piece of paper and putting them in a box, these questions are then responded to at a later date. We notify parents when particular aspects of relationships and sex education will be taught, by the school's newsletter and we will offer support by offering parents the opportunity to preview resources on the school website.

Child Protection

When teaching any sensitive issue young people may give cause for concern. If we have any reason to believe a pupil is at risk, we are required to follow the school's Child Protection Policy.