



Winslow Church of England School

Relationships and Sex and Health

Education

(RSHE) policy

Approved by:	Governors
Last Reviewed on :	May 2026
Next Review due by:	September 2027

Relationships and Sex Education (RSHE) Policy

1. School ethos / values statement

Our vision is 'Let your light shine'. The rainbow symbolises God's unconditional love for each individual. We seek to reflect that light in all we do: in our community, both local and wider, in our communication, both word and action, with curiosity and courage, and with care and compassion for everyone, inspiring a love of learning.

In everything we do we are inspired by our Christian values of:

- Kindness
- Forgiveness
- Honesty
- Respect
- Love to learn!

At Winslow Church of England School, we are committed to providing a holistic approach to education that supports the academic, cultural, personal, and social development of all our pupils. From September 2026, statutory Relationships, Sex and Health Education (RSHE) will be fully embedded as part of the taught PSHE curriculum. This is an essential part of a child's education and contributes significantly to their personal development, wellbeing, and preparation for life in modern Britain.

2. Aims of the Relationships and Sex Education policy

The aim of this policy is to:

- Provide clear information to staff, parents and carers, governors, pupils, and other agencies regarding the organisation, content, and approach to teaching RSHE.
- Support parents and carers in understanding RSHE and working with their child to achieve positive outcomes, ensuring pupils are confident, safe, and informed in their relationships and personal development.
- Demonstrate how the school meets statutory legal requirements with regards to teaching Relationships, Sex and Health Education, in line with the updated DfE guidance effective from September 2026.

Legal Requirements

At Winslow Church of England School, our Relationships, Sex and Health Education (RSHE) policy is informed by current legislation and statutory guidance to ensure all pupils receive a high-quality education in these areas.

This policy is in place to ensure the school:

- Complies with The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, which:
 - make Relationships Education compulsory for all pupils receiving primary education
 - make Health Education compulsory in all state-funded schools, including academies, but excluding independent schools.
- Follows the updated DfE statutory guidance on Relationships Education, RSE and Health Education, published in July 2025 and coming into force September 2026, ensuring the curriculum covers:
 - Positive relationships, including friendships and families
 - Respect, diversity, and inclusion
 - Online safety and digital wellbeing
 - Mental health and wellbeing
 - Physical health and the changing adolescent body (puberty)

- Ensures the RSHE policy is developed and reviewed in consultation with pupils, parents and carers, staff, and governors, in line with statutory expectations and good practice.
- Has due regard to the Equality Act 2010, which requires schools to:
 - prevent discrimination
 - advance equality of opportunity
 - foster good relations between different groups
 - The protected characteristics that apply to school-age children include: disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy, and maternity.
- Fulfils statutory safeguarding duties, ensuring any safeguarding concerns arising from RSHE teaching are identified and addressed in line with the school safeguarding policy.
- Teaches Sex Education as part of our Relationships and PSHE curriculum. While certain aspects of Sex Education are not statutory at primary level, we respect the right of parents and carers to withdraw their child from designated Sex Education lessons.

3. Development of the policy

This policy was developed by the PSHE lead in consultation with school governors, parents and pupils. The policy was written by the PSHE lead in consultation with the Headteacher, both of whom attended training provided by Bucks CC (Carol Stottor PSHE Advisor).

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

Parent/stakeholder consultation – parents and any interested parties were invited to be part of a small working group to discuss the development of this policy.

Ratification – this policy was shared and ratified with governors

This policy links to the PSHE policy, Child Protection Policy, Anti-Bullying Policy, Equalities Policy, Mental Health and Wellbeing Policy, School Behaviour policy and the Science National Curriculum.

Statutory Relationships Education, along with Health Education, is taught through our Personal, Social, Health and Economic Education (PSHE) curriculum.

The personal, social, health, and economic development of our pupils is a vital part of their education. Through RSHE, we aim to work collaboratively with parents and carers to ensure our children are well-informed, confident, and supported to make healthy, safe, and positive choices in all aspects of their daily lives, including relationships, wellbeing, online activity, and understanding their bodies.

We welcome parents and carers to make an appointment to discuss any aspect of this policy or the RSHE provision in school. This includes questions about statutory content, the right to withdraw from designated Sex Education lessons, or guidance on supporting children's learning at home.

4. Parents'/carers right to withdraw

At Winslow Church of England School, we teach Sex Education as part of our Relationships and PSHE curriculum. As Sex Education is not statutory at primary we wish to state the right of parents and carers to withdraw their child from designated Sex Education lessons. We encourage parents / carers to make an appointment to come in and speak to the class teacher in the first instance about any concerns they may have. Requests for withdrawal should be put in writing.

5. Definition of Relationships Education

Statutory Relationships Education at Winslow Church of England School is taught through the PSHE curriculum and ensures pupils learn what they need to know by the end of Year 6 as defined by the DfE statutory guidance (September 2026).

Relationships Education gives pupils the knowledge and skills to:

- develop healthy, nurturing relationships with other children and adults
- understand what a healthy relationship looks like and how to build and maintain happy, positive relationships
- appreciate the importance of a range of relationships with friends, family, school staff, and the wider community
- recognise unhealthy behaviours and relationships
- keep themselves safe on and offline, including identifying potential dangers and knowing how to report concerns or abuse and where to access help

Relationships Education is statutory for all primary pupils, and parents/carers do not have the right to withdraw from any aspect of this part of the curriculum.

6. Definition of Sex Education

Sex Education at Winslow Church of England School is taught through the PSHE curriculum as part of Relationships Education. It is taught in addition to the statutory Science Curriculum and provides factual, age-appropriate knowledge about conception, birth, and intimate relationships.

Sex Education aims to help pupils:

- understand the difference between intimate and non-intimate relationships
- recognise the values, responsibilities, and skills required to build healthy adult relationships, including consent and marriage
- understand the legal age for marriage and sexual activity
- know their right to personal physical and emotional space
- keep themselves safe and understand how to report concerns

Puberty education (including menstruation and physical changes) is taught as part of statutory Health Education, and parents/carers do not have the right to withdraw their child from this content.

Parents/carers have the right to withdraw their child from designated non-statutory Sex Education lessons.

7. The Curriculum

Intent: Relationships and Sex Education (RSHE)

At Winslow Church of England School, we are committed to providing a holistic approach to education that supports the academic, social, emotional, and personal development of all pupils. RSHE is taught as part of the PSHE curriculum and is designed to prepare children for life in modern Britain, supporting them to develop the knowledge, skills, and attributes needed to make healthy, safe, and positive choices in all aspects of their lives.

RSHE combines statutory Relationships and Health Education with non-statutory Sex Education, ensuring that pupils are supported in understanding both the social and biological aspects of growing up. Our RSHE curriculum is age-appropriate, inclusive, and tailored to pupils' emotional and physical maturity.

Aims of RSHE

Through RSHE, pupils will be supported to:

Relationships Education (Statutory):

- Develop and maintain positive, healthy relationships with peers, family, school staff, and the wider community
- Understand the impact of relationships on emotional wellbeing and mental health
- Recognise the qualities of a good friendship and learn strategies to manage the ups and downs of relationships
- Show respect, kindness, and consideration, recognising and valuing diversity
- Develop personal attributes and character traits such as self-respect, honesty, integrity, resilience, and empathy
- Engage positively in their community and social action, contributing to the wellbeing of others
- Recognise and establish personal boundaries and privacy
- Understand that the principles of positive relationships also apply online, and learn how to stay safe and report concerns
- Identify unhealthy relationships or behaviours, bullying, and abuse, and know how to access support (including trusted online services such as Childline)

Sex Education (Non-statutory at Primary Level):

- Be taught factual, age-appropriate information about how a baby is conceived and born
- Explore questions about puberty, sexual development, and the changing adolescent body in a safe environment
- Understand that all intimate relationships should be based on consent, love, and respect
- Learn the legal framework relating to sexual activity, recognising that intimate relationships are for consenting adults
- Understand the importance of marriage and committed relationships, including different cultural and religious perspectives
- Recognise their personal boundaries and the right to personal privacy, using correct scientific vocabulary for all body parts
- Dispel myths and incorrect information about sex, reproduction, and relationships
- Identify unhealthy relationships or inappropriate behaviour, and know how to report concerns
- Seek advice from a trusted adult, rather than relying on online sources, and avoid inappropriate material or risky social media interactions

Puberty Education (Statutory Health Education):

- Pupils will learn about the physical and emotional changes associated with puberty, including menstruation and hygiene
- Parents/carers do not have the right to withdraw pupils from statutory Health Education content

Parental Engagement

We recognise the important role parents and carers play in supporting their children's learning. Parents have the right to withdraw their child from non-statutory Sex Education lessons. We encourage parents to discuss any questions, concerns, or content in advance, and provide opportunities to review lesson materials.

Implementation

RSHE at Winslow Church of England School is delivered primarily through the PSHE curriculum, following an age-appropriate progression that reflects statutory guidance from the DfE (September 2026). Please see Appendix 1 or website for the school PSHE overview.

Teaching Approaches

To ensure content is safe, relevant, and engaging for all pupils:

- Baseline assessment: Teachers use simple baseline activities to identify what pupils already know and what they would like to learn, ensuring lessons are responsive to pupils' needs.
- Distancing techniques: Lessons use depersonalised scenarios including fiction, puppets, case studies, role play, and videos. This allows pupils to explore issues without sharing personal experiences unless they choose to.
- Pupils have opportunities to practise decision-making, empathy, communication, and problem-solving in a safe learning environment.
- The curriculum is inclusive, reflecting diversity and promoting mutual respect, equality, and understanding. Pupils learn to challenge stigma and discrimination.
- RSHE teaching encourages positive, safe engagement online, reinforcing digital citizenship, recognising online risks, and knowing how to report concerns.

Lesson Structure and Delivery

- Pupils have one PSHE lesson per week, with circle time used as needed to address particular issues or questions.
- Class teachers, supported by LSAs, deliver RSHE lessons. Two adults are present in lessons to ensure safety and support.
- Sex Education for Year 6 will be delivered in mixed sex groups. Children may be placed in single-sex groups, as appropriate, for an opportunity to ask questions.
- Teaching resources include the SCARF scheme of work across all year groups, and for Year 6, Buckinghamshire Healthcare NHS SRE materials.

RSHE Content

Relationships Education (Statutory):

Pupils are taught knowledge and skills covering:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe — including the teaching of scientific names for body parts from Year 1 (e.g., penis, vagina)

Sex Education (Non-Statutory at Primary Level):

- Taught within RSHE as part of PSHE, in addition to statutory science.
- Covers conception, puberty, intimate relationships, personal boundaries, and consent in an age-appropriate way.
- Parents/carers have the right to withdraw their child from non-statutory Sex Education lessons.

Health Education (Statutory):

- Covers puberty, menstrual wellbeing, mental wellbeing, and physical health.
- Parents/carers cannot withdraw pupils from statutory Health Education content.

Inclusion

We recognise the importance of:

- Accessibility (ensuring materials are appropriately differentiated or scaffolded)
- Recognising different levels of vulnerability
- Being sensitive to the different kinds of families our pupils belong to
- Teaching all pupils about the diversity of family relationships
- Recognising all relationships are respected and equal (Equalities Act 2010)

Please see appendix 1 or website for an overview of the PSHE Curriculum including Health and Wellbeing; Relationships Education and Living in the Wider World.

Managing Difficult Questions

All RSHE lessons at Winslow Church of England School are delivered within a safe, well-managed, and respectful learning environment. Each class establishes shared ground rules at the start of the year, which are regularly revisited to ensure that pupils feel confident and secure when discussing sensitive topics. (See Appendix 4.)

Pupils are encouraged to ask questions and raise issues respectfully. Some questions may not be appropriate for whole-class discussion; in such cases, staff will follow up individually or in small groups. A question box is provided for pupils who do not feel confident asking questions aloud or wish to discuss issues privately with a member of staff.

We recognise that, given easy access to the internet, pupils may turn to inaccurate or inappropriate sources if their questions go unanswered. Staff aim to provide factual, age-appropriate information, while respecting that some topics may be best discussed at home. Where appropriate, information will be shared with parents and carers to support conversations outside school.

While RSHE lessons foster trust and openness, pupils should understand that complete confidentiality cannot be guaranteed. Any disclosures or concerns raised will be followed up in line with the school's safeguarding policy, ensuring pupils' safety and wellbeing are always prioritised.

Impact

High-quality Relationships and Sex Education at Winslow Church of England School will enable pupils to:

- Enjoy healthy, positive relationships with family, friends, peers, and adults, understanding mutual respect and kindness.
- Understand how their behaviour affects others and how the behaviour of others affects them.
- Value and understand the importance of maintaining good relationships and make positive choices to nurture friendships and other relationships.
- Recognise unhealthy relationships, inappropriate behaviour and bullying (including online), and have strategies to respond safely and seek help.
- Be aware of and respect different types of relationships, including those protected under the Equality Act, and challenge prejudice and discrimination.
- Understand that intimate and sexual relationships are a natural part of adult life, and recognise the importance of consent, respect and personal boundaries.
- Have a factual and age-appropriate understanding of how babies are conceived and born, and know that this learning will continue into secondary school.
- Talk to trusted adults about questions they may have relating to relationships, puberty, and sex, and know where they can find reliable information and support.
- Develop the knowledge and vocabulary to keep themselves safe online, recognise risks, harmful content, and unsafe contact, and know how to report concerns.
- Know how to keep themselves safe by recognising inappropriate behaviour from others and understand what steps to take if they feel unsafe.
- Report concerns or abuse with confidence, using appropriate language and knowing how to access trusted support services.
- Develop positive character traits and social attributes such as empathy, resilience, self-respect, honesty, and integrity.
- Become active, responsible citizens, making positive contributions to their families, the school, and the wider community.

8. Confidentiality and safeguarding

Any personal disclosures made by pupils will be followed up in accordance with the school's child protection policy. Teachers will report any safeguarding concerns to the DLS and share concerns with parents/carers according to the school's safeguarding procedures.

9. Roles and Responsibilities

The governing body has a statutory responsibility to ensure that the school has an up-to-date, compliant Relationships and Sex Education (RSHE) policy in place. The governing body will approve this policy and hold the headteacher to account for its effective implementation in line with statutory guidance.

The headteacher is responsible for ensuring that Personal, Social, Health and Economic Education (PSHE), including statutory Relationships Education and non-statutory Sex Education, is delivered consistently across the school. The headteacher is also responsible for managing parental requests regarding the right to withdraw a pupil from designated non-statutory Sex Education content, in accordance with statutory guidance.

The PSHE lead is responsible for the strategic leadership and management of RSHE. This includes curriculum planning, keeping up to date with statutory guidance, monitoring delivery across year groups, supporting colleagues with training and resources, and ensuring progression and continuity of content.

Teachers are responsible for delivering RSHE (including Relationships Education, Health Education, and non-statutory Sex Education) in line with this policy, the PSHE curriculum overview, and statutory requirements. They will use safe, inclusive, and age-appropriate teaching methods and ensure lessons are delivered in environments where pupils feel respected and supported.

All staff working with pupils have a duty to adhere to the school's safeguarding procedures. Any concerns or disclosures arising from RSHE lessons must be followed up promptly and appropriately in accordance with the school's safeguarding policy.

Pupils are expected to engage fully with the RSHE programme, participate appropriately in lessons, treat others with respect, and contribute to a positive and inclusive learning environment.

Parents and carers are encouraged to engage with the school's RSHE curriculum, to view policy and curriculum information, and to discuss any questions or concerns with the headteacher or PSHE lead. Where pupils are withdrawn from non-statutory Sex Education, parents and carers are expected to support pupils with alternative learning at home.

10. Working with outside agencies and visiting speakers

Any outside agencies or visiting speakers engaged by the school will follow the school's safeguarding and PSHE protocols. All external contributors will be vetted in accordance with the school's safeguarding procedures, and their content and delivery will be reviewed to ensure it is appropriate, safe, and consistent with the school's PSHE and RSHE curriculum.

11. Monitoring, Evaluation and Staff Development

The delivery and impact of the Relationships and Sex Education (RSE) curriculum will be monitored and evaluated by the PSHE lead, senior leadership team (SLT), and governors, in line with the school's agreed monitoring cycle. The RSE policy will be reviewed at least annually to ensure it remains up to date with statutory guidance, reflects best practice, and meets the needs of pupils.

To ensure all staff are confident and competent to deliver RSE, access to high-quality training will be provided. This may include online courses, in-school training, and local or national CPD opportunities. Training will be aligned with the school's continuing professional development programme and updated in line with changes to statutory guidance, curriculum resources, and emerging issues in Relationships, Sex, and Health Education.

Monitoring and evaluation will include classroom observations, pupil feedback, scrutiny of planning and teaching resources, and review of outcomes to ensure the curriculum is delivered effectively, inclusively, and safely.

12. Working with parents and carers (consulting, informing and supporting)

The school actively consults with parents and carers to ensure that their views are considered in the development and delivery of the Relationships and Sex Education (RSE) curriculum. The policy was distributed to all parents and carers via Parentmail. To ensure a collaborative approach, a two-week consultation period was provided, during which parents were invited to submit feedback, raise questions, or seek clarification. Helpful information is made available via the school website. See also **Appendix 3** for a DfE guide for parents.

Parents and carers are only entitled to withdraw their child from designated non-statutory Sex Education lessons. They do not have the right to withdraw their child from PSHE, which includes statutory Relationships Education and Health Education, including the changing adolescent body/puberty. The science curriculum also includes content on human development, including reproduction, from which there is no right to withdraw.

The school strongly encourages all pupils to receive the full PSHE curriculum to ensure they are well-informed, prepared for puberty, understand healthy relationships, and can make safe and positive choices. Parents and carers are kept informed in advance about when Sex Education lessons will take place and are encouraged to discuss any questions or concerns with the headteacher.

Policy written: May 2026

Policy to be reviewed annually

Appendix 1

PSHE Curriculum overview - see website <https://www.winslowschool.co.uk/>

Appendix 2 – Relationship outcomes

https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships_education_relationships_and_sex_education_and_health_education_-_statutory_guidance.pdf

Appendix 3 – DfE guide for parents

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

Appendix 4 – Ground rules

- No personal questions or sharing of private information.
- You have the right to pass on a question.
- No question is silly or stupid.
- Use dictionary words whenever possible.
- Post the list in the classroom and refer to it as needed.

There is a balance between encouraging pupils to talk about real life and over disclosure of private information. Encourage pupils to use the phrase "Someone I know..." instead of the person's name if sharing information of a personal nature.

Frame the ground rules in a creative way:

G...Gigging is okay but laughing at others is not

R...Respect for myself and others is important

O...Option to pass on answering questions is available to all

U...Use dictionary words when describing the body

N...No question is a silly question!

D...Do use "Someone I know..." instead of the person's name