



Broomhaugh and Corbridge Church of England First Schools

RSHE

Inspired by Jesus, we make a difference in God's world by being 'the best that we can be'.

Mrs Burton (BFS)
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PSHE & RSHE Lead

This policy applies to all staff, pupils and volunteers across Reception to Year 4. The Headteacher and PSHE & RSHE Subject Leaders are responsible for policy implementation and for ensuring staff receive appropriate training. Class teachers are responsible for daily implementation; support staff must follow agreed modelling when working with pupils. Governors (or the governing committee) will receive an annual report on RSHE and PSHE standards as part of PSHE curriculum monitoring.

Definitions

For the purposes of this policy “**Relationships education**” (**Rel Ed**) is defined as teaching pupils about the building blocks of healthy, respectful relationships, focusing on family and friendships, including on and off line. It gives children and young people the essential skills to build positive, enjoyable and non-exploitative relationships.

For the purposes of this policy “**Relationships and sex education**” (**RSE**) is defined as teaching pupils lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

For the purpose of this policy “**Health education**” is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Sections 34 and 35 of the Children and Social Work Act 2017
- Section 80A and s.403 of the Education Act 2002
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education September 2019) [Relationships and sex education \(RSE\) and health education - GOV.UK](#)
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education July 2025) [Relationships and sex education \(RSE\) and health education - GOV.UK](#)
- Equality Act, 2010 [Equality-act-2010-advice-for-schools](#)
- Sexual Offences Act 2003 [Sexual Offences Act 2003](#)
- Special Educational Needs and Disability code of practice: 0-25 years, 2020 [SEND code of practice: 0 to 25 years - GOV.UK](#)
- Keeping children safe in education (KCSIE) (DfE, 2026.) [keeping-children-safe-in-education](#)
- Review of Sexual abuse in schools and colleges, Ofsted June 2021 [Review of sexual abuse in schools and colleges - GOV.UK](#)
- Science programmes of study: Key Stages 1 & 2 (Department of Education, 2013) [National curriculum in England: science programmes of study - GOV.UK](#)
- Protected characteristics and separation by sex on school inspections, (Department of Education 2025) [Protected characteristics and separation by sex on school inspections - GOV.UK](#)

This policy is developed in line with the following policies and documents from the National Society for Education:

- Our Vision for Education (2016)
- Flourishing for all: Anti-bullying Guidance for Church of England Schools (2024)

The policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- Personal, Social, Health, and Economic Education Policy
- Drug and Alcohol Policy
- Equality Information and Equality Objectives
- SEND Policy
- Science Policy
- RE Policy
- Social, emotional, health and wellbeing Policy

Rationale and Ethos

Broomhaugh and Corbridge First Schools are Church of England Voluntary Aided and in harmony with the Christian ethos of each school we offer all pupils the opportunity to experience the richness and diversity of God's creation through the curriculum we offer. In this way, they are encouraged to explore values and beliefs and to identify with and empathise with those of other cultures. Mindful of the Christian foundation of our school and the diversity of the school community, staff and Governors have considered carefully the issues surrounding the teaching of RSHE.

The federation of Broomhaugh and Corbridge CE First school understands our responsibility to deliver a high-quality, age appropriate relationships and health education curriculum that is relevant and taught with safeguarding in mind. Both our policy and practice follow the 7 'Guiding principles of relationships, sex and health education' as outlined in the statutory guidance. See appendix 1 for further details.

- a. Engagement with pupils.
- b. Engagement and transparency with parents.
- c. Positivity
- d. Sequence of learning
- e. Relevant and responsive.
- f. Skilled delivery of participative education.
- g. Whole school approach

The aim of our RSHE curriculum is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of healthy relationships. Our RSHE programme, which is embedded into our PSHE curriculum across school, aims to prepare pupils for an adult life in which they can:

- Develop confidence in talking, listening and thinking about feelings, relationships and responsibility
- Be informed about relationships, emotions and health

- Develop social skills and a positive attitude to well-being
- Be able to name parts of the body and describe how our bodies work
- Protect themselves
- Respect themselves and others
- Know who to ask for support
- Be prepared to play an active role as citizens
- Develop an understanding of difference and help remove prejudice
- Appreciate the Christian teaching about marriage and relationships, understood as a fundamental building block of family life
- Understand that relationships and friendships are an expression of love and an important gift that should be honoured and cherished
- Develop a healthier, safer lifestyle
- Develop good relationships
- Promote forgiveness, reconciliation and tolerance
- Understand people can change their behaviour
- Understand it is important to work through problems

Curriculum design

We are dedicated to ensuring our curriculum meets the needs of the whole-school community. The curriculum is informed by issues in the school and wider community to ensure it is tailored to pupil's wider needs and we have consulted with parents, pupils and staff on the development of this policy. Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by contacting the Head Teacher.

When organising the RSHE curriculum the religious backgrounds of all pupils are considered, so that the topics that are covered are taught appropriately. This includes the Christian Values and beliefs which form the foundation for all work within school. As a federation we want to ensure the RSHE curriculum is relevant and responsive for all our pupils. Keeping our pupils safe is our highest priority and we recognise that our schools may need to respond to emerging needs on occasions.

RSHE curriculum

Relationships Education

The DfE's statutory requirements means schools must teach Relationships Education. The focus for primary phase 'relationships education' is teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves safe.

Protective and preventative curriculum.

Primary relationships education equips children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This is delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information. Relationships education will focus on how to form and sustain positive relationships but will also help children identify risks and harms. Good safeguarding practice requires young people to understand the correct terms for different parts of the body and to be able to confidently use these terms. At first school level this is done without describing any detail of sexual activity.

An Informed and responsive curriculum

All content is delivered in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. There may be occasions where we need to respond to a need or concern that is affecting pupils in the school. We will inform parents and carers in advance if the content we intend to deliver deviates significantly from the planned curriculum outlined in this policy. This will be in advance of the intended taught lessons and relevant teaching materials will be shared on request. Teaching will be age appropriate and respectful for all children. All decisions will be informed and made based on safeguarding the children in our school.

Statutory guidance primary relationships education topic areas are:

- Families and people that care about them;
- Caring friendships;
- Respectful Kind relationships;
- Online safety and awareness;
- Being safe.

Our RSHE curriculum is designed to prepare all pupils for the future. From EYFS onwards, we will develop children's understanding that there are a variety of relationships and family patterns in the modern world. The DfE strongly encourages primary schools to teach about healthy loving relationships, and to include same-sex parents along with other family arrangements when discussing families. The content is fully integrated into the curriculum and within the context of teaching about different types of healthy loving families.

The RSHE Curriculum for KS1 and 2 has been planned using guidance from the PSHE Association to ensure full compliance with the Statutory Framework 2026. Teaching builds according to the age and needs of the pupils through developmentally appropriate learning objectives. Lesson plans and appropriate resources have been taken from Oak Academy (DfE) and Pol-Ed (Northumbria Police) again allowing for full compliance with the Statutory Framework 2026. The curriculum map is included as appendix 2.

RSHE lessons may include questions or topics that some pupils will find sensitive to discuss. We ensure a safe learning environment is created by starting every term with the creation of a group/classroom agreement with the class teacher, this agreement is reinforced in every lesson to enable pupils to engage in conversations safely and to prevent inappropriate personal information being requested or disclosed by those taking part in the lesson.

Safe and effective practice

When pupils ask questions, we aim to answer them honestly at an age-appropriate level and within the group/classroom agreement. 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 and not ignored. Support and professional development will be provided for the teachers teaching RSHE, so that they can develop their confidence and skills in creating a safe learning environment for all pupils including those with additional needs. Further CPD will be accessed to enable teachers to deliver the subject content effectively.

Keeping children safe; Key vocabulary

All staff will use scientifically correct vocabulary to avoid misunderstandings and ambiguity. The medical terms are penis, vulva, vagina, testicles, scrotum, breasts, and pubic hair, all in an age and stage appropriate way. The correct terms help children to identify and report abuse.

Safeguarding children must always be a priority. Information sessions take place biennial to ensure parents are aware of the vocabulary used in each year group and the rationale behind such decisions. The vocabulary list can be found as appendix 3.

Safeguarding

Due to the nature of the matters discussed in RSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed. When beneficial, the DSL or deputy DSL will be involved in the development of safeguarding-related elements of the RSHE curriculum.

Sex Education

Sex education is not compulsory across the age phase within the federation. The national curriculum for science is compulsory and includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. This will be tailored to the age and physical and emotional maturity of pupils.

Right to withdraw from sex education

The elements of relationships and health education taught across the federation are statutory therefore parents do not have the right to withdraw their child. The head teacher will discuss any concerns with parents to clarify the nature and purpose of the curriculum. The head teacher will document this process to ensure a record is kept. The head teacher will not grant a request to withdraw a pupil from any sex education delivered as part of the science curriculum. This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

Statutory Health Education – Health and Wellbeing

The aim of teaching about health and wellbeing is to enable pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed.

'Developing bodies' will be delivered as part of the RSHE programme.

Pupils will learn:

- about growth and other ways, the body can change and develop, particularly during adolescence.
- the correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples will be taught. Pupils will gain understanding that all these parts of the body are private and learn the skills to express their own boundaries around these body parts.
- the facts about the menstrual cycle, including physical and emotional changes.

Curriculum content related to puberty and menstruation will be complemented by sensitive arrangements to help girls prepare for and manage menstruation, including with requests for period products.

Across the federation we want to ensure both boys and girls have opportunities to practise respectful communication and understand experiences which are different from their own, for example lessons where menstruation are delivered to both sexes in a mixed class.

Delivering RSHE as a whole class enables us to foster healthy relationships between all pupils allowing empathy and understanding for all to develop and grow. This contributes to reducing stigma and taboo when talking about certain aspects of health education.

Assessment

Assessment of RSHE will follow the same approach as PSHE. A baseline assessment task will be carried out to determine pupils' knowledge and understanding. A progressive sequence of lessons will follow with a supporting task at the end of the unit. Children's progress within RSHE will be reported to parents under the 'PSHE' strand of the end of year report.

Pupils with special educational needs and disabilities (SEND)

We believe RSHE should be inclusive and developed to ensure these subjects are accessible for pupils with SEND and prepare pupils for adulthood, as set out in the SEND code of practice: 0 to 25 years. For some SEND pupils there may be a need to tailor or adapt content and teaching of RSHE to meet the specific needs of pupils at different development stages. The teaching will be sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

We will ensure that all pupils receive relationships and health 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 and it helps to protect them from harm.

We recognise pupils with SEND may be more vulnerable than their peers. RSHE can be particularly important for these pupils, particularly those with social, emotional, and mental health needs or learning disabilities. Where possible the RSHE curriculum will be adapted to suit, 'not changed,' to ensure all pupils can have access to the same curriculum.

Equal Opportunities and Race Equality Policy

The school community, the environment and the culture of the school is everyone's responsibility. We understand our responsibilities under the Equality Act 2010, specifically that we must not unlawfully discriminate against anyone as a result of the protected characteristics of age, disability, gender reassignment, sexual orientation, marriage or civil partnership, race, religion or belief and sex.

All of our children are taught about the Protected Characteristics through discrete sessions as well as continuous references made in collective worship and through our relational practice across the federation. We ensure topics in RHSE are taught in a way which does not discriminate against pupils or amount to harassment.

As a school we strive to create an open and inclusive environment where appropriate positive healthy relationships are formed between children and their peers and all school staff. Role modelling of positive and respectful language and behaviours contributes to our positive school culture and is reflected through all school life.

Roles and Responsibilities in school

It is the overall responsibility of the Headteacher to ensure that all stakeholders are informed about the RSHE policy, and that the policy is fully implemented. This includes parental rights to withdraw from some or all the sex education and fully informing parents what is statutory education that pupils cannot be withdrawn from.

The Headteacher will:

- Ensure staff have the necessary continued professional development and confidence to deliver a high quality RSHE curriculum that suits the needs of all the pupils in the schools.
- Ensure there is adequate time on the school timetable to deliver a high quality RSHE curriculum.
- Take responsibility overall for monitoring and evaluating the provision for RSHE.
- Ensure there is openness with parents about the RSHE materials that are used to teach pupils and parents and carers are informed of their rights around viewing materials.
- That parents and carers are informed when external agencies are invited in to deliver aspects of the RSHE curriculum. (including the option to view the companies' materials)
- Discussing and reviewing requests from parents to withdraw their children from sex education teaching.
- Report to the governing body on the effectiveness of the policy.
- Take responsibility for reviewing the policy on a biennial basis along with parents and carers.

The relationships, sex and health education subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring that staff values and attitudes will not prevent them from providing a balanced approach to RSHE in school.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- Ensuring the subjects are age-appropriate and high-quality and up to date.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex, and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex, and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Liaising and working in partnership with parents and carers to support further conversations at home and to share a sample of the resources ahead of teaching and further resources upon request.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.
- Ensuring that the needs of vulnerable pupils are taken into consideration in designing and teaching these subjects.

The staff delivering the RSHE curriculum are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Liaising with external agencies, where appropriate, to support the delivery of the curriculum.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

The Governing Body is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes
- Ensuring the curriculum is well led, effectively managed and well planned
- Evaluating the quality of provision through regular and effective self-evaluation
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND
- Providing clear information for parents on subject content
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations
- Ensuring the religious ethos is maintained and developed throughout.

Engaging stakeholders

We will support parents and carers to: -

- Support their children through their personal development and the emotional and physical aspects of growing up.
- Ensure that they are aware of curriculum content, organisation and delivery.
- Complete the RSHE parent survey and attending the parent sessions that they are invited to if they can attend.
- Foster an open home environment where pupils can engage, discuss and continue to learn about topics which have been taught in school.
- Liaise with the school to seek additional support if needed.

Openness with parents and carers and RSHE materials

We understand the important role our parents and carers play in enhancing children's understanding of relationships and health and how important their views are in shaping the curriculum. Openness with parents and carers about the RSHE materials is also important to us, we want to inform parents and carers of what their child is being taught and when.

At our school we like to give parents the opportunity to attend a RSHE meeting. This meeting helps parents and carers understand the importance of RSHE for wellbeing and safety.

Parents and carers will get the opportunity to;

- view and review the RSHE policy

- complete a parent survey (this will be available electronically)
- be kept informed of the external providers we may bring in to enhance and teach pupils specific RSHE content. We will ensure external providers also understand we must share content they will use with you.
- discuss the curriculum content, including what is taught in each year group, and view a representative sample of the resources that we plan to use (a sample will be on the website and all further materials can be viewed upon your request)
- share any worries and ask questions
- gain information about talking to your child at home, including useful sources of information.

We will use the views of parents and carers to inform decisions made about the curriculum content and delivery. Parents will not be granted a 'veto' on curriculum content and whilst all final decisions will be made by the school, we recognise the importance of you understanding what your child is being taught, especially in relation to sensitive topics.

Copyright law and RSHE materials

Parents must agree as a condition of access, that the RSHE content and materials should not be copied or shared further except as authorised under copyright law.

Monitoring, reporting and evaluation

Teaching staff

Engagement with teaching staff will provide input to improve curriculum delivery through staff surveys and ongoing communication with the subject leader to assess any training needs and share good practice. This ensures teaching remains inclusive, relevant and age appropriate.

Pupils

We want our pupils to be active learners in school who understand the importance of personal development and wellbeing and that their voices will be heard. Children's views will be gathered through class discussions, surveys and school, eco and diversity councils to continue to shape the RSHE curriculum to meet the needs of all our pupils in school. Encouraging discussion, reflection and participation enable the planned curriculum to be responsive to needs when necessary.

The wider community

The school values the perspectives of Faith leaders and the wider community in shaping its RSHE provision. Feedback from Faith leaders and community stakeholders is gathered and is considered alongside parental and staff input, helping the school to deliver an inclusive programme that reflects the values of the school community and supports the wellbeing of all pupils. Consultation also takes place with the feeder middle schools to ensure a smooth transition from lower to upper KS2. Leaders meet with middle school staff responsible for the leadership and management of RSHE on a biennial basis.

Monitoring and reviewing of this policy

This policy will be monitored and reviewed on an annual basis by the relationships, sex and health education subject leader and head teacher. It will be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The local Governing Body is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

RSHE policy review date

Policy Agreed by Governors	
Review Date	Autumn 2027
Link Governor	David Kennedy & Gayle Baty