



Somerset Bridge Primary School

Aspire - Brave - Care - Collaborate

Relationships, Sex and Health Education Policy

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Definition of Relationships Education

Relationships Education is about the emotional, social, spiritual, moral and cultural development of pupils and involves learning about relationships, healthy lifestyles and diversity, which helps children learn how to build healthy, safe and positive relationships with others.

It teaches pupils how to develop respect, kindness and empathy, understand different types of families and friendships, and recognise the importance of caring for themselves and those around them. Through age-appropriate lessons, children learn how to communicate effectively, manage their feelings, and seek help when needed, giving them the foundations to make thoughtful and responsible choices as they grow.

Relationships Education at our school covers 'Families and people who care for me', 'Caring friendships', 'respectful and kind relationships', 'Online safety and awareness', 'Being safe' as outlined in the DFE RSHE guidance (2025) as well as the content in our curriculum outlined on page 12.

Definition of Health Education

Health education is the process of teaching children the knowledge, skills and habits they need to make healthy choices as they grow. Health education at Somerset Bridge Primary School is about teaching the characteristics of good physical health and mental wellbeing. This includes information on general wellbeing, wellbeing online, physical health and fitness, healthy eating, drugs, alcohol, tobacco and vaping, health protection and prevention, personal safety, basic first aid, developing bodies, correctly naming body parts, puberty and menstruation, as appropriate to their age-as defined in the DFE RSHE guidance (2025) as well as the content of our school curriculum on page 12.

Parents cannot withdraw their children from Health Education as it is a statutory part of the curriculum.

Definition of Sex Education

Sex Education at Somerset Bridge Primary School is a carefully planned, age-appropriate part of the curriculum that helps children understand their bodies, relationships, and personal safety in a safe, factual, and sensitive way. It focuses on building pupils' confidence and knowledge about growing up, personal boundaries, and the importance of respect for themselves and others. At this stage, sex education does **not** involve explicit content; instead, it introduces simple concepts such as the differences between genders, basic body awareness, and how to seek help if something makes them feel uncomfortable. Its purpose is to support children's wellbeing, promote safeguarding, and lay the foundations for healthy, respectful relationships as they mature.

Basic elements of reproduction are taught as part of the Science National Curriculum including information about how sperm fertilises an egg and how a baby grows, this is covered initially as part of

our reproduction unit taught in Years 5 and 6.

Information about sex and sexuality may come up in RSHE lessons. We are aware that older pupils may accidentally or deliberately have seen sexualised material online and have questions about this and it is important that they are provided with a safe space for their questions to be answered.

Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Depending on the question, any question about sex and sexuality will be answered in whole class, small group or 1:1 sessions or some questions may be better suited for parents/carers to address at home.

In certain circumstances parents/carers can choose to withdraw their child from the Sex Education element of the curriculum apart from that within the Science National Curriculum (Reproduction) and the Puberty component of Health Education which are both statutory.

We would advise against doing this as your child is likely to hear, possibly incorrect, information second-hand in the playground. If you would like to withdraw your child from the sex education element of RSHE, please talk to your child's class teacher first who will be happy to show you the content of these lessons.

Aims, Ethos and Rationale

This policy covers our school's approach to the teaching of Relationships, Sex and Health Education (RSHE.) This policy is linked to the Equality Act of 2010 and aims to enhance our whole school approach to the personal development of our pupils.

We define RSHE as supporting children to develop healthy positive relationships appropriate to their age in conjunction with developing respect for self and others. We aim to empower young people to understand and respect their bodies and be able to cope with the change's puberty brings without fear.

Relationships, Sex and Health Education (RSHE) in Somerset Bridge Primary School is a structured, age-appropriate curriculum designed to help children develop the knowledge, skills, and values needed to build healthy relationships, understand their bodies, and look after their physical and emotional wellbeing.

At this stage, RSHE focuses on topics such as friendships, families, personal boundaries, safety, hygiene, and managing feelings, while introducing simple concepts about growing up in a sensitive and factual way. The aim is to promote safeguarding, encourage respect for oneself and others, and support pupils in developing confidence and resilience as they navigate childhood and prepare for later learning.

We believe RSHE is important for all of our pupils and school because the world our children are growing up in has changed immensely. It has become more complex and children need to know how to stay safe both on and offline as this distinction can be less discernible for many young people.

As adults, our children will face many complex decisions. Our school's overarching aim for pupils is to fully prepare them for their transition to secondary school and then into their adult lives, equipped with positive values and the skills and qualities to make informed, affirming choices and decisions.

The aims of Relationships, Sex and Health Education (RSHE) at our school are to:

- **To build healthy, respectful relationships**
Children learn how to form positive friendships, understand different types of families, communicate kindly, and recognise the importance of respect and empathy.
- **To understand personal boundaries and stay safe**
Pupils are taught about privacy, consent in an age-appropriate way (such as understanding “no” and personal space), and how to seek help from trusted adults if they feel worried or unsafe.
- **To develop self-awareness and emotional wellbeing**
Children learn to recognise and name their feelings, manage emotions, and understand how their actions affect others, supporting positive mental health.
- **To gain basic knowledge about body awareness and growing up**
RSHE helps pupils understand simple facts about their bodies, how they change over time, and the importance of personal hygiene and self-care.
- **To make healthy, informed choices**
Children learn the foundations of good decision-making about their health, wellbeing, friendships, and daily life, empowering them to become confident and responsible as they grow.

The intended outcomes of our curriculum are that pupils will know and understand about different kinds of families and people who care for them, caring friendships and respectful relationships. They will understand they have the right to say *no* in situations which make them feel uncomfortable and understand they have the responsibility to show respect to others, even when they are different to them. It is important that all children learn about their physical, mental and emotional health and wellbeing. In addition to this, all children will understand how to keep themselves safe both online and offline. They will continue to develop our school values and attributes of being kind, brave, collaborative and aspirational. These prioritise the values of equality, compassion and inclusive community, where all school stakeholders strive to create positive, kind and respectful relationships.

Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.

3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy.
4. Ratification – once amendments were made, the policy was shared with governors and ratified.

This RSHE policy acknowledges that RSHE is interwoven with a number of different statutory duties:

- Spiritual, moral, social and cultural development (SMSC.)
- Citizenship.
- Prevent.
- British Values and Community Cohesion.
- Mental Health.
- Safeguarding.

Somerset Bridge Primary School will take a cross-curricular approach to RSHE and aspects of the curriculum will be covered in Personal, Social, Health and Economic Education (PSHE) RSHE, Computing and Science lessons across all year groups.

Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the Science curriculum.

In teaching RSHE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Somerset Bridge Primary School, we teach RSHE to all pupils, without discrimination as outlined in The Equality Act 2010 and Schools.

Moral Framework

Pupils will be taught RSHE within the context of the ethos of the school and a framework, which models and encourages the following values:

- Being honest with themselves and others.
- Developing a critical awareness of themselves and others.
- Learning to show tolerance, understanding, respect and care for others.
- Developing an awareness and belief in one's own identity.
- Having a positive attitude towards the value of stable relationships for the upbringing of children.
- An awareness of responsibilities and marriage.

- Acknowledging and understanding diversity with regard to religion, culture, sexual orientation and gender enabling children to make positive choices regarding their self-care.

Working with Parents

The school is committed to working in close partnership with parents and carers. This policy will be available on our school website for parents and carers' information

A parent or carer who is concerned about any element of this policy, or is unhappy about their child's participation, should discuss their feelings with the class teacher. Parents have the right to withdraw their children from any parts of RSHE, which are outside of the statutory National Curriculum Science Orders. If requested, alternative arrangements will be made for individual pupils, but it is hoped that this will not be necessary. If so, parents should consult with the class teacher to discuss appropriate arrangements.

Curriculum

As a part of your child's educational experience at Somerset Bridge Primary School, we aim to promote personal wellbeing and development through a comprehensively taught programme of Personal, Social, Health and Economic (PSHE) education. This programme of study will give children and young people the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and fulfilled lives, both now and in the future (see appendix 1.) We will ensure that RSHE matches the needs of our pupils through assessment of personal development in relation to learning objectives and consolidation of objectives that have not been fully met. Pupils will be encouraged to reflect on their own learning through class discussions and self-assessment.

Good quality RSHE teaching promotes the core values of respect, love and care. It also provides the opportunity for children and young people to reflect on their own attitudes and beliefs and those of their peers and others.

We use the Jigsaw scheme of work to ensure that all children are taught the key building blocks of healthy, respectful relationships, focussing on family and friendships, in all contexts, including online. These blocks will support children in learning about mental well-being, how to build resilience and where to go if support and help is required. The Jigsaw units of work will give children their entitlement to information about relationships, puberty and reproduction, appropriate to their ages and stages of development.

There are two overarching topics which are taught throughout the summer term, 'Relationships' and 'Changing Me'. Each unit consists of 6 lessons from Reception through to Year 6 which cover the building blocks from the official guidance along with our school values. The curriculum gradually revisits and reintroduces topics in a spiral curriculum enabling a deeper and more complex level of learning at each key stage or year group. This helps to empower children by giving them the knowledge they require to make informed decisions about their well-being, health and relationships and to build their self-efficiency. Staff will model positive behaviours and help to build a culture where all children feel valued and safe to ask questions.

Our curriculum is set out as per Appendix 1 but will be responsive and may need adapting as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings.
- How a baby is conceived and born.

For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of RSHE

Our RSHE programme will be delivered by all teaching staff and assisted by support staff. All teachers are responsible for delivering the appropriate lessons to their year group, monitoring their understanding and assessing any additional needs. A working party consisted of Senior Leadership team, PSHE lead coordinator and parental representative will monitor and review the curriculum. All teaching staff will receive training on our new curriculum, the age-appropriate objectives of each lesson, how to teach with sensitivity and inclusivity how to promote the spiritual, moral, social, cultural, mental and physical development of all pupils.

Staff are responsible for:

- Delivering RSHE in a sensitive way with guidelines to establish safety in the classroom.
- Modelling positive attitudes to RSHE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE.

Relationship education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe.

For more information about our RSHE curriculum, see Appendix 1.

These areas of learning are taught within the context of different kinds of family lives, taking care to ensure that there is no stigmatisation of children based on their home circumstances. Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures, along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers.)

Class teachers will deliver the RSHE programme and a range of teaching approaches will be used, for example, small group work for discussion.

The overview and co-ordination of the taught curriculum is the responsibility of the PSHE Co-ordinator in the school. Continuous professional development and training will be provided to ensure a high level of expertise for teachers involved in delivering the RSHE curriculum.

Monitoring Arrangements

Teachers will critically reflect on their work in delivering RSHE through assessing the children's understanding in relation to key learning intentions and objectives for each lesson. Any misconceptions identified through this process or from pupil's questions, will be reviewed and addressed. Pupils will have opportunities to reflect on their learning during and after lessons through discussion. Pupil voice will be influential in adapting and amending planned learning activities.

The delivery of RSHE is monitored by the PSHE Coordinator through:

Planning and book scrutiny, lesson observations, learning walks, and pupil discussions.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment system.

This policy will be reviewed by Mrs Palmer (PSHE Coordinator) annually. At every review, the policy will be approved by the Governors.

Equal Opportunities

RSHE is inclusive of all students; they have an equal entitlement to good quality RSHE. The programme will be delivered in line with the school's Equal Opportunities Policy within an atmosphere of mutual respect. The whole school community will support an approach which ensures that no individual will be discriminated against on grounds of gender, race, disability, religion or sexual orientation as set out in The Equality Act 2010 and Schools.

Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender, race, disability or sexual orientation stereotyping. The programme will be sensitive to the needs of all pupils in the school.

Specific Issues

Personal Beliefs

The personal beliefs and attitudes of teachers will not influence their teaching of RSHE.

Language and Ground Rules in Lessons

All staff teaching RSHE will set ground rules in their classes. For example:

- * No one (teacher or pupil) will have to answer a personal question;
- * No one will be forced to take part in a discussion and will have the right to pass;
- * The only language used will be easily understood and acceptable to everyone in the class;
- * Only the correct names for body parts will be used;
- * Meanings of words will be explained in a sensible and factual way.

Dealing with difficult questions

We have a variety of strategies for dealing with difficult questions. For example:

- If a question is too explicit or is inappropriate, the teacher will attend to it later, on an individual basis and a decision will be taken whether or not to inform the child's parents/carers;
- If a child makes a disclosure that causes the teacher concern, then the teacher must follow the school's child protection procedures.

Puberty

Boys and girls need to be prepared for puberty before they reach this developmental stage. At Somerset Bridge Primary School, we teach about puberty and the need for extra care with personal hygiene mainly in whole class groups.

Menstruation

Our programme will include preparation for menstruation. Basic information about the process of menstruation will be given to both boys and girls.

We will make appropriate and sensitive arrangements for the changing and disposal of sanitary wear for our pupils. Requests for sanitary protection will be dealt with by teachers and teaching assistants.

Teaching About Gay, Lesbian and Bisexual Relationships

The school will be sensitive to the individual family circumstances of the children. Whilst sexual and gender orientation will not be explicitly taught, the school will endeavour to use inclusive language which takes account of different sexual orientations and different types of families and partnerships.

'Sex and Relationship Education Guidance', DfEE, Ref 0116/2000 makes it clear that schools should 'make sure that the needs of all pupils are met in their programmes.' (p12) This guidance also states that 'The Secretary of State for Education and Employment is clear that teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.'

There should be no direct promotion of sexual orientation.' (p13)

Homophobic bullying (ie based on perceived gay or lesbian sexuality) is totally unacceptable. The school has specific Behaviour and Anti-bullying Policies. All teachers are aware of these policies and copies are available for parents on the school website.

Confidentiality

If staff have any concerns about a child's welfare, they should act on them immediately. Part 1 of Keeping Children Safe in Education (KCSIE) sets out the process staff should follow when they have concerns about a child. Staff should handle personal information with due care and know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy). Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. It is equally important that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report, about themselves or a peer. Pupils should also understand where they can report any concerns and seek help, including to external services if they do not feel comfortable talking to school staff.

'Relationships Education, Relationships and Sex Education (RSE) and Health Education', DFE, 2025 p39

The school will be acting in loco parentis. Whenever a pupil makes a disclosure, they will be encouraged to talk to their parents or carers. Child Protection issues will be addressed and dealt with in accordance with our current Safeguarding Policy.

Appendix One

Jigsaw PSHE scheme of learning

This scheme of work is made up of six units, which are built upon throughout the year groups; each unit consists of six lessons.

Year group	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
Reception	1-Who me? 2-How am I feeling today? 3-Being at school 4-Gentle hands 5-Our rights 6-Our responsibilities	1-What am I good at? 2-I'm special, I'm me! 3-Families 4-Homes 5-Making friends 6-Standing up for yourself	1-Challenge 2-Never giving up 3-Setting a goal 4-Obstacles and support 5-Flight to the future 6-Foot print awards	1-Everybody's body 2-We like to move it, move it! 3-Food, glorious food 4-Sweet dreams 5-Keeping clean 6-Safe adults	1-My family and me! 2-Make friends, make friends, never ever break friends part 1 3- Make friends, make friends, never ever break friends part 2 4-Falling out and bullying part 1 5- Falling out and bullying part 2 6-Being the best friends we can be	1-My body 2-Respecting my body 3-Growing up 4-Fun and fears part 1 5-Fun and fears part 2 6-Celebration
Year 1	1-Special and safe 2-My class 3-Rights and responsibilities 4-Rewards and feeling proud 5-Consequences 6-Owning our learning charter	1-The same as 2-Different from 3-What is bullying? 4-What do I do about bullying? 5-Making new friends 6-Celebrating difference; celebrating me	1-My treasure chest of success 2-Steps to goals 3-Achieving together 4-Stretchy learning 5-Overcoming obstacles 6-Celebrating my success	1-Being healthy 2-Healthy choices 3-Clean and healthy 4-Medicine safety 5-Road safety 6-Happy, healthy me	1-Families 2-Making friends 3-Greetings 4-People who help us 5-Being my own best friend 6-Celebrating my special relationships	1-Life cycles 2-Changing me 3-My changing body 4-Boys' and girls' bodies 5-Learning and growing 6-Coping with changes
Year 2	1-Hopes and fears for the year 2-Rights and responsibilities 3-Rewards and consequences 4-Rewards and consequences 5-Our learning charter 6-Owning our learning charter	1-Assumptions 2-Stereotypes 3-Why does bullying happen? 4-Standing up for myself and others 5-We're all different 6-Celebrating differences and still being friends	1-Goals to success 2-Being healthy 3-Learning with others 4-A group challenge 5-Being relaxed 6-Celebrating our achievement	1-Healthy eating 2-Healthy eating 3-Keeping safe at home 4-Safe outside 5-Medicine safety 6-Happy, healthy me	1-Families 2-Keeping safe-exploring physical contact 3-Friends and conflict 4-Secrets 5-Trust and appreciation 6-Celebrating my special relationships	1-Life cycles in nature 2-Growing from young to old 3-The changing me 4-Boys' and girls' bodies 5-Assertiveness 6-Looking ahead
Year 3	1-Getting to know each other 2-Our nightmare school	1-Families 2-Family conflict 3-Witness and	1-Dreams and goals 2-My dreams and ambitions	1-Fit and healthy 2-Food and energy	1-Family roles and responsibilities 2-Friendship	1-How babies grow 2-Outside body changes

	3-Our dream school 4-Rewards and consequences 5-Our learning charter 6-Owning our learning charter	feelings 4-Witness and solutions 5-Words that harm 6-Celebrating difference: compliments	3-Feeling safe helps me grow 4-Choices that help us grow 5-Our new challenge-overcoming obstacles 6-Celebrating my learning	3-What do I know about drugs? 4-Being safe and getting help 5-Safe or unsafe 6-My amazing body	3-Global connections and thinking critically 4-Rights, needs and wellbeing 5-Being a global citizen 6-Celebrating my web of relationships	3-Inside body changes 4-Keeping ourselves clean 5-Family stereotypes 6-Looking ahead
Year 4	1-Becoming a class team 2-Being a school citizen 3-Rights, responsibilities and democracy 4-Rewards and consequences 5-Our learning charter 6-Owning our learning charter	1-Judging by appearances 2-Understanding influences 3-Understanding bullying 4-Problem solving 5-Special me 6-Celebrating difference-how we look	1-Hopes and dreams 2-Broken dreams 3-Overcoming disappointment 4-Creating new dreams 5-Achieving goals 6-We did it!	1-My friends and me 2-Staying safe with friends 3-Smoking and vaping 4-Alcohol 5-Healthy friendships 6-Celebrating my inner strength and assertiveness	1-Jealousy 2-Love and Loss 3-Memories 4-Getting on and Falling Out 5-Girlfriend and Boyfriends 6-Celebrating My Relationships with People and Animals	1-Unique me 2-Puberty and menstruation 3-Being part of a family 4-Circles of change 5-Accepting change 6-Looking ahead
Year 5	1-My year ahead 2-Being a citizen of my country 3-Responsibilities and consequences 4-Rewards and consequences 5-Our learning charter 6-Owning our learning charter	1-Different cultures 2-Racism 3-Rumours and name calling 4-Types of bullying 5-Does money Matter? 6-Celebrating difference across the world	1-When I grow up (my dream lifestyle) 2-Keeping track of money 3-My Dream Job. Why I want It and the steps to get there 4-Dreams and goals of young people in other communities 5-How can we support each other? 6-Rallying support	1-Smoking and vaping 2-Alcohol 3-Emergency aid 4-Body image 5-My relationship with food 6-Healthy me	1-Recognising me 2-Safety with online communities 3-Being in an online community 4-Online gaming 5-My relationship with technology-screen time 6-My relationship-staying safe and happy online	1-Self-image and body image 2-Puberty for girls 3-Puberty for boys 4-Conception 5-Looking ahead 1 6-Looking ahead 2
Year 6	1-My year ahead 2-Being a global citizen 1 3-Being a global citizen 2 4-The learning charter 5-Our learning charter 6-Owning our learning charter	1-Am I normal? 2-Understanding difference 3-Power struggles 4-Why bully? 5-Celebrating difference 6-Celebrating difference	1-Personal learning goals 2-Steps to success 3-My Dreams for the world 4-Helping to make a difference 5-Helping to make a difference 6-Recognising our achievements	1-Taking responsibility for my health and wellbeing 2-Drugs 3-Exploitation 4-Gangs 5-Emotional and mental health 6-Managing stress and pressure	1-What is mental health? 2-My mental health 3-Love and loss 4-Power and control 5-Being online-real or fake? Safe or unsafe? 6-Using technology responsibly	1-My self-image 2-Puberty 3-Babies-conception to birth 4-Boyfriends and girlfriends 5-Real self and ideal self 6-The year ahead