

DUNTON GREEN PRIMARY SCHOOL

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

APPROVED BY: FGB

APPROVAL DATE: SEPTEMBER 2026

LAST REVIEWED: SEPTEMBER 2025

NEXT REVIEW DATE: SEPTEMBER 2027

POLICY OWNER: DAISY HOLLIDAY

APPLIES TO: DUNTON GREEN PRIMARY SCHOOL



1. Introduction

At Dunton Green Primary School, Relationships, Sex and Health Education (RSHE) forms an important part of our wider Personal, Social, Health and Economic (PSHE) education.

Our aim is to equip pupils with the knowledge, understanding, attitudes and practical skills they need to:

- develop safe, healthy and respectful relationships;
- understand themselves and others;
- recognise and respond to unsafe situations;
- look after their physical and mental health;
- understand how their bodies develop and change;
- develop self-respect, confidence, resilience and empathy;
- understand and respect different families, backgrounds and experiences;
- make informed and responsible choices;
- know when, where and how to seek help; and
- prepare for the opportunities, responsibilities and experiences of later life.

RSHE is taught within a safe, inclusive and developmentally appropriate environment.

2. Statutory Framework

Dunton Green Primary School teaches RSHE in accordance with the relevant statutory requirements and Department for Education guidance.

At primary school:

- **Relationships Education is statutory.**
- **Health Education is statutory.**
- relevant aspects of human development and reproduction are taught through the statutory National Curriculum for Science.
- schools may choose to provide additional sex education which goes beyond the statutory science curriculum.

Dunton Green Primary School chooses to provide an age-appropriate programme of sex education as part of its wider RSHE curriculum.

This policy distinguishes clearly between:

- statutory Relationships Education;
- statutory Health Education;
- statutory science curriculum content; and

- additional, non-statutory sex education.

Parents cannot withdraw their child from Relationships Education, Health Education or statutory science curriculum content.

Parents may request withdrawal from additional sex education that is not part of the statutory science curriculum.

3. Our Curriculum

Dunton Green Primary School uses **Coram SCARF** as its principal programme for PSHE and RSHE.

SCARF provides a planned and sequenced curriculum which develops pupils' knowledge, understanding, attitudes and skills progressively throughout primary school.

The curriculum is supplemented where appropriate by:

- Science;
- Computing and Online Safety;
- Physical Education;
- Religious Education;
- assemblies;
- safeguarding education;
- wider curriculum opportunities; and
- additional materials or specialist input where this meets an identified pupil need.

The school retains responsibility for its curriculum. SCARF is a resource and programme used to support delivery; professional judgement remains with school leaders and teachers.

Teachers will ensure that learning is appropriate to the age, developmental stage, prior knowledge and needs of pupils.

4. Relationships Education

Relationships Education provides pupils with the knowledge and skills needed to establish and maintain safe, positive and respectful relationships.

Teaching includes appropriately sequenced learning about:

Families and people who care for us

Pupils learn:

- that families are important sources of love, security and support;
- that families can take different forms;
- that stable, caring relationships are important for children;
- that other children's families may look different from their own;
- to respect differences between families;
- how to recognise when relationships make them feel unhappy, worried or unsafe; and
- how and where to seek help.

Caring friendships

Pupils learn:

- what makes a healthy friendship;
- the importance of kindness, honesty, trust, loyalty and respect;
- how friendships can change;
- how to resolve disagreements appropriately;
- that healthy friendships should not make someone feel frightened, isolated or controlled;
- how to recognise unhealthy behaviour; and
- when to seek help.

Respectful relationships

Pupils learn:

- to respect others, including people who are different from themselves;
- about courtesy, manners and consideration;
- the importance of self-respect;
- about stereotypes and why these may be unfair or harmful;
- about bullying and its impact;
- the responsibilities of bystanders;
- about personal boundaries; and
- about seeking and giving permission in appropriate everyday contexts.

Online relationships

Pupils learn:

- that people may behave differently online;
- that people online may not always be who they say they are;
- how the principles of respectful relationships apply online;
- how information can be shared online;

- how to recognise unsafe or harmful contact and content;
- how to protect personal information; and
- how and where to report concerns.

Being safe

Pupils learn:

- that their body belongs to them;
 - the correct vocabulary for parts of the body;
 - about privacy and appropriate boundaries;
 - the difference between appropriate and inappropriate contact;
 - how to recognise feelings of being unsafe or uncomfortable;
 - that secrets relating to safety should be shared with a trusted adult;
 - how to respond to unfamiliar adults appropriately;
 - how to ask for help;
 - how to report a concern; and
 - to keep asking for help until they are heard.
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5. Health Education

Health Education supports pupils to understand their physical health, mental wellbeing and the factors that influence healthy choices.

Teaching includes:

- mental wellbeing;
- recognising and expressing emotions;
- strategies for managing feelings;
- internet safety and harms;
- physical health and fitness;
- healthy eating;
- drugs, alcohol, tobacco and other harmful substances at an appropriate level;
- health and prevention;
- personal hygiene;
- sleep;
- basic first aid;
- changing adolescent bodies; and
- puberty.

Pupils are taught that looking after mental health is as important as looking after physical health.

They learn how to identify trusted adults and sources of support and that it is appropriate to seek help when something is worrying them.

6. Puberty and Growing and Changing

Education about puberty is part of statutory Health Education and relevant elements of the Science curriculum and therefore is **not subject to parental withdrawal**.

Teaching is carefully sequenced so that pupils receive information before they are likely to experience relevant physical or emotional changes.

Pupils will learn, at an appropriate stage, about:

- how bodies grow and change;
- physical and emotional changes associated with puberty;
- menstruation;
- personal hygiene;
- managing changes confidently and safely;
- correct anatomical vocabulary; and
- where to seek help or advice.

The school recognises that puberty can begin during primary-school age. Teaching will therefore be based on pupil development and need rather than assuming that all pupils experience puberty at the same age.

Boys and girls will receive the information they need to understand changes affecting both male and female bodies.

7. Sex Education at Dunton Green

In addition to statutory Relationships Education, Health Education and Science, Dunton Green Primary School provides a limited programme of **additional sex education** for older primary pupils.

This is taught through appropriate SCARF content and supporting school resources.

The purpose is to help pupils develop an accurate, safe and developmentally appropriate understanding of human reproduction before transition to secondary school.

Additional sex education will include, at an appropriate stage:

- how a baby is conceived;
- pregnancy;
- how a baby develops;
- birth; and
- discussion of these topics within the context of caring, responsible relationships and family life.

Teaching will be factual, sensitive and appropriate to pupils' age and emotional maturity.

This content will normally be taught in **upper Key Stage 2**, primarily in Years 5 and/or 6, according to the school's agreed SCARF curriculum and the needs of the cohort.

Parents will be informed in advance about the specific additional sex education content to be taught and will have an opportunity to understand the content and view relevant curriculum materials.

8. SCARF Growing and Changing

The SCARF **Growing and Changing** strand supports teaching about:

- growing and development;
- body changes;
- correct anatomical vocabulary;
- puberty;
- menstruation;
- emotional changes;
- relationships; and
- appropriate aspects of human reproduction.

The school will use the current SCARF materials appropriate to the statutory requirements in place from September 2026.

Teachers will not simply deliver resources without consideration of the pupils in front of them. Content will be reviewed by the PSHE/RSHE Lead and teachers to ensure that it is:

- age appropriate;
 - developmentally appropriate;
 - consistent with this policy;
 - suitable for the needs of the cohort;
 - accessible to pupils with SEND; and
 - consistent with safeguarding expectations.
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9. Age and Developmental Appropriateness

RSHE will be taught progressively.

The school recognises that chronological age alone does not determine a pupil's level of understanding or readiness.

Teachers will take account of:

- pupils' age;
- developmental stage;
- prior knowledge;
- SEND;
- communication needs;
- emotional maturity;
- safeguarding considerations;
- religious and cultural backgrounds; and
- relevant experiences within the cohort.

Sensitive or potentially distressing content will be planned carefully.

Teaching will seek to prepare pupils for experiences before they encounter them rather than waiting until issues have already arisen.

10. SEND and Accessibility

RSHE is an entitlement for pupils with SEND.

The school will make reasonable adjustments to ensure that pupils can access learning appropriately.

This may include:

- adapting vocabulary;
- using visual resources;
- breaking learning into smaller steps;
- pre-teaching concepts;
- revisiting learning;
- additional adult support;
- teaching within a smaller group;
- individual teaching where appropriate;
- providing additional processing time; and
- working with parents and external professionals.

Adaptation will not automatically mean removing important safeguarding content.

Particular care will be taken to ensure that vulnerable pupils have the knowledge and vocabulary needed to recognise unsafe situations, communicate concerns and seek help.

11. Equality and Inclusion

RSHE will be delivered in accordance with the school's equality duties.

Teaching will reflect the fact that pupils live in different families and communities.

Pupils will learn that families may include, among others:

- married parents;
- unmarried parents;
- single-parent families;
- same-sex parents;
- adoptive families;
- foster families;
- families headed by grandparents; and
- other caring family arrangements.

No pupil will be made to feel that their family is less valued because it is different from another pupil's family.

Teaching about difference will be factual, respectful and appropriate to pupils' age.

The curriculum will challenge prejudice, discrimination, bullying and harmful stereotypes.

12. Creating a Safe Learning Environment

RSHE involves discussion of potentially sensitive subjects.

Teachers will establish appropriate ground rules so pupils understand:

- that different people may have different experiences and views;
- that everyone should be treated respectfully;
- that pupils should not be asked to disclose personal information publicly;
- that inappropriate comments or language will be challenged;
- that teachers cannot promise confidentiality where safeguarding concerns arise; and
- how pupils can speak privately with an adult if something concerns them.

Teachers will avoid activities which unnecessarily encourage pupils to disclose personal experiences in front of their peers.

13. Safeguarding and Disclosures

RSHE is an important element of safeguarding education.

Teaching may help a pupil recognise that something they have experienced is unsafe or inappropriate. It may therefore lead to a disclosure.

Staff will:

- listen appropriately;
- avoid investigating the concern themselves;
- reassure the pupil appropriately;
- record and report safeguarding concerns in accordance with school procedures; and
- refer concerns immediately to a Designated Safeguarding Lead where required.

Normal safeguarding procedures apply throughout RSHE teaching.

If a pupil asks a question or makes a comment which indicates a potential safeguarding concern, safeguarding takes precedence over the lesson.

14. Answering Pupils' Questions

Children are encouraged to ask questions in an appropriate and respectful way.

Teachers will answer questions:

- honestly;
- factually;
- sensitively;
- in language appropriate to pupils' age and development; and
- within the scope of the school's curriculum.

Teachers are not expected to answer every question immediately.

Where a question:

- falls significantly outside the planned curriculum;
- is inappropriate for the age or developmental stage of the class;
- relates to detailed sexual activity outside the primary curriculum;

- raises a safeguarding concern; or
- would be more appropriately discussed individually,

the teacher may explain that the question will not be answered within the whole-class lesson.

Where appropriate, the teacher may discuss with the pupil how they can obtain accurate and safe information, involve a parent or carer, or seek advice from the PSHE/RSHE Lead or Designated Safeguarding Lead.

Teachers will not direct pupils towards unrestricted internet searches for answers to sensitive RSHE questions.

15. Working with Parents and Carers

Parents and carers play a fundamental role in children's understanding of relationships, health, growing and development.

Dunton Green Primary School aims to work openly and constructively with families.

The school will:

- publish this policy;
- provide information about what pupils will be taught and when;
- make curriculum materials available for parents to view;
- inform parents before additional sex education is taught;
- provide opportunities for parents to ask questions or raise concerns;
- consult parents when significant changes are proposed to the school's RSHE provision; and
- consult parents about the detailed sex education content taught towards the end of primary school.

Parents are encouraged to discuss RSHE learning with their children at home.

The school recognises that families may hold different personal, cultural or religious views. Questions and concerns will be treated respectfully while ensuring that the school fulfils its statutory duties.

16. Access to Curriculum Materials

The school is committed to transparency about RSHE.

Parents may request to see the materials used to teach their child.

Where materials are provided through SCARF or another commercial provider, access will be arranged in a way which respects relevant copyright and licensing restrictions.

Parents will nevertheless be given a meaningful opportunity to understand the content that their child will be taught.

The school will not prevent parents from understanding the substance of curriculum materials on the basis that they are commercially produced.

17. Parental Right to Withdraw

There is **no parental right to withdraw** a pupil from:

- Relationships Education;
- Health Education;
- statutory National Curriculum Science; or
- puberty teaching which forms part of statutory Health Education or Science.

Parents may request that their child is withdrawn from **additional sex education which goes beyond statutory Science**.

At Dunton Green, this principally relates to the additional teaching about human conception and birth described in section 7.

Requests should be made to the **Executive Headteacher**.

Before withdrawal takes place, the Executive Headteacher or Head of School will normally offer to meet with the parent to:

- understand their concerns;
- explain what will be taught;
- distinguish statutory and non-statutory content;
- discuss the benefits of the planned teaching; and
- explain what arrangements will be made if the child is withdrawn.

Following this discussion, a parental request to withdraw a primary-aged pupil from non-statutory sex education will be granted.

The school will keep an appropriate record of the request.

A pupil who is withdrawn will receive appropriate, purposeful education during the relevant lesson and will not be disadvantaged or treated negatively because of the withdrawal.

18. External Visitors and Providers

External professionals may occasionally contribute to RSHE where their expertise enhances the school's planned curriculum.

The school remains responsible for what is taught.

Before an external visitor delivers a session, the school will ensure that:

- their suitability has been appropriately considered;
- the content is consistent with this policy;
- resources have been reviewed;
- material is age and developmentally appropriate;
- safeguarding expectations are clear;
- the session forms part of the planned curriculum; and
- a member of school staff is appropriately involved.

External visitors will not replace the school's responsibility for providing a coherent and sequenced RSHE curriculum.

19. Assessment

Assessment in RSHE is used to establish what pupils know and understand and to inform future teaching.

Assessment will be proportionate to the nature of PSHE and RSHE and may include:

- discussion;
- questioning;
- pupil reflection;
- activities within SCARF;
- written or recorded learning;
- pupil voice; and
- teachers' professional assessment.

Assessment is not intended to judge pupils' personal beliefs, family circumstances or private experiences.

20. Roles and Responsibilities

Governing Body

The Governing Body will:

- approve this policy;
- ensure that statutory RSHE requirements are met;
- ensure the curriculum is appropriately resourced and accessible;
- ensure parents receive clear information about curriculum content and withdrawal rights;
- monitor the quality and effectiveness of provision; and
- hold school leaders to account for implementation.

Executive Headteacher

The Executive Headteacher will:

- hold overall strategic responsibility for RSHE;
- ensure statutory requirements are met;
- ensure the policy and curriculum are appropriately reviewed;
- ensure appropriate resources and staff development are available;
- maintain strategic oversight of curriculum quality;
- ensure parents are appropriately consulted and informed;
- oversee requests for withdrawal from non-statutory sex education; and
- report appropriately to the Governing Body.

Head of School

The Head of School will:

- oversee the day-to-day implementation of this policy;
- ensure RSHE is taught consistently;
- support the PSHE/RSHE Lead;
- ensure staff understand safeguarding expectations;
- respond to concerns raised by pupils, staff or parents;
- ensure agreed reasonable adjustments are implemented; and
- raise significant curriculum or compliance issues with the Executive Headteacher.

PSHE/RSHE Lead – Maria Rawlings

The PSHE/RSHE Lead will:

- lead the development and implementation of the PSHE and RSHE curriculum;

- ensure SCARF is used appropriately and progressively;
- maintain an overview of curriculum coverage and sequencing;
- ensure current SCARF materials align with the school's policy and statutory requirements;
- support teachers in planning and delivering sensitive content;
- coordinate access to appropriate resources;
- support staff training;
- monitor teaching and learning;
- gather pupil voice;
- review curriculum materials;
- support parental engagement and consultation; and
- advise the Executive Headteacher and Head of School on developments in RSHE.

Teachers

Teachers will:

- deliver RSHE sensitively and confidently;
- follow the agreed curriculum and policy;
- establish safe learning environments;
- use appropriate language and resources;
- adapt teaching according to pupil need;
- respond appropriately to pupils' questions;
- monitor pupils' understanding;
- identify and report safeguarding concerns; and
- seek support where they are uncertain about the appropriate response to a sensitive issue.

Staff who have concerns about delivering particular content should discuss these with the PSHE/RSHE Lead or Head of School.

Pupils

Pupils are expected to:

- engage appropriately in learning;
 - respect others;
 - follow agreed classroom expectations;
 - recognise that people may have different experiences and views; and
 - seek support when they need it.
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21. Staff Training

Staff delivering RSHE will receive appropriate support and professional development.

This may include:

- SCARF training and guidance;
- curriculum briefings;
- safeguarding training;
- support with answering sensitive questions;
- SEND and adaptive teaching;
- teaching about puberty and human reproduction; and
- relevant statutory updates.

New staff will be made aware of the school's RSHE arrangements as part of their induction.

22. Monitoring and Evaluation

The quality and effectiveness of RSHE will be monitored by **Maria Rawlings, PSHE/RSHE Lead**, supported by the Head of School.

Monitoring may include:

- curriculum reviews;
- planning scrutiny;
- learning walks;
- pupil voice;
- discussion with staff;
- review of pupils' work where appropriate;
- assessment information;
- parent feedback; and
- checking coverage against SCARF and statutory requirements.

The Head of School will maintain operational oversight.

The Executive Headteacher will retain strategic oversight and report significant issues and developments through governance arrangements.

Monitoring will focus on the quality, sequencing, accessibility and impact of the curriculum rather than solely on the quantity of recorded work produced.

23. Policy Development and Review

This policy has been developed with regard to statutory RSHE requirements, the needs of pupils at Dunton Green Primary School and the school's use of the SCARF curriculum.

Parents and carers will be consulted appropriately about the school's RSHE provision and significant changes to it.

Pupil views will also inform curriculum review where appropriate.

The policy will be reviewed **annually initially**, or sooner if:

- statutory guidance changes;
 - the school's curriculum changes significantly;
 - SCARF makes significant changes to relevant content;
 - monitoring identifies a need for revision; or
 - safeguarding or equality considerations require an earlier review.
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24. Links with Other Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy;
 - Online Safety Policy;
 - Behaviour Policy;
 - Anti-Bullying arrangements;
 - SEND Policy;
 - SEND Information Report;
 - Equality Information and Objectives;
 - Accessibility Plan;
 - Science Curriculum;
 - Computing Curriculum;
 - Religious Education Curriculum; and
 - relevant MAST policies and procedures.
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Approved by: Governing Body

Executive Headteacher: _____

Head of School: _____

PSHE/RSHE Lead: Maria Rawlings

Date: September 2026

Review date: September 2027