

Relationships, Relationships and Sex and Health Education (RSHE) Policy

Amadeus

Primary Academies Trust



Limitless Learning Together



St Paul's Cray
CE Primary School

Act Justly, Love Mercy, Walk Humbly

Policy created:	March 2026
Implementation of Policy:	September 2026
Next Review:	September 2027

1. Aims and Statutory Requirements

The RSHE curriculum at Amadeus Primary Academies Trust (APAT) is designed to help children develop the attributes they need to keep themselves healthy, safe, and prepared for life and work in modern Britain.

‘Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships.’ This will ‘help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trustworthiness. It will support prevention of harms by helping young people understand and identify when things are not right.’
(Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance July 2025)

As a Multi-Academy Trust, our schools are legally required to provide:

- **Relationships Education:** Compulsory for all primary pupils.
- **Health Education:** Compulsory for all pupils.
- **Sex Education:** Not compulsory in primary schools, though the DfE recommends teaching it in Years 5 and/or 6.

This policy has been written in accordance with:

- DfE Statutory Guidance (July 2025): Relationships Education, RSE and Health Education (effective for Sept 2026)
- The Equality Act (2010)
- Keeping Children Safe in Education (KCSIE)
- The Children and Social Work Act (2017)
- Education Act (2002)

2. Roles and responsibilities

School staff

It is important that all school staff feel comfortable to take relationship education classes and answer questions from pupils. If the teacher does not feel confident leading relationships education discussions then that is likely to be reflected by the pupils, and their learning will be compromised. The school provides regular professional development training in how to deliver relationships education including age appropriate sex education,

in line with our scheme of work; this includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching relationships education is so important. The school also regularly organise health professionals to support teaching.

Governors and senior leaders will:

- Develop this school policy and review it on a yearly basis. This policy is developed in consultation with school parents/carers, pupils and staff to ensure that it meets the needs of the whole school community.
- Ensure that all stakeholders (both staff and governors) are given regular and ongoing training on issues relating to relationships education and how to deliver lessons on such issues.
- Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to relationships and sex education.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of sex education to pupils.
- Ensure that sex education is age-relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.
- Ensure that the knowledge and information regarding relationships education to which all pupils are entitled is provided in a comprehensive way.
- Support parental involvement in the development of the relationships education curriculum.
- Ensure that their personal beliefs and attitudes will not prevent them from providing a balanced relationships education in school.
- Communicate effectively with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for relationships and sex education, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as appropriate.

All staff will:

- Take it upon themselves to ensure that they are up to date with school policy and curriculum requirements regarding sex education. Any areas that they feel are not covered or inadequately provided for should be reported back to the PSHE lead or Principal.
- Attend and engage in professional development training around relationships and sex education provision.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of

staff feels they are not able to deal with alone, they should take this concern to their line manager. No one else should be informed at this stage, and a breach of confidentiality may fall under staff misconduct and disciplinary procedures.

- Provide regular feedback to their line manager on their experience of teaching relationships education and pupil response.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs.

Pupils:

Pupils are expected to attend relationships and sex education classes (unless the parent has requested withdrawal from sex education) that are in their school timetable and take them seriously. Although they are not assessed, these classes are still a very important part of the curriculum and a tool to aid personal development and the school expects pupils to recognise this. Pupils should support one another with issues that arise through relationships education. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. If pupils regularly fail to follow these standards of behaviour, this will be dealt with under the school behaviour policy.

We also hope that pupils will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to relationships and sex education or otherwise. Conversations of this nature between staff and pupils will be held in confidence; however, staff must take concerns to the Designated Safeguarding Lead if there is a child protection concern or they feel ill-equipped to deal with the issue at hand. This will then be reported using the school online safeguarding tool CPOMs.

Parents/carers:

The school expects parents/carers to share the responsibility of relationships and sex education and support their children's personal, social and emotional development. We encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school relationships education. Parents/carers are also encouraged to seek additional support in this from the school where they feel it is needed.

3. The Primary Curriculum Content

RSHE plays a very important part in fulfilling the statutory duties all schools have to meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health and about online and off-line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being.

By the end of primary school, the curriculum across all APAT schools will cover:

- *Families and People Who Care for Me*: The importance of stable, caring family lives and respecting different family structures.
- *Caring Friendships*: Characteristics of healthy friendships and how to manage conflict.
- *Respectful Relationships*: Boundaries, self-respect, and challenging stereotypes.
- *Online Safety and awareness*: Risks of sharing information online and how to report harmful content, **knowing the minimum age is 13 for most social media sites to protect pupils from inappropriate content, importance of reporting incidents to emergency services or adults rather than filming them on mobile devices.**
- *Being Safe*: Body autonomy, privacy, and how to report abuse.
- *Wellbeing*: General wellbeing, wellbeing online, physical health and fitness, healthy eating, illegal harmful substances and associated risks around drugs, alcohol, tobacco **and vaping including the risks of nicotine addiction caused by products such as nicotine patches.**
- *Health Education*: Health protection and prevention (ie **the importance of sufficient good-quality sleep for health and practical steps for improvement, such as not using screens in the bedroom at night**), personal safety, basic first aid, developing bodies including puberty, the human lifecycle, **and as a vital safeguarding tool to help children report concerns, knowing the correct names for body parts (e.g., penis, vulva, vagina).**

****Bold text highlights specific new topics mandated by the July 2025 guidance****

4. Policy Development and Parental Consultation

APAT recognises that parents/carers are the first educators of their children. Our schools will proactively engage and consult with parents/carers during the development and review of this policy.

Openness and Transparency with Parents/carers:

In accordance with the July 2025 guidance, APAT schools are committed to full transparency regarding RSHE materials.

- **Proactive Consultation**: Schools will proactively engage and consult parents/carers when developing or reviewing this policy.
- **Access to Materials**: Parents/carers have the right to view all curriculum materials and resources used in RSHE lessons. Each school will set out clearly how these materials can be accessed (e.g., Dojo, email).

- Notification of Changes: Schools will inform parents/carers in advance of any "shifts away" from the published policy or curriculum plan and will share relevant materials upon request.
- Sex Education Content: Parents/carers will be consulted on the specific content of any sex education taught beyond the science curriculum.
- External Resources: If a school uses external resources for sensitive topics parents/carers will be consulted on that content in advance.

Right to Request Withdrawal:

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

There is **no right to withdraw** from

- Relationships Education.
- Health Education (including puberty and menstruation).
- National Curriculum Science (including the biological life cycle).

(This is legally enforceable from September 2026, by the statutory guidance on Relationships Education, Relationships and Sex Education and Health Education (DfE 2025).)

Those parents/carers wishing to exercise the right to withdraw their child from sex education are invited to meet the Principal who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the specific sex education lessons until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school sex education programme or who wish to deliver sex education to their children at home. The Principal will not refuse to grant a request to withdraw a pupil from non-statutory sex education.

5. School-Specific Delivery

As a Multi Academy Trust we acknowledge that each of our schools may use a different scheme to deliver the content of this curriculum area. The specific details for ST Paul's Cray are shown below:

- Scheme of Work: St Paul's Cray CE Primary uses Jigsaw to deliver RSHE.
- Responsibility: The curriculum is overseen by the RSHE Lead and delivered primarily by class teachers.
- Adaptation: Schools will adapt their chosen scheme to ensure it is age-appropriate and meets the needs of their specific community.

6. Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around PSHE-related issues are varied. However, while personal views are respected, all PSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Pupils may ask questions that go beyond the scope of the primary curriculum or relate to sex education from which they have been withdrawn. To manage this, teachers will:

- Focus on supporting the child while maintaining age-appropriate boundaries.
- Explain how they will handle such questions in a way that avoids causing alarm.
- Where appropriate, encourage the pupil to speak with their parents/carers or a trusted adult.
- Signpost to reputable support services if needed, recognising that unanswered questions may lead pupils to seek inappropriate information online.

The RSHE curriculum should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. All bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

7. Safeguarding & Confidentiality

Teachers will conduct RSHE in a safe environment. If a pupil makes a disclosure during a lesson, the teacher will follow the School Safeguarding/Child Protection Policy immediately.

8. Equality and Inclusion

Teaching will be accessible for all pupils, including those with Special Educational Needs and Disabilities (SEND). Staff will adapt lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to RSHE. The school will use a variety of different strategies to ensure that all pupils have access to the same information. Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Principal to decide how to support the child.

9. Monitoring and Review

The PSHE Leader/SLT will monitor delivery of the PSHE programme through observation and discussion with teaching staff to ensure consistent curriculum provision.

Evaluation will include pupil and teacher feedback.

The Multi-Academy Trust central team and local governing bodies will monitor the implementation of this policy.

Appendix 1:

Jigsaw 3 - 11/12 Knowledge Content: Snapshot Overview



Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles - animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Humours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexing Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education