Myton Gardens Primary School

Relationships, Sex and Health Education (RSHE) Policy

Updated: May 2026

Document information	Details
Policy owner	Headteacher / PSHE and RSHE Lead
Approved by	Governing Body
Date approved	May 2026
Next review	May 2028, or earlier if statutory guidance changes
Applies to	All pupils, staff, governors, volunteers, visitors and external providers

Important note on statutory guidance: This policy has been reviewed against the Department for Education (DfE) statutory guidance for Relationships Education, RSE and Health Education published in July 2025 for introduction from 1 September 2026, while remaining compatible with the current 2019 statutory requirements in force until 31 August 2026.

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1. Aims

The aims of Relationships, Sex and Health Education (RSHE) at Myton Gardens Primary School is to:

- enable children to understand and respect their bodies and to cope with the changes that puberty brings;
- help children develop positive, respectful and healthy relationships, appropriate to their age and stage of development;
- support children to develop positive self-esteem, body confidence and emotional literacy;
- empower children to recognise risk, seek help and keep themselves and others safe, including online;
- provide a safe framework in which sensitive questions and discussions can take place;
- promote respect, kindness, equality and inclusion within the school community.

This policy supports the school motto, "Growing Minds, Nurturing Futures", by helping pupils to make informed choices, build respectful relationships and develop the knowledge and vocabulary they need to stay safe and healthy.

2. Statutory requirements

As a maintained primary school in England, Myton Gardens must provide Relationships Education and Health Education to all pupils. The school must have regard to statutory guidance issued by the Secretary of State when teaching these subjects.

Sex education is not compulsory in primary schools, except for the elements of the National Curriculum for science. However, the DfE recommends that primary schools have a sex education programme tailored to the age, maturity and needs of pupils. At Myton Gardens, any additional sex education beyond science is taught through an age-appropriate programme and is clearly identified in this policy.

Parents do not have the right to withdraw their child from Relationships Education, Health Education or National Curriculum science. Parents do have the right to withdraw their child from non-statutory sex education that goes beyond the science curriculum.

3. Policy development and consultation

This policy has been developed and reviewed using relevant national guidance, local safeguarding guidance, curriculum materials and the needs of pupils at Myton Gardens.

When developing and reviewing this policy, the school will:

- consult staff and governors;
- proactively consult parents and carers, including sharing clear information about the curriculum and sensitive content;
- listen to pupil voice in an age-appropriate way, particularly as the school grows into Key Stage 2;
- consider the needs of pupils with SEND, pupils with additional vulnerabilities and pupils from different family and cultural backgrounds;
- make the approved policy available on the school website and provide a copy free of charge on request.

4. Definitions

4a. Relationships Education at primary school

Relationships Education teaches the fundamental building blocks and characteristics of positive relationships, including families and people who care for children, caring friendships, respectful relationships, online relationships and being safe. At Myton Gardens, this includes helping pupils develop emotional vocabulary, respect for difference, understanding of boundaries, and confidence to seek help from trusted adults.

4b. Health Education at primary school

Health Education teaches the characteristics of good physical health and mental wellbeing. It provides pupils with the knowledge they need to make informed decisions about their own health and wellbeing, recognise when they may need help, and know how and where to seek support. This includes physical health, mental wellbeing, internet safety and harms, healthy eating, basic first aid, drugs/alcohol/tobacco awareness, and the changing adolescent body including puberty and menstruation.

4c. Sex Education at primary school

At Myton Gardens, Sex Education means learning about human reproduction, including how a baby is conceived and born, where this goes beyond the National Curriculum for science. It is taught in an age-appropriate, factual and sensitive way. Sex Education is not about the promotion of sexual activity.

Correct anatomical vocabulary is used where appropriate because it helps children understand their bodies, communicate clearly and keep themselves safe.

5. Curriculum and content

Myton Gardens teaches RSHE through a planned, spiral curriculum using:

- Protective Behaviours: Taking Care Programme, as recommended by Warwickshire safeguarding practice;
- Jigsaw: The Mindful Approach to PSHE, including the Healthy Me, Relationships and Changing Me units.

The curriculum is reviewed annually to ensure it is age-appropriate, developmentally appropriate, inclusive, accessible to pupils with SEND, aligned with current DfE guidance and responsive to safeguarding needs in the school community.

A summary of content is included in the appendices. Parents and carers may request to view curriculum materials used to teach RSHE. The school will facilitate this in a way that respects copyright restrictions, for example through a parent meeting, presentation, secure viewing arrangement or parent portal where available.

6. Delivery of RSHE

RSHE is primarily delivered by class teachers because they know the pupils well and are able to respond sensitively to pupils' needs, questions and prior experiences. Where external visitors or resources are used, the school remains responsible for the curriculum content, safeguarding and quality assurance.

- Lessons are taught in a safe, respectful classroom environment using agreed ground rules.

- Teaching is factual, balanced, age-appropriate and inclusive.
- Content is sequenced so that pupils revisit key messages as they move through school.
- Teachers adapt delivery for pupils with SEND or additional vulnerabilities.
- Parents are informed in advance when the Changing Me unit and any non-statutory sex education content will be taught.

7. Menstruation and puberty support

The DfE expects pupils to learn key facts about puberty and the menstrual cycle by the end of primary school. Myton Gardens recognises that puberty and menstruation can begin during primary school and that children should be prepared in a sensitive and supportive way.

- All pupils learn about puberty and menstruation at an age-appropriate point, so that menstruation is understood and stigma is reduced.
- The school makes reasonable arrangements to support pupils who menstruate, including access to sanitary products, spare clothing and discreet adult support.
- Sanitary bins and period products are made available where needed as the school grows.
- School trips and residential visits for older pupils include consideration of menstrual needs within planning and risk assessment.
- Staff respond sensitively to pupils who need help managing menstruation or puberty-related concerns.

8. Safeguarding, confidentiality and responding to questions

RSHE is part of the school's safeguarding curriculum. Staff will respond to pupils' questions honestly, sensitively and in a way that is appropriate to their age, maturity and context. Questions that are not appropriate for whole-class discussion may be addressed individually, in a small group or with parents, where appropriate.

Pupils are encouraged to talk to trusted adults if they feel unsafe, worried or confused. Staff cannot promise absolute confidentiality. If a pupil discloses information that suggests they or another child may be at risk of harm, staff will follow the school's safeguarding and child protection procedures immediately.

External visitors must be briefed on safeguarding expectations, confidentiality, lesson content and the school's policy before working with pupils.

9. Equality, inclusion and SEND

RSHE at Myton Gardens is taught in accordance with the Equality Act 2010 and the school's wider duties to promote respect and prevent discrimination. Teaching reflects that families come in many forms, including single-parent families, families with LGBT parents, adoptive families, foster families, kinship care, families headed by grandparents and other structures.

- Teaching avoids stigmatising pupils because of their family circumstances, protected characteristics or lived experiences.
- Resources are checked to ensure they are age-appropriate, inclusive and accessible.
- Reasonable adjustments are made for pupils with SEND so that they can access the curriculum.
- Staff take account of pupils who may be vulnerable due to safeguarding concerns, trauma, family circumstances, SEND or social, emotional and mental health needs.

- The curriculum supports pupils to challenge prejudice, stereotypes, bullying and unkindness in age-appropriate ways.

10. Roles and responsibilities

10a. The governing body

The governing body is responsible for approving this policy and for holding school leaders to account for ensuring that RSHE is compliant, age-appropriate, inclusive, accessible and effective. Governors should be assured that parents are consulted, curriculum materials are appropriate, and pupils with SEND can access teaching.

10b. The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, managing parental withdrawal requests, ensuring staff receive appropriate training, and ensuring the policy is reviewed and published.

10c. RSHE/PSHE subject leader and senior leaders

The RSHE/PSHE subject leader and senior leaders monitor curriculum coverage, support staff, review resources, gather pupil voice and ensure the curriculum is responsive to pupils' needs and safeguarding priorities.

10d. Staff

Class teachers are responsible for delivering RSHE sensitively and purposefully, modelling positive attitudes, adapting learning to meet pupils' needs, monitoring progress and responding appropriately to questions and safeguarding concerns. Staff do not have the right to opt out of teaching RSHE but should speak to the headteacher if they have concerns or require support.

10e. Pupils

Pupils are expected to engage respectfully in RSHE lessons and treat others with kindness, respect and sensitivity when discussing RSHE-related issues.

11. Parents and parental rights to withdraw

The school values partnership with parents and carers. Parents will be informed about the RSHE curriculum, including the timing of sensitive content and any non-statutory sex education lessons.

- Parents do not have the right to withdraw pupils from Relationships Education.
- Parents do not have the right to withdraw pupils from Health Education.
- Parents do not have the right to withdraw pupils from National Curriculum science.
- Parents do have the right to withdraw pupils from non-statutory sex education that goes beyond the National Curriculum for science.

Requests for withdrawal should be made in writing using the form in Appendix 7 and addressed to the headteacher. The headteacher will discuss the request with parents and clarify the nature and purpose of the curriculum. Alternative PSHE-related work will be provided for pupils who are withdrawn from non-statutory sex education.

12. Staff training

- Staff receive RSHE training as part of induction and ongoing professional development.
- Training includes safeguarding, responding to questions, managing sensitive discussions, use of correct vocabulary, SEND adaptations and the school's curriculum resources.
- The school may seek support from the local authority, Jigsaw, Protective Behaviours trainers or other suitable professionals where appropriate.
- External visitors do not replace the teacher's role and must be checked, briefed and supervised in line with school safeguarding procedures.

13. Monitoring, evaluation and review

The delivery and impact of RSHE are monitored by the subject leader and senior leaders through:

- curriculum reviews and planning checks;
- learning walks;
- pupil voice;
- book looks or evidence reviews where appropriate;
- staff feedback;
- parent feedback and consultation;
- governor monitoring.

Pupils' development in RSHE is monitored by class teachers as part of internal assessment and wider personal development monitoring. Much RSHE learning is discussion-based or practical, but work produced will be captured in PSHE books or other agreed evidence systems.

This policy will be reviewed every two years, or earlier if statutory guidance changes. At each review, the policy will be consulted on, updated and approved by the governing body.

Appendix 1: DfE Relationships Education outcomes for primary schools

By the end of primary school, pupils should know key content in the following areas:

Area	Summary
Families and people who care for me	That families are important for care, love and security; that families may look different; that stable, caring relationships are important; and how to seek help if family relationships make them feel unhappy or unsafe.
Caring friendships	How friendships support happiness and security; characteristics of friendship; how to manage conflict; that most friendships have ups and downs; and how to seek help if needed.
Respectful relationships	The importance of respecting others, permission-seeking and boundaries, courtesy and manners, self-respect, bullying, stereotypes and practical steps for improving or supporting respectful relationships.
Online relationships	That people may behave differently online; online respect; keeping safe online; recognising risks, harmful content and contact; and how to report concerns.
Being safe	Appropriate boundaries, privacy, permission-seeking, recognising unsafe situations, reporting concerns, resisting pressure and where to get advice or help.

Appendix 2: DfE Health Education outcomes for primary schools

Area	Summary
Mental wellbeing	Recognising and talking about emotions; benefits of community participation, rest, time with others and hobbies; loneliness; bullying; where and how to seek support.
Internet safety and harms	Benefits and risks of the internet; rationing time online; respectful online behaviour; why some online activity is age restricted; and where to report concerns.
Physical health and fitness	Benefits of physical activity, regular exercise and sleep; risks of inactivity; how and when to seek support.
Healthy eating	What constitutes a healthy diet and principles of planning healthy meals.
Drugs, alcohol and tobacco	Facts about legal and illegal harmful substances and associated risks, including smoking, alcohol and drug-taking.
Health and prevention	Early signs of illness, sun safety, sleep, dental health, hygiene, allergies, immunisation and vaccination.
Basic first aid	How to make a clear emergency call and basic first aid concepts, including common injuries.
Changing adolescent body	Key facts about puberty, the changing adolescent body and menstruation.

Appendix 3: Protective Behaviours overview

Protective Behaviours is delivered through two key themes:

- We all have the right to feel safe all the time.
- There is nothing so awful or too little that we cannot talk about it with someone.

Year group	Coverage summary
Reception	Feelings; body awareness including naming private body parts; early warning signs; telling and support networks.
Year 1	Feelings and behaviour; unsafe feelings; body privacy; safe and unsafe secrets; support networks.
Year 2	Rights and responsibilities; recognising early warning signs; personal space; "my body belongs to me"; using networks.
Year 3	Feelings, rights and responsibilities; unsafe feelings; body awareness and telling; constructing support networks.
Year 4	Rights and responsibilities; safe and unsafe feelings; safe and unsafe secrets; using networks.

Year 5	Rights of the child; safe feelings and early warning signs; safe and unsafe secrets; reviewing support networks.
Year 6	Rights of the child; emotions; recognising early warning signs; safe and unsafe secrets; reviewing support networks.

Appendix 4: Jigsaw Changing Me overview

Year group	Changing Me content summary
Reception	Growing up: how we have changed since we were babies.
Year 1	Boys' and girls' bodies; naming body parts.
Year 2	Boys' and girls' bodies; body parts and respecting privacy, including which parts of the body are private and why.
Year 3	How babies grow and how boys' and girls' bodies change as they grow older.
Year 4	Internal and external reproductive body parts, body changes and menstruation.
Year 5	Puberty for boys and girls, and conception.
Year 6	Puberty for boys and girls and understanding conception to birth of a baby.

Appendix 5: Non-statutory sex education content

The following content is identified as non-statutory sex education within the Jigsaw programme and is therefore content from which parents may request withdrawal.

Year group	Session	Summary
Year 4	Having a baby - Session 2	The choice to have a baby; the parts of men and women that make babies; in simple terms, how this happens.
Year 5	Conception - Session 4	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life.
Year 6	Conception to birth - Session 3	The story of pregnancy and birth.

Appendix 6: National Curriculum science links

Year group	Science link
Year 1	Identify, name, draw and label the basic parts of the human body and say which part is associated with each sense.
Year 2	Notice that animals, including humans, have offspring which grow into adults. Pupils may be introduced to the processes of reproduction and growth in animals in age-appropriate ways.
Years 3 and 4	No specific statutory National Curriculum science content directly linked to human reproduction or puberty.
Year 5	Describe the differences in the life cycles of a mammal, amphibian, insect and bird; describe the life process of reproduction in some plants and animals; describe the changes as humans develop to old age, including puberty.
Year 6	Recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function; describe how nutrients and water are transported within animals, including humans.

Appendix 7: Parent/carer withdrawal form

Request for withdrawal from non-statutory sex education sessions within the RSHE programme. One form should be completed per child.

Field	Response
Name of child	
Class	
Name of parent/carer	
Date	

Session(s) you wish to withdraw your child from	Year 4 Session 2 / Year 5 Session 4 / Year 6 Session 3
Reason for withdrawing from non-statutory sex education	
Any other information you would like the school to consider	
Parent/carer signature	
Agreed actions following discussion with the school	
Headteacher signature and date	

Appendix 8: References

- Department for Education. Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance, 2019, for teaching until 31 August 2026.
- Department for Education. Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance, published July 2025 for introduction from 1 September 2026.
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Education Act 1996, section 403.
- Education Act 2002, section 80A.
- Children and Social Work Act 2017, sections 34 and 35.
- Equality Act 2010.
- National Curriculum in England: science programmes of study.