

Relationship, Sex and Health Education Policy **Amington Heath Primary School and Nursery**



Approved by:Governors

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1. Aims

The aims of relationships, sex and health education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. 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, Amington Heath Primary School has regard to the statutory guidance for Relationships Education, Relationships and Sex Education (RSHE) and Health Education published by the Department for Education.

We recognise that RSHE contributes significantly to safeguarding, personal development, health and wellbeing and supports pupils in developing the knowledge, skills and attributes needed to thrive both now and in the future.

At Amington Heath Primary School we teach RSHE as set out in this policy.

3. 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 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 – all parents were given the opportunity to look at the policy, raise any questions and share their opinions.
4. Pupil consultation – we sought pupils' views regarding RSHE and considered these when reviewing provision.
- 5.
6. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

RSHE and Safeguarding

RSHE is an important part of the school's safeguarding curriculum. Through planned learning opportunities, pupils develop the knowledge and skills needed to:

- recognise healthy and unhealthy relationships
- understand personal boundaries
- stay safe both online and offline
- recognise unsafe situations
- understand consent and personal privacy in an age-appropriate way
- identify trusted adults
- know how and where to seek help

Staff understand that safeguarding concerns which arise during RSHE lessons will be managed in accordance with the school's safeguarding procedures.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it 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 don't 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

Our wider RSHE curriculum also includes teaching about:

- mental health and emotional wellbeing
- healthy lifestyles
- online relationships and digital safety

- personal safety and risk management
- diversity, equality and inclusion
- healthy friendships
- consent and privacy
- puberty and growing up
- safeguarding and seeking help

Pupils are also supported to understand change, loss and bereavement in an age-appropriate manner and know where to seek support when needed.

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

Wider Safety Curriculum

The school recognises that some aspects of personal safety are most effectively taught through practical experiences and external providers.

In addition to the SCARF curriculum, pupils benefit from:

- Road Safety workshops, including Stepping Out
- Swimming lessons and water safety education
- Year 2 and Year 5 visits to the local fire station, including learning about fire safety, water safety, basic first aid and financial awareness.
- Fire safety education
- First aid education
- External visitors and safeguarding specialists
- Assemblies and themed awareness events
- Parent communications and newsletters

These experiences complement classroom learning and contribute to pupils' understanding of personal safety, risk management and wellbeing.

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

- Similarities and differences
- Thoughts and feelings
- Respectful relationships
- Online relationships and digital safety, including privacy, personal data, online behaviour, misinformation, online harms and seeking support.
- Being safe
- Choices and personal boundaries

Sex education focuses on teaching:

- About the human body
- How a baby is conceived and born

- Preparing boys and girls for the changes that adolescence brings

For more information about our RSHE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life 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).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSHE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- 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-science components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

All teachers are responsible for teaching RSHE at Amington Heath Primary School.

7.4 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-science components of sex education within RSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Parents and carers are encouraged to engage with the school's RSHE curriculum and may request information about curriculum content and resources used to support teaching.

9. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

10. Monitoring arrangements

The delivery of RSHE is monitored by Kelly Wyatt (PSHE and RSHE subject lead) through lesson visits, curriculum reviews, planning scrutiny, pupil voice, staff voice and assessment information - in line with the school's monitoring cycle.

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

This policy will be reviewed by Kelly Wyatt (PSHE and RSHE subject lead) annually. At every review, the policy will be approved by the governing board.

Updates and Amendments

April 2024	P5.	Updated to RSHE lead
July 2026	P1-14	Updated to reflect revised DfE RSHE statutory guidance and current school provision. Updated curriculum map

Appendix 1: Curriculum map

	Amington Heath Primary School PSHE, Relationships and Sex Education Curriculum (Adapted from SCARF)					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Me and My Relationships Marvellous me! I'm special People who are special to me	Valuing Differences Me and my friends Friends and family Including everyone	Keeping Safe People who help to keep me safe Safety Indoors and Outdoors What's safe to go into my body	Rights and Respect Looking after myself Looking after my environment Looking after others	Growing and Changing Growing and changing in nature When I was a baby Girls, boys and families	Being My Best What does my body need? I can keep trying I can do it!
Reception	Me and My Relationships All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2)	Valuing Differences I'm special, you're special Same and different Same and different families Same and different homes I am caring I am a friend	Keeping Safe What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe	Rights and Respect Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe	Growing and Changing Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys	Being My Best Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep
Year One	Me and My Relationships Why we have classroom rules How are you listening? Thinking about feelings Our feelings Feelings and bodies Good friends	Valuing Difference Same or different? Unkind, tease or bully? Harold's school rules It's not fair! Who are our special people? Our special people balloons	Keeping Safe Super sleep Who can help? (1) Good or bad touches? Sharing pictures What could Harold do? Harold loses Geoffrey	Rights and Respect Harold has a bad day Around and about the school Taking care of something Harold's money How should we look after our money? Basic first aid	Growing and Changing Healthy me Then and now Taking care of a baby Who can help? (2) Surprises and secrets Keeping privates private	Being my Best I can eat a rainbow Eat well Harold's wash and brush up Catch it! Bin it! Kill it! Harold learns to ride his bike Pass on the praise! Inside my wonderful body! (OPTIONAL)
Year 2	Me and My Relationships Our ideal classroom (1) Our ideal classroom (2) (OPTIONAL) How are you feeling today? Let's all be happy! Being a good friend Types of bullying Don't do that! Bullying or teasing? (OPTIONAL)	Valuing Difference What makes us who we are? My special people How do we make others feel? When someone is feeling left out An act of kindness Solve the problem	Keeping Safe Harold's picnic How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell?	Rights and Respect Getting on with others When I feel like erupting Feeling safe Playing games Harold saves for something special Harold goes camping (OPTIONAL) How can we look after our environment?	Growing and Changing A helping hand Sam moves away Haven't you grown! My body, your body Respecting privacy Some secrets should never be kept	Being my Best You can do it! My day Harold's postcard - helping us to keep clean and healthy Harold's bathroom What does my body do? My body needs... (OPTIONAL) Basic first aid



Amington Heath Primary School PSHE, Relationships and Sex Education Curriculum
(Adapted from SCARF)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Me and My Relationships As a rule (Updated 19 Aug 2025) Looking after our special people How can we solve this problem? Tangram team challenge (OPTIONAL) Friends are special Thunks Dan's dare My special pet (OPTIONAL)	Valuing Difference Respect and challenge Family and friends My community Our friends and neighbours Let's celebrate our differences Zeb	Keeping Safe Safe or unsafe? Danger or risk? The Risk robot Super Searcher Help or harm? Alcohol and cigarettes: the facts Raisin challenge (1) (OPTIONAL)	Rights and Respect Helping each other to stay safe Recount task Our helpful volunteers Can Harold afford it? Earning money Harold's environment project Let's have a tidy up! (OPTIONAL)	Growing and Changing Relationship tree Body space None of your business! Secret or surprise? My changing body Basic first aid	Being my Best Derek cooks dinner! (healthy eating) Poorly Harold Body team work For or against? I am fantastic! Top talents Getting on with your nerves! (OPTIONAL)
Year 4	Me and My Relationships Human machines Ok or not ok? (part 1) Ok or not ok? (part 2) An email from Harold! Different feelings When feelings change (OPTIONAL) Under pressure	Valuing Difference Can you sort it? What would I do? The people we share our world with That is such a stereotype! Friend or acquaintance? Islands	Keeping Safe Danger, risk or hazard? How dare you! Keeping ourselves safe Raisin challenge (2) Picture wise Medicines: check the label Know the norms (OPTIONAL) Traffic lights (OPTIONAL)	Rights and Respect Who helps us stay healthy and safe? It's your right How do we make a difference? In the news! Safety in numbers Harold's expenses (OPTIONAL) Why pay taxes? Logo quiz (OPTIONAL)!	Growing and Changing Moving house My feelings are all over the place! All change! Preparing for changes at puberty Secret or surprise? Together	Being my Best What makes me ME! Making choices SCARF hotel Harold's Seven Rs My school community (1) Basic first aid Volunteering is cool (OPTIONAL)
Year 5	Me and My Relationships Collaboration Challenge! Give and take Communication (OPTIONAL) How good a friend are you? Relationship cake recipe Our emotional needs Being assertive	Valuing Difference Qualities of friendship Kind conversations Happy being me The land of the Red People Is it true? Stop, start, stereotypes It could happen to anyone (OPTIONAL)	Keeping Safe Spot bullying Play, like, share 1 Play, like, share 2 Decision dilemmas Vaping: healthy or unhealthy? Would you risk it? Ella's diary dilemma (OPTIONAL) 'Thinking' about habits (OPTIONAL) Drugs: true or false? (OPTIONAL) Smoking: what is normal? (OPTIONAL)	Rights and Respect What's the story? Fact or opinion? Mo makes a difference Rights, respect and duties Spending wisely Lend us a fiver! Local councils (OPTIONAL)	Growing and Changing How are they feeling? Taking notice of our feelings Dear Ash Growing up and changing bodies Changing bodies and feelings Help! I'm a teenager - get me out of here! Dear Hetty (OPTIONAL) Making babies (OPTIONAL)	Being my Best It all adds up! Different skills My school community (2) Independence and responsibility Star qualities? Basic first aid, including Sepsis Awareness
Year 6	Me and My Relationships Working together Let's negotiate (OPTIONAL) Solve the friendship problem Dan's day (OPTIONAL) Behave yourself Assertiveness skills Don't force me Acting appropriately	Valuing Difference OK to be different We have more in common than not Respecting differences Tolerance and respect for others Advertising friendships! Boys will be boys? - challenging gender stereotypes	Keeping Safe Think before you click! It's a puzzle (OPTIONAL) To share or not to share? Rat Park What sort of drug is...? Drugs: it's the law! Alcohol: what is normal? Joe's story (part 1) (OPTIONAL) Joe's story (part 2) (OPTIONAL - ARCHIVED: 08/25)	Rights and Respect Two sides to every story Facebook friends What's it worth? Jobs and taxes (OPTIONAL) Happy shoppers - caring for the environment Action stations! (OPTIONAL) Project Pitch (parts 1 & 2) (OPTIONAL) Democracy in Britain 1 - Elections Democracy in Britain 2 - How (most) laws are made Community art (OPTIONAL)	Growing and Changing I look great! Media manipulation Pressure online Helpful or unhelpful? Managing change Is this normal? Making babies What is HIV? (OPTIONAL) Online Sexual Content (OPTIONAL)	Being my Best This will be your life! Our recommendations What's the risk? (1) What's the risk? (2) Basic first aid, including Sepsis Awareness Five Ways to Wellbeing project

Appendix 3: Parent form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within RSHE			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
	Include notes from discussions with parents and agreed actions taken.
Agreed actions from discussion with parents	