



ELMHURST

Relationships, Health and Sex Education (RSE) Policy

Date Reviewed
Next Review
Responsibilities

June 2026
August 2027

Education Directors and school leadership are responsible for the monitoring review for this policy, all staff should read this policy and appendices

Introduction and Scope

This policy details the approach the school will take to the content and delivery of Life Skills and PSHE, our bespoke programme to ensure that children at Elmhurst School thrive while at the school and in the future.

The Life Skills and PSHE programme at Elmhurst School is delivered

- **Through dedicated timetabled lessons**
- **Within specialists subjects**
- **As part of the co-curriculum and assembly programme**

The Life Skills and PSHE programme will

- Be the medium for the delivery of Statutory Relationships Education, Relationships and Sex Education and Health Education in line with the guidance published by the Department for Education in July 2025, to come into effect September 2026.
- Enable pupils to access Non-statutory Personal, social, health and economic (PSHE) education as outlined in Guidance for Personal, social, health and economic (PSHE) education September 2021.
- Actively promote fundamental British values—democracy, the rule of law, individual liberty, and mutual respect/tolerance—to strengthen safeguarding under the Prevent strategy
- Enrich the educational and life experiences of the pupils at Elmhurst school through bespoke activities and content

In the Early Years Foundation Stage, the statutory guidance does not apply; however Personal Social and Emotional Development (PSED) is one of the prime areas within the EYFS curriculum and age-appropriate provision is made accordingly.

Delivering RSE

High-quality, evidence-based Relationships, Sex, and Health Education (RSHE) provides children and young people with the knowledge and skills for informed, ethical decisions regarding wellbeing, health, and relationships. It prepares them for adult life, promoting moral, social, mental, and physical development, and fostering positive traits like resilience and integrity. Effective RSHE helps prevent harm by enabling young people to identify when things are wrong. RSHE is part of the school curriculum, allowing flexibility in implementation.

The school will follow the guiding principles for RSHE delivery

1. **Pupil Engagement:** Involve pupils to ensure the curriculum is relevant and engaging.
2. **Parental Transparency:** Engage parents, be transparent about all RSHE materials, and ensure parents are aware of their right to withdraw children from sex education (with an opt-back-in provision).
3. **Positivity:** Focus on building positive attitudes and skills, promoting healthy norms, and avoiding language that normalises harmful behaviour.
4. **Careful Sequencing:** Cover all statutory topics, starting early, and sequence teaching to proactively equip pupils with knowledge before relevant experiences occur.
5. **Relevant and Responsive:** Ensure the curriculum is relevant, age/stage-appropriate, accessible, and responsive to local issues, potentially working with local partners.
6. **Skilled Delivery:** Use school staff or trained external providers with the necessary knowledge and skills to deliver participative education in a safe, supportive environment, trained in safeguarding and handling disclosures.
7. **Whole School Approach:** Deliver the curriculum as part of a wider school strategy for wellbeing and positive relationships, supported by other school policies

Differentiation between Relationships Education and Sex Education

Relationships Education (RE) and Health Education (HE)

These are compulsory for all pupils. RE focuses on building positive and safe relationships with others, covering topics like families, friendships, and staying safe online and offline. Everyone has relationships with others. Relationships education should equip pupils with the knowledge and skills they need to act with kindness and respect in all their relationships as they grow into adulthood, to enjoy their relationships, and to keep themselves and others safe. Relationships education will focus on how to form and sustain positive relationships but will also help children identify risks and harms.

This education can include sensitive topics, such as sexual violence, to equip children with the knowledge to keep themselves safe and know how to report concerns. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. RE will **not** involve explaining the detail of different forms of sexual activity.

Sex Education (Primary)

The school will not teach any non-statutory sex education content. The school will only teach human development and changes during puberty as part of the science curriculum in year 5 and year 6. The science curriculum covers related topics like external body parts, human growth (including puberty), and sexual reproduction in plants/animals including a sperm meeting an egg. The school's teaching of mammal (including human) reproduction in science will be a factual description of conception. The school will inform parents before teaching these science lessons so that parents can support learning at home.

Parents' right to request withdrawal from sex education

In primary schools, head teachers must automatically grant a request for withdrawal from sex education, except for content taught in science. Parents cannot withdraw pupils from relationships and health education, or topics taught as part of the science curriculum, including those related to puberty or sexual reproduction. Relationships education focuses on forming positive relationships, acting with respect, and identifying risks/harms (e.g., preventing sexual abuse, avoiding inappropriate online sharing) without detailing sexual activity. Health education will include correct terms for body parts in primary, also without detailing sexual activity. We will also cover the changes to the body during puberty in health education.

Life Skills, PSHE and RSHE Subject Content, Delivery, and Responsibility

The programme of study for the statutory areas of RSHE at Elmhurst School is outlined below. In delivering RSHE the school will use resources from the SCARF Scheme.

Subject Area	Key Content Areas	When Taught	Responsibility	External Providers
Relationships Education (RE)	Families and people who care for me, caring friendships, respectful relationships, online relationships, and being safe. (e.g., safeguarding, sexual violence prevention)	Taught across all Key Stages as part of PSHE (Personal, Social, Health and Economic Education) and woven into other curriculum areas.	Class Teachers and the Head of PSHE.	The school may engage local community police officers or specialist safeguarding charities to deliver specific safety-focused sessions.
Health Education (HE)	Mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid, and changing adolescent body during puberty including how to manage change and periods.	Primarily delivered in discrete PSHE lessons and Science lessons.	Class Teachers and the Heads of PSHE/Science.	Trained first aid professionals may be utilised for specific health and first aid content.
Sex Education (SE)	Human reproduction.	Taught as part of the Science curriculum (statutory) only.	Class Teachers and the Head of Science.	None.

Safeguarding and RSHE

Within the curriculum design there are opportunities to teach safeguarding within the RSE and Health curriculum in accordance with KCSIE 2025 (para 130), which states: *Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment... These will be underpinned by the school/college's behaviour policy, the Equal Opportunities policy and pastoral support system, as well as by a planned programme of evidence-based*

*RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). **NB: If any safeguarding issues are raised during RSHE lessons, the school will refer to its Safeguarding policy***

Accessibility and Equality of Opportunity for Pupils

Classroom practice and pedagogy will take into account pupils' development, age, ability, readiness and cultural background, protected characteristics and pupils with SEND and will be adjusted accordingly to enable all students to access the learning.

The school is committed to ensuring all RSHE content is made accessible to all pupils, including those with Special Educational Needs or Disabilities (SEND), the school will act in line with its SEND policy ensuring

- **Differentiation:** Teaching staff will employ appropriate differentiation strategies to meet individual needs as identified in provision maps or Education, Health and Care (EHC) Plans.
- **Specialist Support:** Pupils who require it will be supported by teaching assistants or specialist staff. The content will be delivered in a safe and supportive environment, ensuring sensitive topics are handled with care and sensitivity appropriate to their developmental stage.

We will use Life Skills, PSHE and RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system and wellbeing surveys. Life Skills, PSHE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

Relationships Education takes account of the faith of individual pupils whilst helping pupils from all backgrounds build positive and safe relationships and to thrive in modern Britain. When planning for teaching the religious background of pupils will be observed so that topics are appropriately handled.

The school recognises that due to the nature of RSHE content the pupils may be challenged personally, socially and emotionally, and the above adjustments will consider this factor in developing access plans for pupils with needs in these areas that may be part of the school care plans in addition to the SEN register.

Monitoring and Evaluation

The RSHE curriculum is monitored and evaluated to ensure it is effective, relevant, and compliant with current guidance.

- **Monitoring:** The Head of PSHE will conduct regular lesson observations, scrutinise planning, and review pupil work. Pupil and staff voice surveys will be used to gather feedback on the quality and impact of the provision.
- **Assessment:** the subject will not be subject to formal summative assessment, staff will incorporate a range of activities to establish the development of pupils' knowledge and understanding of the topics covered through review and discussion at relevant points in units.
- **Evaluation:** The policy and curriculum will be formally evaluated by the Governing Body's Academic Committee on an annual basis. Key performance indicators will include pupil confidence in discussing relationships, knowledge of safety and wellbeing, and statutory compliance.

Openness and Access to Curriculum Materials

Schools will take steps to pro-actively engage parents and make sure they are aware of what is being taught in RSHE. Parents have the right to view the curriculum materials used in RE, HE, and SE to help them prepare their child for the lessons and reinforce learning at home.

The school will invite parents into school to discuss

- curriculum content
- the importance of RSHE for wellbeing and safety
- any concerns
- parents in managing conversations with their children about RSHE topics
- parents views when developing and reviewing their RSE policies

All of the above will be considered in the context of consultation with parents.

Materials

- **Access:** A comprehensive outline of the RSHE curriculum, including the specific topics taught in each year group, will be published on the school's website.
- **Viewing:** Detailed lesson plans, slides, and resources used for the non-statutory SE content will be made available will be facilitated through scheduled viewing sessions or secure digital access. Where the school uses copyrighted SCARF resources this will not limit parents ability to view content.

Parents are not able to veto curriculum content. Where the school shares content of copyrighted schemes, it will note the authorship. Where schools share copyrighted scheme content with parents both parties are bound by copyright in that the materials cannot be copied or shared further.

Answering Questions

Teachers are trained to handle sensitive questions appropriately and to ensure the curriculum boundaries are maintained.

- If a primary pupil asks a question relating to sex education that is not part of the primary curriculum, the teacher will answer truthfully and accurately, but only with simple, age-appropriate information that is relevant to the question asked. The teacher will not introduce concepts that are not intended for the primary curriculum.

Life Skills and PSHE

The Life Skills programme at Elmhurst School is delivered through

- Life Skills lessons
- PSHE
- Other curriculum topics (such as Geography or Business)

Life skills and PSHE will be used to deliver statutory curriculum content and non-statutory PSHE, this section of the policy addresses the statutory duty of Elmhurst School with regard to Fundamental British Values (FBV) and the Prevent Strategy, as well as the delivery of non-statutory PSHE.

Character Education underpins all of the PSHE and Life skills lessons.

PSHE is an important and necessary part of all pupils' education. Teachers have the flexibility to tailor their local PSHE programme to reflect the needs of their pupils and the values of the school. The PSHE

programme will equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. PSHE education will build, where appropriate, on the statutory content already outlined in the national curriculum for RSHE.

Elmhurst School uses the SCARF PSHE scheme as the foundation for our PSHE and Life Skills programme:

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught using the SCARF scheme through specific PSHE lessons and activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1 and KS2

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

These areas are also covered in Life Skills and PSHE lessons:

- Character Education in line with the school values (which runs through every PSHE/Life Skills lesson)
- Financial Literacy
- Oracy and Advocacy, being an active citizen
- Current Affairs

- Climate Action and Sustainability
- Global Citizenship and Community Care
- Economics and Entrepreneurship
- AI as a force for good

Programme of Study

Parents can access further details of the programme of study here:

[PSHE and Life Skills Long Term Plan](#)

Parents can access example RSHE material from the SCARF curriculum here:

[PSHE Exemplar RSHE Material](#)

Policy Production, Approval, and Review

- **Production:** This policy has been drafted following consultation with parents, staff, pupils, and the Governing Body, ensuring it reflects the school's ethos, values, and the statutory requirements of the DfE guidance. Consultation sessions were held through the course of the Summer Term in 2026, all parents and staff were invited to attend feedback and content viewing sessions, as well as having the opportunity to contribute through a survey. Pupil consultation operated through the school council and within feedback sessions on the curriculum in Life Skills lessons.
- **Approval:** This policy was approved by the Directors of Elmhurst School
- **Review:** This policy will be formally reviewed and ratified by the Governing Body annually or sooner if there are significant changes to statutory guidance or school circumstances.