

Upham CE (A) Primary School

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



Approved by Full Governing Body – 16 July 2026

Review Date – by end of July 2027

Relationships, Relationships and Sex education, and Health Education (RSHE) Policy – Upham CE(A) Primary School

Our Vision and Values

Our school vision and core values of 'love' and 'care' are summarised as:

Love and Care

Open Our minds

Value all achievement

Encourage independence

This means that we value all where 'difference' is positive, thinks beyond our own 'wants' and empathise with others, make conscious decisions to act and look outwards from self to others and encourage thought for all others.

We are committed to being a welcoming and inclusive community where all feel included, can learn and flourish, living out Jesus's promise of 'life in all its fullness' (John 10; 10).



Key References to Important Documentation

We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE).

Due regard will be made to the Equalities Act 2010 in formulation of RSHE provision. Upham CE(A) Single Equalities Statement and Objectives can be found on the school website which states that:

'The over-riding premise that must be adhered to in matters of equality is that everyone has the right to be treated with dignity and respect whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.'

Effective Safeguarding Procedures are also highly relevant for the context of RSHE provision. Upham CE(A) Primary School Safeguarding Policy and Child Protection (Including Managing Sexual Abuse and Sexual Violence Between Children) Policy can be found published on the school website. The Child Protection Policy identifies the following Policy Statement:

'Safeguarding determines the actions that we take to keep children safe and protect them from harm in all aspects of their school life. As a school we are committed to safeguarding and promoting the welfare of all our pupils. The actions that we take to prevent harm; to promote wellbeing; to create safe environments; to educate on rights, respect and responsibilities; to respond to specific issues and vulnerabilities all form part of the safeguarding responsibilities of the school. As such, this overarching policy will link to other policies which will provide more information and greater detail.'

Definition of What Relationships and Sex Education (RSE) Is

The governors of Upham CE(A) Primary school have determined that we will teach relationships and sex education (RSE) as part of the school curriculum, alongside the statutory relationships and health education content, as set out by the DfE in 'Relationships Education, Relationships and Sex education (RSE) and Health Education' July 2025. Aspects of relationships and sex education makes links to areas of the wider RSHE curriculum and also the science curriculum but the RSE content is distinct and separate.

Relationship and sex education (RSE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

It involves learning about heterosexual intercourse, pregnancy and puberty and the emotional and relationship contexts of these stages. This learning is underpinned by learning such as understanding that boys and girls have different private parts. This sort of prior learning completed by young children is still part of RSE and the RSE curriculum (and the scope of this policy) encompasses the whole learning journey leading to understanding about sex itself.

National Guidance

The DfE (Taken from 'Relationships Education, Relationships and Sex education (RSE) and Health Education. DfE. July 2025) states as guiding principles (para 15) that:

'Schools should focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. Schools should avoid language which might normalise harmful behaviour among young people – for example gendered language which might normalise male violence or stigmatise boys.'

Schools should sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.

Schools should develop the curriculum to be relevant, age and stage appropriate and accessible to pupils in their area.'

In addition, **the statutory elements of relationship education** are also very relevant and are defined as (para 24-290:

'The focus for primary relationships education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.'

Building children's understanding and skills at primary is essential for preparing them for more complex content at secondary. For example, in primary, children will learn skills for managing difficult feelings in their friendships, like disappointment or anger. This prepares them to reflect on how to behave with kindness in more complex or challenging relationships at secondary.

Schools should be sensitive to pupils' circumstances, recognising that families of many forms provide a nurturing environment for children, and can include single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers. Teaching should illustrate a wide range of family structures in a positive

way, and care should be taken to ensure that children are not stigmatised based on their home circumstances.

Primary relationships education should be anchored in an understanding of positive relationships, but should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This can be delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information. Pupils should be able to recognise emotional, physical and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right. In addition, pupils should understand about bullying, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation.

Pupils should know how to report concerns and seek advice. While teaching children how to stay safe, including online, teachers should be clear that being a victim of abuse is never the fault of the child.

Primary children should be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. For example, in late primary, schools may decide to discuss the pressure to share naked images if this is affecting pupils in the school. There may also be cases, such as when they know that pupils have seen pornography, in which schools may feel the need to discuss online sexual content. Teaching should be age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion.'

Subject content, how it will be taught and who is responsible.

How content has been determined

Summary of Parental Consultation June 2026 will be added here once completed.

Following initial Governing body approval of this draft policy, this was shared with all parents for consultation during June 2026. A Google Forms was created with a number of questions but also opportunities for parents to share any thoughts, questions and opinions they had.

All parents who responded agreed that they felt children at Upham CE Primary School should be taught about puberty and sexual intercourse and that the curriculum content, as set out on page 6, is appropriate. No changes to this were suggested. A small number of parents requested the opportunity to find out a little more so an information session was arranged.

In particular, parents who responded were very supportive of the need to address potential misinformation from inappropriate things the children might have seen. For example, one parent shared that;

"I think younger children are open to receiving age appropriate facts that will underpin and shape their approach as they move through life. Given the abundance of mis, dis and misinformation available to them online as they get older, it is increasingly important to provide a solid fact base from which their development and understanding will progress."

How the content will be taught

In each class, classteachers will deliver the RSHE (including RSE) curriculum to their classes, though at times the headteacher and HLTA may support delivery, such as if covering staff absence. Throughout, children will continue to be taught as mixed gender and mixed aged classes (except where content has been determined for a specific year group).

Particular sensitivity will be given to how more complex puberty and sex education is delivered to Badgers Class (Years 5 and 6). This is best delivered by those adults who are most familiar and most trusted ie the classteacher and LSA. Though a balance of male and female staff would be the ideal delivery, in our small school with limited staff this is not always possible. It might be appropriate for the male headteacher to contribute but it is recognised that this delivery is unlikely to create the ideal learning atmosphere. All curriculum learning will be delivered to mixed sex groups though girls in Years 5 & 6, especially where they have started menstruation, will also be given additional sessions to explore the specific management of periods.

What if children ask questions related to topic areas unsuitable for study at this age?

During sex and relationships teaching, especially in Years 5 and 6, children will be encouraged to ask questions to further their own understanding. It is a general principle that where children have questions, we will endeavor to answer them; unanswered questions encourage turning to inappropriate sources of information, such as those online. However, it depends on the question, the age of the child and their contexts which affect what the staff member does. They may suggest to the children that this is a question they should ask their parent/ guardian about, they might be able to respond factually or may refer to aspects of law or may simply respond with a statement that 'that is something you will learn more about when you are older'. Many aspects of sex and relationships, such as contraception, will be explored at secondary school when children are older, staff will not discuss content from the secondary school curriculum (as defined within RSHE DfE 2025).

Opportunities for anonymous questions on paper will be used so no child is worried about asking a question which they perceive might be laughed at or not responded positively to by peers. This also gives staff the opportunity to potentially remove any inappropriate questions or questions not suitable for the whole class audience.

Sometimes a child asks a question because they have greater awareness than peers, such as that shared from an older sibling. It may be appropriate to answer in front of the class or do so more privately. It may be appropriate to encourage the child to speak to a parent, a particular trusted adult or signpost a support service. Questions may also illustrate a safeguarding concern, in which case safeguarding protocols would be followed, or a need to involve parents. A child might have been influenced by negative means and have a distorted view, such as from misinformation or having viewed something pornographic, in which case it would be important to address the misinformation, misconception or bias.

RSE curriculum content at Upham CE(A) Primary School

This process of gathering stakeholder views has helped shape how curriculum content has been determined and to which year groups it should be delivered.

Here is an overview of planned RSE learning:

 EYFS – Dormice Class Year R	 KS1 – Squirrels Class Years 1 & 2	 Lower KS2 – Hedgehogs Class Years 3 & 4	 Upper KS2 – Badgers Class Years 5 & 6	
- Describe that girls and boys have different external private parts. <i>Eg How would you know if a baby doll is a boy or girl?</i> - Use vocabulary for different family members, eg male, female, adult, baby, child, brother, sister.	Explore the informal different names we give private parts and introduce, in context, some scientific words, including 'penis', 'vulva' & 'testicles'.	- Describe early puberty changes in terms on the body growing (height, strength). - Understand the importance of hygiene changes due to growth eg sweating more – need to wash, clip toe nails.,	- Understand the key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. Describe major changes from child to teenager to adult, such as things you can do as the law changes for driving - Understand menstrual wellbeing including the key facts about the menstrual cycle, including how period products and menstrual products are used.	
Know that women can have babies, that babies develop inside the woman's body, and that they are born, fed and grow.	Understand stages of growth through explaining how children can do more and more as they grow from babies to toddlers to children.	Use scientific vocabulary when discussing changes/ aspects of body, including those from KS1 and including 'vagina', 'scrotum' & 'nipples'.	Use correct scientific terminology for internal and external male and female genitals.	•Year 6 Only - Understand that procreation occurs within a loving & committed relationship. - Explain sexual intercourse (penetration & ejaculation) in terms of male and female body parts. - Understand the main stages of pregnancy – from conception, as sperm & egg join, through growth of the foetus to birth.
				Explore future aspirations and challenge any gender stereotypes (including misogyny) through exploration and research.
Explore some early potential gender stereotypes eg blue/pink colours, 'gender toys', dressing up, play that mirrors family life.	Explore and challenge gender stereotypes for what boys and girls can do – such as toys, jobs, play, sport, family roles etc	- What is inappropriate touching – eg hug, holding hands compared to private areas - Understand that you don't have to do what others tell you to do, either online or face to face – 'dares' encourage this, don't blame own actions on influence of others.	- Linked to NSPCC 'Stay Safe' Input – Understanding what abuse is, how to recognise, how to share and who to trust. - Discuss pressures (online or face-to-face) around sharing naked images and recognise the negative implications and that this is not part of a normal relationship. (Where pupils have seen pornography this may need to make reference to acknowledging naked images exist which is not as part of a healthy relationship).	
- Understand to keep private areas private. - Understand how to change for PE to stay private, such as not removing underwear.	- Understand that whilst private areas should be kept private, it is ok to show them if there is a problem eg to parent or doctor. - Be able to express own boundaries around private area body parts. - Know how to keep private when changing, being sensitive towards each other. - Learning about personal space – its ok to need your space, but not to touch someone else.			

Details of how the subject will be monitored and evaluated

Include details of how parents and carers are consulted on a regular basis

Prior to the teaching of puberty and sex for Badgers Class Years 5 & 6), parents will be invited to view the audio-visual materials planned to be used and ask any questions. Following the delivery of the unit, any feedback from parents will be used to inform future planning and delivery.

The governors Curriculum Committee will monitor delivery of the policy through updates from the headteacher and RSHE subject leader as well as monitoring from nominated governor(s).

Where RSE is part of key school improvement actions, these monitoring activities will be planned as part of the school improvement plan.

The headteacher, will monitor delivery of the curriculum through planned and informal monitoring. This could include observations of curriculum implementation, pupil conferencing and sampling of children's work.

Sensitive support for girls to help prepare for and manage menstruation

The curriculum content related to puberty and menstruation will be complimented with sensitive arrangements to help girls prepare for and manage menstruation, including requests for period products. These may vary year on year, in response to different cohort and individual needs.

Throughout, appropriate language such as 'period pads' and 'menstrual products' instead of 'feminine hygiene' or 'sanitary products', will be used. Products are available in school for any child, whenever they require them, and are stored in the disabled toilet. Appropriate disposal bins are available in the adult toilets by the office and also in one of the unisex cubicle toilets in Badgers Class. Girls are able to use the adult toilets if adult support/ discretion/ space is required.

Resources used to support the teaching of RSE

When teaching any subject, an audio-visual resource might be used to exemplify or reinforce discussion and instruction from the classteacher. The same is true for RSE learning. The teacher will use images, videos, diagrams and so on to support discussion about the planned learning – the teacher is doing the teaching, not the resource. This teaching would be subtly tailored to each cohort and group of children and their precise learning needs and not exactly the same every year. Many parents' experience of learning about RSE when they were children might have been to sit and watch a video in silence – this is not our approach.

The 'Growing up with Yasmine and Tom' resource will be used to support teachers in delivering the aspects of RSE identified in this policy. This resource is a collection of on-line audio-visual materials produced by 'FPA The Sexual Health Company' and is Quality Assured by the PSHE Association. This resource is aligned with the DfE 2025 guidance. The resource includes diagrams, task sheets, animations, lesson plans and information which teachers can select from to deliver the content identified in this policy; not all the material will necessarily be used or followed. There is also material that supports the teaching of the statutory elements of the whole RSHE curriculum, such as relationships, health and wellbeing, healthy eating, harmful substances, personal safety, safety online and friendships.

Governors have approved the use of this resource because:

- The high quality animation gives clear, uncomplicated concise information with straightforward imagery that does not detract from key messages.
- The approach of teaching through the characters 'Yasmine and Tom' grounds the learning in accessible steps for the children.

- Since the resource would be used across the RSHE curriculum, the 'Yasmine and Tom' characters would become familiar – this will make RSE feel like any other RSHE learning and not different or alarming in some way.
- The resource fully covers the aspects of learning determined in this policy ie health, early puberty emotional and physical changes, sex, pregnancy and birth.
- The materials and characters are lively, engaging and fun and have a contemporary, modern feel; which promotes positive engagement.
- The teacher retains control of how material is shared and used, for example sections could be easily re-watched following an initial discussion.

Prior to the teaching of puberty and sex with Years 5 and 6 children, the relevant aspects of the resource will be made available for parents to see so that they can support their children and be confident in the teaching that will occur.

The use of the 'Yasmine and Tom' materials will be monitored and reviewed during the first year of implementation of the RSE curriculum and reviewed accordingly.

Right of Withdraw By Parents

There is no right to withdraw for parents from Relationships Education, the statutory elements of relationships and health education or the elements within the Science curriculum.

However, parents do have the right to withdraw their child from the elements of Relationships and Sex Education, as detailed previously. If parents choose to do this, they should initially seek a meeting with the headteacher to discuss their concerns or feelings. This initial meeting is likely to alleviate any concerns, clarify statutory elements or perhaps plan specific adaptations that may enable a child to participate. If a parent decides, following this meeting, that they do wish to withdraw their child from RSE, they should put this in writing (as a letter or email) to the headteacher. The headteacher will maintain a record where this has occurred.

Relevant documents and publications used in the formation of this policy

'Relationships Education, Relationships and Sex education (RSE) and Health Education' **DfE** July 2025

'Guidance for Schools in Developing Policy: Relationships & Sex Education & Health Education' **Winchester & Portsmouth Joint Board of Education** April 2026

'Deeply Christian, Serving the Common Good' **Church of England** 2016

'Church of England RSHE Principles and Charter' **Church of England** Nov 2019

Pastoral Principles for Living Well Together' **Church of England** Jan 2019

'Programme of Study for PSHE Education Key Stages 1-5' **PSHE Association**

'Southampton SACRE Advice Document for Schools and Community Groups'

'Flourishing for All' **Church of England** April 2025

Equalities Act **DfE** 2010

Review of this policy

Policy Approved by Governors (FGB) 16 July 2026

Policy to be reviewed before the end of July 2027