Relationships, Sex and Health Education (RSHE) Policy

Author / Responsible Person	**Principal**
Ratified by	**CEO, under delegated authority from Trust Board**
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1. Aims

The aims of Relationships, Sex and Health Education (RSHE) at Millbank Gardens Primary Academy are to:

1. Help pupils to live happy, safe, healthy lives by teaching them the fundamental building blocks and characteristics of healthy relationships
2. Equip pupils with the knowledge to stay safe, including how to recognise unhealthy relationships and how to seek help and support
3. Develop pupils' confidence and feelings of self-respect and empathy
4. Ensure pupils understand correct vocabulary to describe themselves and their bodies
5. Prepare pupils for puberty, and give them an understanding of the changing adolescent body and the importance of health and hygiene
6. Provide a framework in which sensitive discussions can take place
7. Deliver a planned, age-appropriate, inclusive and evidence-informed programme which is accessible to all pupils, supports safeguarding, and prepares pupils for the next stage of education.

2. Statutory requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 make Relationships Education compulsory in primary schools and Health Education compulsory in state-funded schools.

This policy has been prepared with regard to the Department for Education statutory guidance, Relationships Education, Relationships and Sex Education (RSE) and Health Education, published in July 2025 and effective from 1 September 2026.

At Millbank Gardens Primary Academy, Relationships Education and Health Education are statutory. The school also provides a limited, age-appropriate element of Sex Education, as identified clearly in this policy and in Appendix 1.

3. Policy development

This policy was reviewed in June 2026 following the publication of revised statutory guidance for implementation from September 2026.

The review included consultation with staff, pupils, parents/carers and Trust representatives. Parents/carers were proactively invited to consider the proposed curriculum overview, including the planned Sex Education content and representative teaching materials, through written communication to all parents and an opportunity to share their thoughts and ask questions, whether orally or in writing.

Feedback received through the consultation informed the final policy and curriculum map. A summary of the consultation process and the school's response to key themes is available from the school on request.

This policy is approved by the CEO under delegated authority from the Trust Board and is published on the school website. A copy is available free of charge on request.

4. Curriculum definition

At Millbank Gardens Primary Academy, RSHE comprises three connected elements:

Relationships Education is statutory and teaches pupils about families, friendships, respectful relationships, online relationships and keeping safe.

Health Education is statutory and teaches pupils about physical health, mental wellbeing, healthy lifestyles, hygiene, puberty, first aid and online safety.

Sex Education is not generally compulsory in primary school, other than where content is taught through the science curriculum. At our school, the planned Sex Education content outside science is limited to the Year 6 lesson identified in Appendix 1 as **"Sexual reproduction"**. This lesson is clearly labelled as Sex Education and parents may request withdrawal from it.

The following are not treated as Sex Education for withdrawal purposes: Relationships Education, Health Education, science, puberty, menstruation, correct anatomical vocabulary, personal safety, consent and boundaries, safe and unsafe touch, family diversity, safeguarding and online safety.

Appendix 1 identifies each element of the curriculum as Relationships Education, Health Education, Science or Sex Education. It also identifies clearly whether a parent may request withdrawal.

5. Curriculum

Millbank Gardens Primary Academy delivers its planned PSHE and RSHE curriculum through the Life Lessons Primary PSHE curriculum, supplemented where appropriate by other learning, including in science, computing, physical education and the wider life of the school. Life Lessons provides structured lesson materials, teacher guidance, worksheets, scenarios and selected pre-recorded video content. The school selects, sequences and adapts these materials to meet the needs of its pupils.

The curriculum is set out in Appendix 1. It is planned progressively and is designed to be age- and stage-appropriate, responsive to pupils' needs and aligned with statutory guidance. The school will ensure that RSHE complements, rather than duplicates, learning in science, computing and other curriculum subjects.

Where the school needs to make a significant change to planned RSHE content in response to an emerging issue or pupil need, it will inform parents/carers and make relevant materials available on request.

The curriculum may need to be adapted as necessary to ensure it is responsive to issues as they arise and meets the needs and maturity of our pupils, and to ensure that any gaps in knowledge or understanding that are identified are addressed.

Staff will answer pupils' questions in an age-appropriate, factual and non-judgemental way. Staff will not draw on personal experiences or present personal opinions as fact.

Where a pupil asks a question which goes beyond the planned curriculum, relates to Sex Education from which they have been withdrawn, or requires individual support, staff will respond sensitively and in the best interests of the pupil. This may include providing a brief age-appropriate response, encouraging the pupil to speak to a parent/carer or trusted adult, signposting further support, or seeking advice from the Designated Safeguarding Lead.

Staff will not promise confidentiality. Any disclosure or concern about a pupil's welfare will be managed in line with the school's Safeguarding and Child Protection Policy.

Pupils who have been withdrawn from the Year 6 Sex Education lesson may still ask questions to staff. These questions will be answered with the same guidance as above. All pupils will be encouraged to speak with their parents/carers regarding the conversation.

6. Delivery of RSHE

RSHE is normally taught through planned PSHE lessons by class teachers. The school's RSHE lead is the Assistant Headteacher, who is responsible for curriculum planning, staff support, resource quality assurance and evaluation.

Lessons are ordinarily taught by staff. Life Lessons Education Ltd. is the school's curriculum and resource provider; it does not deliver planned RSHE lessons directly to pupils. Its materials, including any pre-recorded video content, are used as teacher-selected resources within lessons led by school staff.

The RSHE lead will review Life Lessons materials before use to ensure that they are accurate, age-appropriate, accessible, unbiased, aligned with statutory guidance and suitable for the specific needs of pupils. No external visitor or organisation will deliver RSHE at the school without prior approval by the Principal and RSHE lead, advance review of materials and lesson plans, appropriate safeguarding arrangements, and parent access to the materials to be used.

Relationships Education, Health Education and Sex Education are taught in a calm, respectful and inclusive classroom environment. Lessons use agreed ground rules, age-appropriate language and carefully selected resources. Pupils are never required to share personal experiences.

Teaching is adapted so that all pupils, including pupils with SEND, can access the curriculum. Adaptations may include pre-teaching vocabulary, visual or concrete supports, carefully structured discussion, revisiting key ideas, adjusted materials and additional adult support. Adaptation will not mean that pupils are denied access to important safeguarding, relationships or health knowledge.

All RSHE teaching complies with the Equality Act 2010. The curriculum promotes respect for all pupils and families, including families with single parents, adoptive parents, foster parents, kinship carers, grandparents and same-sex parents. Bullying, discriminatory language and disrespectful behaviour are not tolerated.

6.1 Safeguarding and confidentiality

RSHE is delivered in line with the school's Safeguarding and Child Protection Policy. Staff recognise that sensitive content may lead to questions or disclosures. Staff must pass safeguarding concerns to the Designated Safeguarding Lead without delay and must never promise that information will be kept secret.

Pupils will be reminded how confidentiality works in RSHE lessons, how to seek help, and which trusted adults they can speak to in school.

7. Working with parents and withdrawal from Sex Education

The school recognises parents/carers as children's first and most important educators. We will communicate openly about RSHE and provide clear information about what pupils will learn.

At the beginning of each academic year, parents/carers will be directed to the curriculum overview in Appendix 1. When pupils enter Year 6, parents/carers will be given an opportunity to consider the Sex Education content planned for that year, ask questions and access support for conversations at home.

Parents/carers will be shown a representative sample of RSHE materials and may request to view all materials used to teach RSHE. Copyright restrictions may limit onward copying or sharing, but will not prevent parents/carers from viewing materials.

Parents/carers have the right to request withdrawal from the Year 6 Sex Education lesson identified in Appendix 1. This right does not apply to Relationships Education, Health Education or science, including puberty and sexual reproduction taught as part of science.

Requests may be made by email, letter or by using the form in Appendix 2. A meeting with the Principal will normally be offered to ensure that parents/carers understand the content and purpose of the lesson, and the possible social and emotional effects of withdrawal. This discussion will not delay or prevent the request from being granted.

In a primary school, the Principal must grant a parental request for withdrawal from Sex Education that is not part of science. The school will record the request and will provide the pupil with appropriate, purposeful alternative education during the period of withdrawal.

8. Roles and responsibilities

8.1 The Trust Board

The Trust Board, through its delegated arrangements, is responsible for ensuring that the school's RSHE policy, curriculum and teaching materials comply with statutory guidance. The approving body is responsible for ensuring that clear information is available to parents/carers about curriculum content, resources, any external providers and the right to request withdrawal from Sex Education.

8.2 The Principal

The Principal is responsible for ensuring that RSHE is taught consistently, that staff are trained and supported, that curriculum materials are appropriate, and that parents/carers can access relevant information and resources. The Principal is also responsible for managing withdrawal requests in accordance with section 7 and ensuring that alternative education is provided where necessary.

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Checking pupils' understanding to inform future teaching.
- Responding to the needs of individual pupils
- Following the school's procedures for questions, disclosures, safeguarding concerns and requests for withdrawal from Sex Education.

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 Principal.

8.4 Pupils

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

9. Training

Staff who teach RSHE will receive appropriate training and support. This will include familiarity with the curriculum and resources, the use of correct vocabulary, the handling of sensitive questions, agreed classroom ground rules, safeguarding and disclosures, SEND adaptations, Equality Act duties and the school's withdrawal procedures.

New staff will receive appropriate induction before teaching RSHE. Training needs will be reviewed regularly by the Principal and RSHE lead.

10. Monitoring arrangements

The RSHE lead and Principal will monitor implementation through curriculum and resource review, planning scrutiny, lesson visits, pupil work, pupil voice, staff feedback and parent/carer feedback. Monitoring will evaluate curriculum coverage, age-appropriateness, accessibility, pupils' understanding and the quality of teaching.

This policy will be reviewed every two years, or sooner where statutory guidance, legislation or the school curriculum changes materially. Parents/carers will be proactively consulted during each substantive review.

The policy will be approved by [CEO / Trust Board] in accordance with the Trust's scheme of delegation.

Appendix 1: Curriculum map

Year 1	**Wellbeing:** meet your emotions; my healthy mind toolkit; all experiences are important; taking care of my body; sensitive and special parts of our bodies **Healthy choices:** staying safe while walking to places, at home, whilst out and about, and everywhere **Healthy relationships:** how do families look after each other?; how do I feel when I am safe?; how can I be kind and respectful to friends and family?; what makes a great friend? **Identity and community:** celebrating ourselves; celebrating our similarities and differences; how can we help everyone to feel included at our school? **Digital lives:** enjoying the online world; being safe online; getting help when we are online; making good choices online; finding a balance online **Aspiration and money:** will I be good at something straightaway?; what is money and where does it come from?; can we buy everything we want?
Year 2	**Wellbeing:** how many emotions are there?; change and loss are part of life; delicious food fuels my body; do we all need the same things to stay healthy?; the right way to get things wrong **My body and me:** how do our bodies change as we get older? **Healthy choices:** medicines and chemicals; keeping clean and healthy; doctors and emergencies; looking after my teeth **Healthy relationships:** fun surprises, uncomfortable secrets; making decisions that feel good for me; how can we make our school a happy place for everyone?; how can we tell if someone is a friend or a stranger? **Identity and community:** every family is special; what helps us to be ourselves?; rules help us to keep safe **Digital lives:** choosing what we do online; how can I talk to people safely and kindly online?; sharing photos and videos; spotting lies and what to do about it; how to be a great web searcher; staying safe online **Aspiration and money:** what are we good at?; what makes someone good at a job?; why do people have jobs?
Year 3	**Wellbeing:** powerful emotions; exercise; a healthy and mindful week; I am wonderful!

	My body and me: menstruation **Healthy choices:** staying healthy; enjoying a walk or a cycle near roads and railways; preparing for adventures in all weathers and places; how can I can face challenges to have fun and achieve my dreams? **Healthy relationships:** helping our families; our bodies belong to us; do friends always want the same things?; should we behave the same way with everyone we meet? **Identity and community:** the amazing cultures in our class and community; how do we treat everyone kindly and with respect?; how can we include everyone?; how can we care for our world? **Digital lives:** healthy online friendships; feeling uncomfortable online; wellbeing in an online world; choosing what to do and what to share; deciding who to trust online; what would a perfect online world be like? **Aspiration and money:** how do we decide when to spend and when to save?; does money change how happy we are?; what are my hopes and dreams for the future?
Year 4	**Wellbeing:** the importance of sleep; strong emotions; healthy and delicious food from across the world; what makes life so amazing? **Healthy choices:** how can I take control of my wellbeing?; what are germs and how can I keep them out of my body?; how can I explore natural places safely? **Healthy relationships:** how can friends help us to be ourselves?; how can I tell people what I want and need kindly?; what do we need when we lose a loved one?; how do the people around us influence us?; challenging negative influences **Identity ad community:** the Equality Act; challenging stereotypes; how can everyone achieve their potential; how do our values shape our identity?; British Values; why are communities important? **Digital lives:** who uses the internet?; using social media safely; connecting to trusted people online; is the internet a safe place?; spotting online fakes; can we know what is real online? **Aspiration and money:** how can we keep our money safe?; what jobs are there in our community?
Year 5	**Wellbeing:** how do we look after our mental health?; how can I share what's in my head and heart?

	My body and me: puberty; menstruation; why do we need to clean more during puberty? **Healthy choices:** smoking and vaping; addiction; fire safety; responding to emergencies; staying safe on adventures **Healthy relationships:** healthy friendship; how does it feel when relationships change?; how can friends understand each other better?; conflict resolution; consent and boundaries **Identity and community:** supporting neurodiversity; what does the path to equality look like?; how can we listen to other people's experiences better?; exploring stereotypes; being an amazing ally; the social model of disability; what gives us value? **Digital lives:** red flags online; deciding what to share online; comparing ourselves to others on social media; how social media companies use our data; influence and power online; staying safe in group chats; how can I thrive online? **Aspiration and money:** how do people choose when to buy something?; how can we help our communities other than by working?; how can I match my skills with a job that I love?
Year 6	**Wellbeing:** change is important; how can I stay as healthy as possible for my whole life? **My body and me:** puberty and our emotions; how do our bodies change during puberty?; how do males and females change during puberty?; do you ever feel pressure to look a certain way?; sexual reproduction *(optional – parents can withdraw their child from this lesson)* **Healthy choices:** alcohol; drugs; vaccines; basic first aid **Healthy relationships:** what does a healthy romantic relationship feel like?; what skills do people need to stay in a healthy relationship for a long time; consent; how do we surround ourselves with people who respect and care about us?

Appendix 2: Parent/carer request for withdrawal from primary Sex Education

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Sex Education lesson(s) from which withdrawal is requested: [ ] Year 6: Sexual reproduction [ ] Other: [specify]			
Optional information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	
Date request received:	
Discussion offered / held:	
Withdrawal granted: Yes	*Withdrawal from non-science primary Sex Education must be granted on parental request*
Lesson(s) and date(s) covered by withdrawal:	
Purposeful alternative education arranged:	

TO BE COMPLETED BY THE SCHOOL	
Member of staff responsible:	
Principal signature and date	

---END---