Relationships, Sex and Health Education (RSHE) Policy

Reviewed: September 2026

Next review: September 2028

1. Purpose and aims

At Bewdley Primary School, Relationships, Sex and Health Education (RSHE) equips pupils with the knowledge, vocabulary and skills to develop healthy, respectful relationships, protect their wellbeing and seek help when needed. It supports our commitment to inclusion, safeguarding and helping everyone achieve their best.

We aim to develop kindness, self-respect, empathy and respect for others; understanding of family and friendship diversity; personal boundaries and safety online and offline; emotional and physical wellbeing; and age-appropriate knowledge of growing and changing bodies. Teaching is factual, sensitive, accessible and appropriate to pupils' developmental needs.

2. Statutory framework

As a maintained primary school, we provide statutory Relationships Education and Health Education. We teach relevant content in the National Curriculum for Science and choose to provide additional, non-statutory Sex Education in Year 6.

This policy has regard to the Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance in force from 1 September 2026, the Children and Social Work Act 2017, the Education Act 1996, the Education Act 2002 and the Equality Act 2010, including the Public Sector Equality Duty. It should be read alongside our PSHE, safeguarding, behaviour, anti-bullying, SEND and equality policies.

3. Policy development and consultation

This draft draws on the school's existing PSHE Policy and the PSHE Association's 2026 Curriculum Model adapted for Bewdley Primary.

4. Curriculum and progression

RSHE is taught through our whole-school PSHE curriculum, informed by the PSHE Association's 2026 Curriculum Model and adapted for Bewdley Primary School. The new model replaces the previous Growing Up with Yasmine and Tom programme.

In EYFS, foundations are established through Personal, Social and Emotional Development and everyday interactions. In Years 1–6, pupils revisit and deepen learning through a spiral curriculum. Relationships Education includes families, caring friendships, respectful relationships, online safety and personal safety. Health Education includes physical and mental wellbeing, healthy routines, online wellbeing, risk, first aid and growing and changing bodies. Relevant biological learning is also taught in science.

Additional, non-statutory Sex Education is planned for Year 6 in line with the school's adopted PSHE Association model. The Year 6 curriculum follows the adopted PSHE Association 2026 model. Its stated learning intentions include: “To explain the physical and emotional changes that occur during puberty”; “To apply strategies for managing increasing independence and responsibility”; “To recognise the characteristics of positive, healthy relationships”; and “To understand how human reproduction occurs and how pregnancy begins.” The model also identifies a puberty recap, including wet dreams. These learning intentions are taken from the BPS-adapted PSHE Association Curriculum Model (Year 6, Spring 1). Before delivery, the school will identify for parents precisely which planned teaching is non-statutory Sex Education, distinct from statutory Relationships and Health Education and National Curriculum Science.

The published BPS PSHE Curriculum Model provides the detailed progression and intended learning. Teaching may be sequenced at different points in the year according to cohort needs, maturity and readiness, while preserving the intended curriculum entitlement. No fixed term for Sex Education is guaranteed.

5. Teaching and learning

PSHE is taught through weekly discrete lessons, supported by assemblies, wider curriculum links and responsive pastoral teaching. Staff use clear ground rules, discussion, age-appropriate scenarios, appropriate vocabulary and distancing techniques to help pupils engage safely without pressure to disclose personal experiences.

Questions are answered honestly and sensitively at an appropriate level. Where questions concern sex education content not taught in primary school, or content from which a pupil has been withdrawn, staff will not introduce unplanned whole-class teaching. They will respond sensitively and appropriately to the pupil's age and needs, involve parents where appropriate and follow safeguarding procedures whenever a concern arises. Teachers do not promise absolute confidentiality. Any concern or disclosure is reported promptly in line with the school's safeguarding procedures.

6. Inclusion and equality

RSHE reflects the diversity of families and experiences within the school community and wider society. Teaching is respectful of pupils' backgrounds and beliefs, without stigmatising pupils or their families. Staff adapt communication, resources, scaffolding and teaching approaches so that pupils with SEND and other barriers to participation can access the intended learning. Adaptations do not remove important safeguarding knowledge or pupils' entitlement to appropriate teaching.

7. Resources and external contributors

The school checks teaching resources before use for factual accuracy, suitability, alignment with statutory guidance, inclusivity, safeguarding and accessibility. Parents and carers are offered the opportunity to come into school to view all RSHE teaching materials and resources used, including those for non-statutory Sex Education. Parents may request to view materials at other times and the school will arrange access in person, taking account of copyright requirements.

RSHE is currently delivered by school staff; no external organisations or professionals currently deliver RSHE lessons. If the school invites an external contributor in future, it will check the provider's credentials and suitability, review the proposed lesson and all materials in advance for accuracy, age-appropriateness, accessibility, impartiality and safeguarding, and ensure that the content aligns with the school curriculum. School staff will remain present and the school will retain responsibility for teaching and safeguarding. Any materials used will be available for parents and carers to view.

8. Communication with parents and carers

The school publishes this policy and its PSHE Curriculum Model and welcomes questions from parents and carers. Parents will be informed in advance of Year 6 non-statutory Sex Education, including the intended content, and offered an opportunity to come into school to view all teaching materials and resources. The school will explain which elements are non-statutory Sex Education and therefore

subject to parental withdrawal. Timing may vary between cohorts and will be communicated in advance rather than fixed permanently in this policy.

Parents will be consulted when this policy is developed or reviewed. Significant changes to planned provision will be communicated appropriately.

9. Parents' right to withdraw

Parents and carers cannot withdraw their child from statutory Relationships Education, Health Education or National Curriculum Science.

Parents and carers may request withdrawal from some or all of the additional, non-statutory Sex Education provided in Year 6. Requests can be made verbally or in writing to the headteacher; no formal withdrawal form is required. The headteacher will offer to discuss the request, clarify which teaching is covered and answer questions. Requests to withdraw from non-statutory primary Sex Education will be granted.

10. Assessment, monitoring and responsibilities

Teachers use ongoing assessment, pupil discussion, observation, floorbooks and the school's Golden Question/Golden Answer approach to evaluate understanding and inform subsequent teaching. The PSHE subject leader monitors provision through planning review, pupil voice, staff discussion, learning walks and other proportionate school monitoring activities.

The governing body is responsible for approving the policy and overseeing compliance. The headteacher ensures consistent implementation, parental communication and withdrawal arrangements. The PSHE subject leader oversees curriculum planning, resources, support and monitoring. Teachers deliver learning safely, adapt provision and report safeguarding concerns to the designated safeguarding lead. Relevant staff training is provided as required.

11. Review and linked documents

This policy will be reviewed every two years, or earlier if necessary because of changes in legislation, statutory guidance, curriculum requirements or the needs of the school community. The PSHE subject leader and headteacher will lead the review, with parental consultation and governing-body approval.

Linked documents: BPS PSHE Policy (September 2026); BPS PSHE Curriculum Model (2026); Child Protection and Safeguarding Policy; SEND and Inclusion documentation; Behaviour and Anti-Bullying policies; Equality information and objectives.

National guidance: https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

Appendix: Information for parents

The detailed curriculum is available in the school's published PSHE Curriculum Model. It identifies learning by year group and is supplemented by advance communication before Year 6 non-statutory Sex Education. Parents can contact the class teacher, PSHE subject leader or headteacher to discuss content, request access to materials or ask about withdrawal arrangements.

Before approval and publication: complete parental consultation; verify the precise lesson resources and the statutory/non-statutory boundary for Year 6; reconcile the fixed Spring 1 reference in the curriculum model with flexible cohort-led scheduling; confirm a full DfE statutory-content coverage audit; insert the governing-body approval date; and replace the superseded SRE policy on the website.