

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

Reviewed October 2026



GEORGE GRENVILLE ACADEMY

Primary School | Updated for DfE statutory guidance effective 1 September 2026

Policy status	Reviewed by	Review frequency	Next review
Approved / Draft for approval	Headteacher	Annually	September 2027

GEORGE GRENVILLE ACADEMY

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

Primary School | Updated for DfE statutory guidance effective 1 September 2026

Policy status	Reviewed by	Review frequency	Next review
Approved / Draft for approval	Headteacher	Annually	September 2027

1. School Ethos

At George Grenville Academy, we aim to provide a well-rounded education that prepares pupils for life in modern Britain. We provide a safe, inclusive and respectful environment in which pupils can develop the knowledge, skills, attitudes and confidence needed to build healthy relationships, understand themselves and others, stay safe and seek help when they need it.

This policy sets out our approach to Personal, Social, Health and Economic Education (PSHE), statutory Relationships Education, Health Education and the additional Sex Education that the school chooses to provide. It has been updated to reflect the Department for Education's revised Relationships, Sex and Health Education (RSHE) statutory guidance, which came into effect on 1 September 2026. citeturn0search0

2. Policy Objectives

- Provide a safe, inclusive and supportive environment where pupils can discuss sensitive issues appropriately.
- Deliver a coherent PSHE/RSHE curriculum that supports pupils' physical, emotional, social and mental wellbeing.
- Meet the statutory requirements for Relationships Education and Health Education.
- Provide age- and stage-appropriate Sex Education where the school has chosen to teach content beyond the statutory science curriculum.
- Develop pupils' ability to form and maintain kind, respectful and healthy relationships.
- Teach pupils about boundaries, privacy, body autonomy, consent in age-appropriate contexts, communication and seeking help.
- Help pupils recognise and report bullying, abuse, harmful behaviour and unsafe relationships, including online.
- Equip pupils to recognise harmful or misleading online content and respond safely to online risks.
- Promote self-respect, resilience, kindness, honesty, integrity and confidence.
- Ensure teaching is inclusive and accessible to all pupils, including pupils with SEND.
- Work transparently and constructively with parents and carers.

3. Statutory Framework and Guidance

This policy has regard to the following legislation and guidance:

- Education Act 2002, including the requirement for a broad and balanced curriculum.
- Children and Social Work Act 2017 and the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Department for Education, Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance, July 2025, effective from 1 September 2026.
- Equality Act 2010.

- Keeping Children Safe in Education and the school's safeguarding/child protection procedures.
- National Curriculum programmes of study, including Science and Computing, where relevant.
- Relevant statutory safeguarding guidance and legislation concerning child protection, online safety, harmful sexual behaviour and abuse.

The revised DfE guidance states that schools must have regard to it and should have good reasons where they depart from provisions expressed as things schools should or should not do. Schools must also maintain an up-to-date written policy and publish it on the school website.

4. Terminology and Statutory Status

At primary level, Relationships Education and Health Education are statutory. Sex Education is not compulsory in primary schools, although the DfE recommends that primary schools teach sex education in Years 5 and/or 6, aligned with the National Curriculum for Science.

For clarity, this policy distinguishes between:

- Relationships Education – statutory for all primary pupils.
- Health Education – statutory for state-funded primary pupils.
- Science – statutory National Curriculum content, including relevant content about the human body, growth, puberty and reproduction.
- Sex Education – additional, non-statutory content selected by the school, taught in an age-appropriate way and clearly identified to parents.

5. Curriculum Principles

- Engagement with pupils: pupil voice and emerging needs inform curriculum planning.
- Transparency with parents: parents are informed about what is taught and can view relevant curriculum materials.
- Positivity: teaching promotes healthy, respectful relationships and positive attitudes without normalising harmful behaviour or stereotyping.
- Careful sequencing: knowledge and skills are built progressively so pupils are prepared for experiences before they occur.
- Age, stage and need: content is appropriate to pupils' developmental stage and responsive to the cohort and local context.
- Skilled delivery: staff delivering sensitive content are appropriately prepared, understand safeguarding procedures and use participative, supportive approaches.
- Whole-school approach: RSHE is reinforced through safeguarding, behaviour, online safety, assemblies, curriculum links and the wider school culture.

These principles reflect the revised DfE guidance, including its emphasis on sequencing, parent transparency, skilled delivery and a whole-school approach.

6. Relationships Education

Relationships Education is statutory for all primary pupils. Its purpose is to teach the building blocks of positive relationships and to help pupils develop the knowledge and skills needed to keep themselves and others safe. The revised guidance places particular emphasis on kind and respectful relationships, communication, boundaries, managing difficult feelings, recognising abuse and seeking help.

By the end of primary, pupils will be taught about:

- Families and people who care for them, including a range of family structures and the importance of safe, happy and caring relationships.
- Caring friendships, including kindness, trust, honesty, loyalty, inclusion, conflict resolution and managing friendship difficulties.
- Respectful, kind relationships, including communication, healthy boundaries, assertiveness, self-respect, self-esteem and managing disappointment and frustration.
- Bullying, including online bullying, its impact, bystander responsibilities and how to seek help.
- Stereotypes and how unfair or harmful stereotypes can contribute to bullying or prejudice.
- Online relationships and online safety, including privacy, information sharing, harmful content/contact, pressure to share images or information, and reporting concerns.
- Being safe, including body autonomy, appropriate and inappropriate contact, privacy, recognising unsafe or harmful relationships, trusting appropriate adults and reporting concerns.
- Recognition of emotional, physical and sexual abuse in an age-appropriate way, with the clear message that abuse is never the child's fault.

The revised guidance specifically states that primary pupils should be equipped to recognise and report risks and abuse, including online, and that teaching should not cause unreasonable alarm.

7. Health Education

Health Education is statutory and is taught through the school's PSHE/RSHE programme alongside relevant science and other curriculum areas. Content includes physical health and fitness, healthy lifestyles, mental wellbeing, emotional regulation, keeping safe, first aid, changing adolescent bodies and puberty, with content sequenced appropriately across the primary phase.

- Pupils are taught correct and appropriate vocabulary for body parts.
- Pupils learn about physical and emotional changes associated with growing up and puberty.
- Pupils learn how to maintain personal hygiene and look after their physical health.
- Pupils develop knowledge and strategies to support mental and emotional wellbeing.
- Pupils learn how and where to seek help when worried about their health, safety or wellbeing.

Parents cannot withdraw pupils from statutory Health Education or from relevant Science content, including science content about puberty or sexual reproduction.

8. Sex Education in Primary

Sex Education is not compulsory in primary schools. George Grenville Academy chooses to provide age-appropriate Sex Education in Years 5 and/or 6 as part of its broader PSHE/RSHE programme, alongside and clearly distinguished from statutory Science content. The purpose is to prepare pupils appropriately for adolescence and secondary education, while maintaining a factual, respectful and safeguarding-led approach.

The school's programme will be reviewed annually to ensure that the content remains age-appropriate, developmentally appropriate and aligned with the DfE guidance and the National Curriculum for Science. The school will consult parents about the content of Sex Education before it is taught.

Current planned content

- Year 4: Puberty and physical/emotional changes, including statutory Health Education content.
- Year 5: Menstruation, puberty and preparation for adolescence, with additional Sex Education where identified on the published curriculum.
- Year 6: Human reproduction, conception and birth, taught factually and in conjunction with relevant Science content; additional age-appropriate Sex Education as identified on the published curriculum.

The precise content and resources used will be communicated to parents in advance. Where the school makes a significant change or needs to introduce content in response to an emerging safeguarding or local need, parents will be informed and relevant materials will be made available in accordance with the DfE guidance.

9. Parental Right to Request Withdrawal

Parents have the right to request that their child be withdrawn from some or all Sex Education delivered as part of statutory RSE. In primary schools, where the school provides Sex Education, the Headteacher must automatically grant a request to withdraw, except where the content forms part of the Science curriculum. Parents cannot withdraw pupils from Relationships Education, Health Education or Science content.

Before a withdrawal request is actioned, the Headteacher will normally discuss the request with the parent/carer and, where appropriate, the pupil. The purpose is to clarify the content, understand the request and explain the potential educational and social implications of withdrawal. This discussion will be documented. Where withdrawal occurs, the school will provide appropriate, purposeful education during the period of withdrawal.

All requests to withdraw should be made in writing to the Headteacher.

10. Teaching Sensitive or Difficult Content

- Lessons will use agreed ground rules and a safe, respectful classroom environment.
- Distancing techniques, scenarios, stories and other depersonalised approaches will be used where appropriate.
- Pupils may use an anonymous question box where this supports participation and safeguarding.
- Teachers will not promise confidentiality. Disclosures or safeguarding concerns will be passed to the DSL in accordance with school procedures.
- Questions will be answered factually, sensitively and at an age-appropriate level. Where a question goes beyond the planned curriculum or is not appropriate for the class, the teacher will explain this and follow it up through appropriate channels.
- Teachers will not use personal experiences of pupils or staff as teaching material.
- Where a question indicates a possible safeguarding concern, the normal safeguarding procedures take precedence.

11. Online Safety and Emerging Risks

The revised guidance places stronger emphasis on online safety. Primary pupils will be taught progressively about respectful online interaction, privacy and location settings, pressure to share information or images, harmful content and contact, online strangers, misleading or fake content and how to report concerns. Teaching will be proportionate to age and stage and will respond to emerging risks affecting the school community.

Where there is a known safeguarding issue affecting pupils, the school may need to address an emerging topic earlier or in a different way from the published curriculum. Parents will be informed in advance where practicable and relevant materials will be shared.

12. Safeguarding, Abuse and Harmful Sexual Behaviour

RSHE forms part of the school's wider safeguarding strategy. Pupils will be taught, at an age-appropriate level, about boundaries, privacy, body autonomy, unsafe behaviour, abuse and how to seek help. The school will make clear that responsibility for abuse always rests with the person who causes harm, not the child.

Any disclosure, allegation or concern arising from RSHE teaching will be dealt with under the school's safeguarding and child protection procedures. Staff must report concerns promptly to the DSL and record them through the school's agreed safeguarding system, including CPOMS where applicable.

The revised DfE guidance explicitly connects primary Relationships Education with recognising and reporting emotional, physical and sexual abuse, including online abuse.

13. Equality, Inclusion and Diversity

The curriculum is inclusive and is underpinned by the Equality Act 2010. Pupils will learn to respect differences and understand that families may take many forms, including single-parent families, same-sex parents, grandparents, kinship carers, adoptive families and foster families. Teaching will not stigmatise pupils because of their family circumstances or protected characteristics.

Where potentially contested or sensitive issues arise, teaching will be factual, age-appropriate and respectful. The school will teach the law and relevant facts and will not require pupils to disclose personal experiences or beliefs.

14. Pupils with SEND

- RSHE will be accessible to all pupils, including those with SEND.
- Teachers will consider individual communication, cognitive, sensory, emotional and social needs when planning sensitive content.
- Resources, vocabulary, visuals, social stories, repetition and teaching approaches will be adapted where appropriate.
- Individual plans and advice from the SENDCo and relevant specialists will inform delivery where necessary.
- Parents/carers may be consulted where adaptations are needed to ensure safe and meaningful access.

15. Teaching Arrangements

RSHE is delivered through the school's PSHE curriculum, supplemented by assemblies, science, computing/online safety, PE, safeguarding work and other appropriate curriculum links. The existing school curriculum map will continue to provide the operational sequence, with the RSHE content reviewed annually against the revised DfE statutory requirements.

Lessons will normally be taught by trained school staff. External providers may be used where appropriate, subject to safeguarding checks, quality assurance and clear agreement about the content and approach.

16. Working with Parents and Carers

- Parents will be informed about the school's RSHE approach and policy.
- Parents will be able to view the curriculum and relevant teaching materials on request.
- Parents will be consulted about the content of primary Sex Education.
- Parents will receive clear information about which content is statutory and which is non-statutory.
- The school will provide appropriate opportunities for parents to ask questions and understand how RSHE supports pupil safety and wellbeing.
- Any significant changes to the published policy or significant deviation from the planned curriculum will be communicated to parents.

17. Roles and Responsibilities

- Governing Body: approve the policy, ensure it is current and hold the Headteacher to account for implementation.
- Headteacher: ensure statutory requirements are met; oversee curriculum implementation; manage withdrawal requests; ensure staff are appropriately supported; and ensure safeguarding procedures are followed.
- PSHE/RSHE Lead: lead curriculum planning, sequencing, monitoring, staff support and annual review.
- DSL: oversee safeguarding concerns arising from RSHE and ensure appropriate action and recording.
- Teachers: deliver the agreed curriculum safely, inclusively and in line with this policy; respond appropriately to questions; and report concerns.
- SENDCo: support accessibility and reasonable adaptations for pupils with SEND.
- Pupils: engage respectfully, follow agreed ground rules and seek help when needed.

18. Monitoring, Evaluation and Review

- The PSHE/RSHE Lead will monitor planning, curriculum coverage, pupil engagement and staff confidence.
- Senior leaders will evaluate whether teaching is appropriately sequenced and meets statutory expectations.
- Pupil voice will be used to identify strengths, gaps and emerging needs.
- Parent feedback will be considered as part of policy and curriculum review.
- Safeguarding, behaviour and pastoral information will inform responsive curriculum planning where appropriate.
- The Governing Body will review the policy annually.

The policy will be reviewed annually and sooner where there is a significant change in legislation, statutory guidance, safeguarding need or the school's curriculum.

Appendix 1 – Existing PSHE/RSHE Curriculum Map

The school's existing curriculum map is retained below. It should be reviewed annually against the statutory content in Appendix 2 to ensure that every required area is explicitly and progressively covered.

EYFS	Health By the end of the EYFS will have: Seen menus showing healthy meals and snacks and discussed Become aware of eating habits at home and of the different ways people eat their food, e.g. that eating with clean fingers is as skilled and equally valued as using cutlery. Understood which clothes were appropriate for different weather Noticed the changes in their bodies after exercise, such as their heart beating faster. Understood the importance of hand-washing. Known that physical activity is important in maintaining good health and in guarding against children becoming overweight or obese in later life. Early Learning Goal Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
EYFS	Relationship By the end of the EYFS will have: Shown interest in the lives of people who are familiar to them. Remembered and talked about significant events in their own experience. Recognised and described special times or events for family or friends. Discovered ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing. Role-played in areas with a variety of resources reflecting diversity. Made a display showing all the people who make up the community of the setting. Shared stories that reflect the diversity of children's experiences.

	Showed interest in different occupations and ways of life. Understood some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Shown care and concern for living things and the environment. Played in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiated play, offering cues to peers to join them. Kept play going by responding to what others are saying or doing. Demonstrated friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Understood that own actions affect other people. For example, become upset or try to comfort another child when they realise they have upset them. Become aware of the boundaries set and of behavioural expectations in the setting. Began to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. ELG Play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.
--	--

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Summer 2
Y1	Living in the wider world Rules and Responsibilities We are all special	Health and Wellbeing Healthy Lifestyles Keeping ourselves healthy	Health and Wellbeing/ Living in the wider world Keeping safe Safe inside and out Money Money, Money, Money! Environment My world, my job	Health and Wellbeing Growing and changing Everything changes	Relationships Feelings and emotions/ Healthy relationships/ valuing differences How do you feel?	Relationships Feelings and emotions/ Healthy relationships/ valuing differences (+Medway lessons) How do you feel?	2 weeks Transition. Focus on values gaps and emotional regulation around change
Y2	Living in the wider world Rules and Responsibilities Leading my life	Health and Wellbeing Healthy Lifestyles Healthy me inside and out	Health and Wellbeing/ Living in the wider world Keeping safe Next step... Money To save or not to save? Environment Green fingers	Health and Wellbeing Growing and changing Mind and body	Relationships Feelings and emotions/ Healthy relationships/ valuing differences Me and my community	Relationships Feelings and emotions/ Healthy relationships/ valuing differences (+Medway lessons) Me and my community	2 weeks Transition. Focus on values gaps and emotional regulation around change
Y3	Health and Wellbeing Healthy lifestyles My healthy lifestyle	Health and Wellbeing Keeping safe On safety!	Living in the wider world Money The business of money Environment Choices mean prizes Rights and Responsibilities The time is right...	Living in the wider world/ Relationships Rights and Responsibilities The time is right... Valuing Differences Identity is key	Health and Wellbeing /Relationships Growing and changing Reach for the sky Feelings and Emotions Feeling my way through	Relationships Healthy Relationships (+Medway lessons) Actions speak louder the words	2 weeks Transition. Focus on values gaps and emotional regulation around change
Y4	Health and Wellbeing Healthy lifestyles The Sky is the Limit	Health and Wellbeing Keeping safe Risk, danger, hazard	Living in the wider world Environment The world is my oyster	Relationships Rights and Responsibilities The value in us	Health and Wellbeing Emotions Express Yourself!	Health and Wellbeing Puberty (+Medway lessons) Change is growing	2 weeks Transition. Focus on values gaps and emotional regulation around change

Y5	Health and Wellbeing Healthy Lifestyle Value myself	Living in the wider world Money Critical consumer	Health and Wellbeing Keeping Safe 1st to Aid Relationships Healthy Relationships Relationships on the line	Relationships Healthy Relationships Relationships on the line Cont... Growing and Changing (Medway lessons) Cause and effect	Health and Wellbeing Keeping Safe Influence independence	Living in the wider world Money The Apprentice	2 weeks Transition. Focus on values gaps and emotional regulation around change
Y6	Health and Wellbeing Keeping Safe Put a pin in pressure	Health and Wellbeing Healthy Lifestyle Habits of a lifetime	Living in the wider world Rights and Responsibilities Surf the waves	Living in the wider world Rights and Responsibilities Surf the waves	Relationships Healthy Relationships Team and I	Health and Wellbeing /Relationships Growing and Changing (+Medway lessons Sex Ed) Growing with change	2 weeks Transition. Focus on values gaps and emotional regulation around change

Appendix 2 – Revised DfE Primary Relationships Education Content Checklist

The following checklist summarises the statutory primary Relationships Education content that must be covered by the end of primary, based on the July 2025 DfE guidance effective from 1 September 2026.

Area	School curriculum should ensure pupils learn:
Families and people who care for me	Families provide love, security and stability; characteristics of safe and happy family life; respect for different family structures; stable caring relationships; marriage and civil partnership as legally recognised commitments; recognising when family relationships feel unsafe and seeking help.
Caring friendships	Importance of friendship; positive and welcoming friendships; loneliness is normal and not shameful; characteristics of healthy friendships; managing conflict; violence is never right; recognising when a friendship feels unsafe or unhappy and seeking support.
Respectful, kind relationships	Responding to others' needs and preferences; healthy boundaries; effective communication; assertiveness; managing disappointment and frustration; difference between assertiveness and control; self-respect and self-esteem; bullying and bystander responsibility; stereotypes; seeking help about violence, harm or trust concerns.
Online safety and awareness	Respect online; resisting pressure to share information/images; evaluating online relationships and sources; risks from strangers/fake identities; minimum age for social media (currently 13); privacy/location settings; permanence of online content; inappropriate/upsetting content; reporting and seeking help.
Being safe	Appropriate boundaries; privacy and unsafe secrets; body autonomy; appropriate/inappropriate contact; responding safely to adults online and offline; recognising harmful relationships; reporting abuse and online concerns; asking for help and persisting until heard.

Appendix 3 – Primary Sex Education and Science: Policy Boundary

Content	Status in primary	Withdrawal
Relationships Education	Statutory	No right to withdraw
Health Education	Statutory	No right to withdraw
Science: relevant puberty/reproduction content	Statutory National Curriculum content	No right to withdraw

Additional Sex Education chosen by the school	Non-statutory	Parents may request withdrawal; in primary the Headteacher must grant the request, except for Science content
---	---------------	---

The school will clearly identify which elements are Relationships Education, Health Education, Science and additional Sex Education so that parents can understand the curriculum and exercise their rights appropriately.

Appendix 4 – Ground Rules for RSHE

- No personal questions or sharing of private information.
- You have the right to pass on a question.
- No question is silly or stupid, although not every question can be answered in a whole-class lesson.
- Use correct, factual and age-appropriate vocabulary.
- Use distancing language such as 'someone I know' rather than naming individuals when discussing scenarios.
- Listen respectfully and do not laugh at another person's contribution.
- Different families, beliefs and experiences should be treated respectfully.
- If something worries you, speak to a trusted adult.

Appendix 5 – Parent Information and Transparency

The school will publish this policy on its website and provide a copy free of charge on request. Parents will be informed about the planned Sex Education content and will be able to view relevant curriculum materials. The school will make clear the distinction between statutory and non-statutory content and will provide information about the parental right to request withdrawal.

The DfE guidance requires schools to be transparent about RSHE materials and to make relevant materials available to parents.

Appendix 6 – Key DfE References

Department for Education (July 2025), Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance. Effective from 1 September 2026.

Department for Education, Relationships and sex education (RSE) and health education – statutory guidance. Updated 1 September 2026. citeturn0search0

School website: the current version of this policy and the school's curriculum information should be maintained as live documents and reviewed annually.

Appendix 7 : Parent/carer form requesting their child's withdrawal from sex education within RSE

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

