

Rydon Primary School RSE Policy

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Article 16 (Right to privacy): Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

Article 17 (Access to information; mass media): Children have the right to get information that is important to their health and well-being.

Article 24 (Health and health services): Children have the right to good quality health care – the best health care possible – to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy.

Article 29 (Goals of education): Children’s education should develop each child’s personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

Article 34 (Sexual exploitation): Governments should protect children from all forms of sexual exploitation and abuse

1. Purpose, Vision and Ethos

At **Rydon Primary School**, Relationships, Sex, Health and Economic Education (**RSHE**) is a core part of our **PSHE curriculum** and plays a key role in preparing pupils for life in modern Britain. It underpins our commitment to developing **confident, resilient, and respectful learners** who understand themselves, others, and the world around them.

Our RSHE programme is designed to ensure pupils:

- Develop and maintain **healthy, respectful relationships**
- Understand and manage **their emotions** effectively
- Make safe choices, both **online and offline**
- Build knowledge and habits that promote **physical and mental wellbeing**

RSHE is fully aligned with our **school values, British Values, and safeguarding framework**, supporting pupils' **personal development** and readiness for the next stage of education.

Through our RSHE provision, we:

- Provide a **safe and supportive environment** for sensitive discussions in partnership with families
- Prepare pupils for **puberty** and promote awareness of **sexual development, health, and hygiene**
- Promote **self-respect, confidence, and empathy**
- Foster a **positive culture around sexuality and relationships**
- Teach pupils the **correct vocabulary** to describe their bodies and experiences
- Educate about **consent, online and offline safety, exploitation, and protective behaviours**
- Celebrate and respect **diversity**, including gender identity, sexual orientation, disability, ethnicity, culture, faith, age, and other life experiences

This approach ensures that every child at Rydon Primary receives **comprehensive, inclusive RSHE** that equips them with the **knowledge, skills, and values** to thrive safely, confidently, and responsibly in school and beyond.

2. Statutory Context and Safeguarding (KCSIE)

This policy is informed by statutory guidance and legislation, including:

- **Relationships Education, Relationships and Sex Education and Health Education (2025)**
- **Keeping Children Safe in Education (KCSIE)**
- **Equality Act 2010**
- **Children and Social Work Act 2017**

RSHE is an integral part of our **safeguarding framework**. Through this curriculum, pupils are equipped to:

- Recognise **unsafe situations** and **unhealthy relationships**
- Understand **consent, personal boundaries, and privacy**
- Identify **trusted adults** and know how to seek help
- Stay **safe online**

All lessons are delivered in a **safe, supportive environment**. Any safeguarding concerns arising during RSHE are managed in accordance with the school's **Safeguarding and Child Protection Policy**.

Statutory Requirements

As a primary school, Rydon Primary is legally required to provide **relationships education** to all pupils (Children and Social Work Act 2017, section 34). In delivering RSE, we follow guidance from the Secretary of State (Education Act 1996, section 403) and meet statutory duties under the Education Act 2002, which requires schools to provide a **broad and balanced curriculum** that promotes the **spiritual, moral, cultural, mental, and physical development** of pupils, preparing them for **future opportunities and responsibilities**.

Headteachers and governing bodies must also consider national guidance on **Sex and Relationships Education** (Education Act 1996, as amended by Learning and Skills Act 2000) to protect children from inappropriate teaching or materials. Under the **Children Act 2004**, schools have a duty to promote the **wellbeing of pupils**, and high-quality RSHE contributes directly to this responsibility.

Further, in line with **The Relationships Education, Relationships & Sex Education and Health Education (England) Regulations 2019**, made under sections 34 & 35 of the Children & Social Work Act 2017, we provide **comprehensive Relationships and Health Education** to all primary-aged pupils.

3. Curriculum Intent, Implementation and Impact

Curriculum Provider: Life Lessons

Rydon Primary School uses the **Life Lessons curriculum** to deliver RSHE and PSHE. This curriculum provides full

coverage of statutory Relationships Education, Health Education and the non-statutory elements of sex education through an evidence-based, inclusive and student-centred approach.

The Life Lessons curriculum supports pupils to:

- Understand and regulate emotions
- Develop empathy and positive behaviour
- Build healthy relationships
- Respect diversity and equality
- Navigate the online world safely
- Develop aspirations and economic awareness

4. Curriculum Structure

Our pupils follow the **Life Lessons programme of study**, a comprehensive scheme for both **PSHE and RSHE**.

Life Lessons fully covers all of the DfE's statutory requirements for **relationships education**, including the **statutory aspects of sex education** as set out in the National Curriculum, as well as non-statutory elements as outlined in our school's curriculum map (Appendix 1). Biological aspects of RSE are delivered as part of the **science curriculum**.

If pupils ask questions beyond the scope of this policy, teachers respond **appropriately and sensitively**, ensuring pupils are fully informed and do not feel the need to seek answers online.

Primary sex education focuses on:

1. Preparing boys and girls for the physical and emotional changes of adolescence
2. Understanding how a baby is conceived and born

Relationships education is taught from **Year 1 to Year 6** and focuses on developing the fundamental building blocks of positive relationships, including:

- Caring friendships
- Respectful relationships
- Safe online relationships

Through the Life Lessons curriculum Pupils in **Years 5 and 6** learn about **body changes and puberty**. In addition, **Year 6 pupils** are introduced to the term "**sexual intercourse**", understanding it as a way people in **loving and consensual relationships** express intimacy, and learning how a baby is conceived.

All learning takes place within the context of **family life**, taking care not to stigmatise any child based on their home circumstances. This includes families with **single parents, LGBT parents, grandparents, adoptive parents, foster carers**, or other structures, and recognises that some children may have alternative support systems, such as **looked-after children or young carers**.

5. Inclusion, SEND and Equality

RSHE at Rydon Primary School is inclusive and accessible to all pupils. Teaching is adapted to meet individual needs, including pupils with SEND, in line with our SEND Policy.

The curriculum promotes equality, challenges discrimination and reflects the protected characteristics outlined in the Equality Act 2010. Diverse families, identities and experiences are represented sensitively and appropriately.

6. Roles and Responsibilities

Governing Board

- Holds school leaders accountable for the **delivery, quality, and effectiveness** of Life Lessons and RSHE provision.
- Ensures the curriculum meets **statutory requirements** and supports pupils' **wellbeing and personal development**.

Headteacher

- Ensures Life Lessons is delivered **consistently, inclusively, and safely** across the school.
- Manages **requests for pupil withdrawal** from non-statutory components of sex education (see 'Parents' Right to Withdraw').
- Works closely with the **PSHE subject leader** to monitor provision and impact.

Teaching Staff

- Deliver Life Lessons **sensitively, professionally, and inclusively**, ensuring all lessons are **age-appropriate**.
- Model **positive attitudes, relationships, and behaviour**.
- Monitor **pupil engagement, progress, and wellbeing**.
- Respond to **individual pupil needs** and provide support where required.
- Support pupils whose parents have requested withdrawal from **non-statutory sex education**.

All staff are required to teach RSHE; there is no right to opt out. Staff with concerns about delivering any aspect of the programme are encouraged to discuss these with the Headteacher.

Pupils

- Engage fully with Life Lessons and approach discussions on sensitive topics with **respect, empathy, and**

thoughtfulness.

- Participate actively in lessons, demonstrating **positive behaviour and engagement.**

7. Parental Engagement and Right to Withdraw

At **Rydon Primary School**, we value working closely with parents and carers to support pupils' learning in **Life Lessons**.

We do this by:

- Sharing **curriculum information** on the school website
- Informing parents **in advance of sex education units**
- Offering opportunities to **discuss content and ask questions**

Parents are encouraged to contact the school at any time for further information about **RSHE provision**.

Compulsory and Non-Statutory Elements

Parents **cannot withdraw their children from statutory relationships or health education**, which all pupils must receive. However, parents may request that their child be withdrawn from **non-statutory components of sex education** within Life Lessons.

Requests for withdrawal must be made **in writing to the Headteacher**. The school will arrange a meeting with parents/carers to discuss the request. Pupils who are withdrawn will be provided with **appropriate supervised alternative learning activities**.

The non-statutory sex education lessons in **Life Lessons** are:

- **Year 6: 'My Body and Me' Lesson 5 – Sexual Reproduction**

Parents may request withdrawal **only from these lessons**, and pupils will continue to participate fully in all other RSHE learning.

Appendix 1: Curriculum Map

Relationships, Sex and Health Education Curriculum Map

At **Rydon Primary School**, we use the **Life Lessons programme** to deliver **PSHE and RSHE**. Life Lessons covers all areas of PSHE for the primary phase, including **statutory Relationships and Health Education**, and is taught across the school from **Reception to Year 6**.

The curriculum is structured around a series of **key learning themes**, which are revisited and developed each year, enabling pupils' knowledge, skills, and understanding to **progressively deepen and broaden**.

Life Lessons ensures that pupils learn about:

- Building and maintaining **healthy, respectful relationships**
- Understanding and managing **their emotions**
- Making safe choices, both **online and offline**
- Supporting **physical and mental wellbeing**
- Respecting **diversity** and promoting **inclusion**
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The programme provides **age-appropriate learning** about puberty, sexual development, consent, and family life, ensuring that all statutory requirements are met in a sensitive and inclusive manner.

Life Lessons scheme of work: Links with RSHE Statutory Objectives

YEAR GROUP	Unit – My Body and Me	Content – Lessons linked with RSHE Statutory Objectives
Reception		
Year 1	My Body and Me	<ul style="list-style-type: none"> • Sensitive and special parts of our bodies (Include naming genitals)
Year 2	My Body and Me	<ul style="list-style-type: none"> • How do our bodies change as we get older?
Year 3		
Year 4		
Year 5	My Body and Me	<ul style="list-style-type: none"> • What is puberty? • What is menstruation? • Why do we need to clean more during puberty?
Year 6	My Body and Me	<ul style="list-style-type: none"> • How are our emotions affected by puberty? • 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)

YEAR GROUP	Unit- Healthy Choices	Content – Lessons linked with RSHE Statutory Objectives
Reception		
Year 1	Healthy Choices	<ul style="list-style-type: none"> • How can we stay safe and have fun at home? • How can we stay safe whilst out and about? • Being safe everywhere! [Contextual lesson]
Year 2	Healthy Choices	<ul style="list-style-type: none"> • Keeping clean and healthy • How can we be helpful in an emergency? • I love my teeth! What can we do to keep them healthy?
Year 3	Healthy Choices	<ul style="list-style-type: none"> • Can I remember how to stay healthy? [Recap] • How can I prepare for an adventure in all weathers and places? [Contextual lesson]
Year 4	Healthy Choices	<ul style="list-style-type: none"> • 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?
Year 5	Healthy Choices	<ul style="list-style-type: none"> • How can I make good choices about smoking and vaping? • How do people become addicted? • How can I respond quickly to emergencies? • Staying safe on adventures [Recap]
Year 6	Healthy Choices	<ul style="list-style-type: none"> • Why do some people drink alcohol? • What are the facts about drugs? • Why are vaccines so important?

		<ul style="list-style-type: none"> • How can I perform basic first aid?
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YEAR GROUP	Unit – Wellbeing	Content – Lessons linked with RSHE Statutory Objectives
Reception		
Year 1	Wellbeing	<ul style="list-style-type: none"> • Meet your emotions • My healthy mind tool kit • Taking care of my body
Year 2	Wellbeing	<ul style="list-style-type: none"> • How many emotions are there? • Change and loss are part of life • Delicious food fuels my body!
Year 3	Wellbeing	<ul style="list-style-type: none"> • We all have powerful emotions • How many ways are there to exercise? • A healthy and mindful week. [Recap] • I am wonderful!
Year 4	Wellbeing	<ul style="list-style-type: none"> • Charging our batteries (the importance of sleep) • My strong emotion toolkit • Celebrating healthy and delicious food from across the world. [Contextual lesson]
Year 5	Wellbeing and Me	<ul style="list-style-type: none"> • How do we look after our mental health? • How can I share what's in my head and heart?
Year 6	Wellbeing	<ul style="list-style-type: none"> • How can I stay as healthy as possible for my whole life?

YEAR GROUP	Unit – Healthy Relationships	Content – Lessons linked with RSHE Statutory Objectives
Reception		
Year 1	Healthy Relationships	<ul style="list-style-type: none"> • 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?
Year 2	Healthy Relationships	<ul style="list-style-type: none"> • Fun surprises, uncomfortable secrets • Making decisions that feel good for me • How can we make our school a happy place for everyone? (inclusion and anti-bullying) • How can we tell if someone is a friend or a stranger?
Year 3	Healthy Relationships	<ul style="list-style-type: none"> • What can people do to help their families? • Our bodies belong to us! • Do friends always want the same things? • Should we behave the same way with everyone we meet?
Year 4	Healthy Relationships	<ul style="list-style-type: none"> • How can friends help us to be our true selves? • 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 influence
Year 5	Healthy Relationships	<ul style="list-style-type: none"> • What does a healthy friendship feel like? • How does it feel when relationships change? • How do we fix a friendship that has gone wrong? (Conflict resolution)
Year 6	Healthy Relationships	<ul style="list-style-type: none"> • What does a healthy romantic relationship feel like? • What skills do people need to stay in a healthy relationship for a long time? • Feeling empowered to say what we want (Consent and boundaries) • How do we surround ourselves with people who respect and care about us? • How can we help each other to grow and be our true selves?

		<ul style="list-style-type: none"> • How can we stay true to ourselves, whilst learning from other people?
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YEAR GROUP	Unit – Identity & Community	Content – Lessons linked with RSHE Statutory Objectives
Reception		
Year 1	Identity and Community	<ul style="list-style-type: none"> • Celebrating ourselves • Celebrating our similarities and differences • How can we help everyone to feel included at our school?
Year 2	Identity and Community	<ul style="list-style-type: none"> • Every family is special! • What helps us to be ourselves? (challenging stereotypes) • Rules help to keep us safe and keep things fair.
Year 3	Identity and Community	<ul style="list-style-type: none"> • 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?
Year 4	Identity and Community	<ul style="list-style-type: none"> • How does the Equality Act allow us to live our best lives? • How can we keep a positive view of other people? (Challenging stereotypes) • How can everyone achieve their potential? • How do our values shape our identity? • Do we all have the same values? (British Values) • Why are communities important? [Contextual lesson]
Year 5	Identity and Community	<ul style="list-style-type: none"> • Considering all of our needs (Supporting neurodiversity) • What does the path to equality look like? • How can we listen to other people's experiences better? • How can we be our true selves? (exploring stereotypes) • Being an amazing ally. [Greater Depth] • What environments do we need to thrive? (The social model of disability) [Greater Depth]
Year 6	Identity and Community	<ul style="list-style-type: none"> • How can we appreciate and respect people without judgement? (Challenging unconscious bias) • Why is our heritage important? • What do we need to feel like we belong? (Challenging racism and anti-religious hate) • Why is it important to love authentically? • How do we express our identity? • How can we talk about gender and identity? • How can we build healthy communities?

YEAR GROUP	Unit – Digital Lives	Content – Lessons linked with RSHE Statutory Objectives
Reception		
Year 1	Digital Lives	<ul style="list-style-type: none"> • Enjoying the online world • Feeling safe online • Getting help when we're online • Choosing when to share online • Finding a balance online
Year 2	Digital Lives	<ul style="list-style-type: none"> • 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 [Recap]
Year 3	Digital Lives	<ul style="list-style-type: none"> • Healthy online friendships • Feeling uncomfortable online • Wellbeing in an online world

		<ul style="list-style-type: none"> • Choosing what to do and what to share • Deciding who to trust online • What would a perfect online world be like? [Recap]
Year 4	Digital Lives	<ul style="list-style-type: none"> • Who uses the internet? • Using social media safely • Is the internet a fair place? • Too good to be true? Spotting online fakes. • Connecting to trusted people online • Can we know what is real online? [Greater Depth]
Year 5	Digital Lives	<ul style="list-style-type: none"> • 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? [Recap]
Year 6	Digital Lives	<ul style="list-style-type: none"> • Power and friendship online • Discrimination online • Motivation and manipulation online • Do I live in an echo chamber? • Can I spot an online fake? • What are the dangers of misinformation? [Greater Depth]

Appendix 2 – By the end of Primary School, children will have learnt the following:

RSE Learning Objectives – Life Lessons

Caring Friendships

Pupils will understand:

- The importance of friendships in promoting **happiness, security, and wellbeing**, and how people **choose and make friends**.
- Key characteristics of healthy friendships, including **mutual respect, trust, loyalty, kindness, generosity, shared interests, and support during challenges**.
- That healthy friendships are **inclusive and positive**, avoiding behaviours that make others feel **lonely or excluded**.
- That most friendships experience **ups and downs**, which can be **worked through** to repair or strengthen relationships, and that **violence is never an acceptable solution**.
- How to **recognise who to trust**, identify when a friendship is **unhealthy or uncomfortable**, manage conflict,

and **seek help or advice** when needed.

Respectful Relationships

Pupils will understand:

- The importance of **respecting others**, even when they are different in appearance, personality, background, beliefs, or choices.
- Practical strategies to **improve and support respectful relationships** in different contexts.
- The conventions of **courtesy and manners**, and how **self-respect** supports their own wellbeing.
- That they can expect to be treated **respectfully** in school and society, and that they should **show respect** to others, including those in positions of authority.
- Different types of **bullying**, including **cyberbullying**, the impact on victims, and the **responsibilities of bystanders**, including reporting concerns to a trusted adult.
- What **stereotypes** are and how they can be **unfair, negative, or harmful**.
- The importance of **permission-seeking and giving** in relationships with peers, friends, and adults.

Online Relationships

Pupils will understand:

- That people may **behave differently online**, including pretending to be someone they are not.
- That the same principles of **respect and trust** apply to online relationships as in face-to-face interactions.
- **Rules and strategies** for staying safe online, recognising **risks, harmful content, and unsafe contact**, and knowing how to **report concerns**.
- How to **critically evaluate online friendships and sources of information**, and the risks associated with interacting with people they have never met.
- How **information and personal data** is shared and used online, and the importance of protecting privacy.

Appendix 3: references to National Curriculum Science (2014)

Lesson / Suggested year group/s	National Curriculum Science – Programmes of Study	Statutory requirements:	Non-statutory notes and guidance
We are growing human life cycle KS1: Year 1 or 2	Year 2: Animals, including humans	Pupils should be taught to notice that animals, including humans, have offspring which grow into adults	<i>They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils recognise growth; they should not be expected to understand how reproduction occurs.</i> <i>Growing into adults can include references to baby, toddler, child, teenager, adult.</i>

Everybody's body KS1: Year 1 or 2	Year 2: Animals, including humans	Pupils should be taught to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense	<i>Have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes</i>
Puberty Lessons 1-4 KS2: Year 4 or 5	Year 5: Animals, including humans	Pupils should be taught to describe the changes as humans develop to old age	<i>They should learn about the changes experienced in puberty.</i>
How babies are made KS2: Year 6	Year 6: Evolution and inheritance	Pupils should be taught that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	

Appendix 4: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			

Any other information you would like the school to consider	
Agreed actions from discussion with parents: (TO BE COMPLETED BY SCHOOL STAFF)	
Parent signature:	
Date:	
Staff signature:	
Date:	

