Otford Primary School

Relationships, Sex Health and Education Policy

Approved by FGB:	**Autumn 2026**
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1. Aims

The aims of Relationships,Sex and Health Education (RHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Otford Primary School we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1.
2. Review – a member of staff pulled together all relevant information including relevant national and local guidance
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – parents and any interested parties were invited to give feedback about the policy
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, health, sexuality, healthy lifestyles, diversity and personal identity.

The sex education, detailed below, will be taught in upper KS2, with Puberty being taught towards the end of Y4. RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so children are fully informed and do not seek answers online.

Primary Sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings (Y4/Y5)
- Adult relationships, human reproduction and different ways to start a family (Y6) For

more information about our curriculum, see our curriculum map in Appendix 1. This is

taught through Discovery Education/ PSHE Association

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE). Relationship education is often incorporated within our online e-safety curriculum, Education in a Connected World, which is available on our website: https://www.otford.kent.sch.uk/safeguarding/

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSHE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances. Families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures, along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the Headteacher.

7.2 The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for

managing requests to withdraw pupils from non-statutory components of RSHE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/nonscience components of RSHE

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 headteacher.

The relationships and health education will be taught across every year group. The sex education element will only be taught in Y6.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

10. Monitoring arrangements

The Senior Leadership team monitors the delivery of RSHE through:

- Monitoring of planning and curriculum coverage
- Monitoring of work samples Pupil voice

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by teaching staff and SLT annually. At every review, the policy will be approved by the Headteacher.

Coping with change

Discovery EDUCATION | HEALTH AND RELATIONSHIPS

This topic explores how people grow and change from babies, through puberty to adulthood. At Key Stage 1, it examines ways in which children have grown and how they will continue to change, and how to develop resilience to change. At Key Stage 2, it identifies changes that will take place in children's bodies during puberty, and explores ways to manage the emotional effects of life changes, including transition to secondary school.

Year group		Video	Vocabulary	Lessons
Y1	**Growing and changing**	How I have changed	growing, adults, babies, change, older, growing up, jobs, future	1. Animal babies 2. How have we changed? 3. A future me
Y2	**Growing up and setting goals**	Three generations	growing, adult, baby, change, timeline, life cycle, likes, dislikes, change, future, likes, dislikes, change, future	1. When I am older 2. Looking at the changes ahead 3. Goals
Y3	**Coping with feelings when things change**	When Bailey's dog died	changes, support, feelings, sad, empathy, sympathy, happy, positive, kind, emotions	1. New changes 2. Feeling sad and showing empathy 3. Happiness
Y4	**Puberty and hygiene**	Sweat, soap and showers	puberty, hormones, menstruation, eggs, sanitary pads, periods, hygiene, hormones, sweat, health	1. What is puberty? 2. Understanding periods 3. Keeping clean as we grow and change
Y5	**Puberty and emotions**	Elise explains: periods	hormones, menstruation, periods, sperm, eggs, ovaries, testicles, vagina, penis, puberty, emotions, hormones, changes, feelings, support, control	1. Puberty 2. Puberty and emotions 3. Emotional changes: managing well
Y6	**Coping with emotional effects of life changes**	Ask the expert: puberty	body image, reality, pressure, attributes, influence, relationships, emotions, secondary school, future, memories, reflect	1. Body image 2. Puberty and changing relationships 3. Moving on

Appendix 2: Progression Overview for RHE Curriculum

Programme progression

Discovery EDUCATION | HEALTH AND RELATIONSHIPS

	Healthy and happy friendships	Similarities and differences	Caring and responsibility	Families and committed relationships	Healthy bodies, healthy minds	Coping with change
Y1	Forming friendships and how kind or unkind behaviours impact other people.	Similarities and differences between people and how to respect and celebrate these.	Identifying who our special people are and how they keep us safe.	What a family is (including difference and diversity between families), and why families are important and special.	Our bodies and the amazing things they can do. Learning the correct names for different body parts.	Growing from young to old and how we have changed since we were born.
Y2	Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.	Exploring different strengths and abilities. Understanding and challenging stereotypes.	The different communities and groups we belong to and how we help and support one another within these.	The different people in our families, and how families vary.	Ways to stay healthy, including safe and unsafe use of household products and medicines.	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
Y3	Being a good friend and respecting personal space. Strategies for resilience.	Respecting and valuing differences. Shared values of communities.	Our responsibilities and ways we can care and show respect for others.	Different types of committed relationships and the basic characteristics of these.	Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.	Coping with feelings around the changes in our lives.
Y4	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.	The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.	Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.	How our bodies change as we enter puberty, including hygiene needs and menstruation.
Y5	Identity and peer pressure off- and online. Positive emotional health and wellbeing.	Celebrating strengths, setting goals and keeping ourselves safe online.	How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.	How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.
Y6	How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.	Human reproduction, including different ways to start a family. *	Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.	Ways to manage the increasing responsibilities and emotional effects of life changes.

www.discoveryeducation.co.uk

*includes age-appropriate sex education, not compulsory in primary schools.

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In Years 1 and 2 additional lessons will be built in from the PSHE Association in line with the requirements from Sept 2026 on:

- AI and recognising that some online images and videos are fake- Year 2
- Accurate names for body parts- Years 1 and 2
- Personal safety, including roads, railways and water
- Developing confidence to say "no", express feelings and seek help.
- Understanding change, loss and bereavement in an age-appropriate way

In Years 3-6 additional lessons with be built in from the PSHE Association in line with the requirements from Sept 2026 on:

- Digital wellbeing, AI, misinformation and manipulated online content.
- Stronger teaching on healthy friendships and peer influence.
- Mental wellbeing, distinguishing normal emotions from mental illness.
- Biological changes during puberty taught accurately.
- Preparing pupils for transition to secondary school with greater resilience and critical thinking online.

By the end of primary school, pupils should know:

Families and people who care about me	That families are important for children growing up because they can give love, security and stability The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed To support children in managing change and loss and where to seek support if this is needed.
Caring	How important friendships are in making us feel happy and secure, and how people choose and make friends friendships

	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed To support children to understand that everyday emotions are normal and pupils should not self-diagnose mental health conditions
Respectful relationships	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality relationships or backgrounds), or make different choices or have different preferences or beliefs Practical steps they can take in a range of different contexts to improve or support respectful relationships The conventions of courtesy and manners The importance of self-respect and how this links to their own happiness That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help What a stereotype is and how stereotypes can be unfair, negative or destructive The importance of permission-seeking and giving in relationships with friends, peers and adults
Being Safe	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. **To use correct terminology during the teaching of puberty.** How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know How to recognise and report feelings of being unsafe or feeling bad about any adult How to ask for advice or help for themselves or others, and to keep trying until they are heard How to report concerns or abuse, and the vocabulary and confidence needed to do so Where to get advice e.g. family, school and/or other sources How to be safe near water, railways and roads

Online	That people sometimes behave differently online, including by pretending to be someone else. Children to recognise positive influences and question harmful online content. That the same principles apply to online relationships as to face-to face relationships, including the importance of respect fo others online including when we are anonymous The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met and develop an understanding of digital well- being That not everything online is real and understand the risks of A1- generated content. How information and data is shared and used online including algorithms, and misinformation.

Appendix 3: Parent form: withdrawal from sex education within RSHE - Y6

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			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	