

Relationships, Sex and Health Education (RSHE) Policy

Matching Green Church of England Primary School

September 2026

Approved by Governors: September 2026

Due for review: September 2028

"Learning with our head, heart and hands so that we can experience life in all its fullness."

1. Introduction

At Matching Green our Christian vision shapes all aspects of school life. We aim to nurture the whole child so that every pupil can flourish academically, socially, emotionally and spiritually.

Relationships, Sex and Health Education (RSHE) supports our vision by helping children develop the knowledge, skills and values needed to live healthy, respectful and fulfilling lives.

Our approach to RSHE reflects the Christian values:

- To learn with our head, heart and hands
- To show others mutual respect
- To lead with compassion
- To be safe and responsible

Through RSHE we encourage pupils to develop strong moral foundations, empathy for others and an understanding of their place within the wider community.

2. Aims

The aims of RSHE at our school are to:

- Support pupils to develop healthy and respectful relationships
- Help pupils understand their own physical and emotional development
- Promote positive mental health and wellbeing
- Teach pupils how to keep themselves safe both offline and online
- Develop pupils' understanding of consent, boundaries and respect
- Challenge prejudice and promote equality
- Prepare pupils for the physical and emotional changes of puberty
- Equip pupils with knowledge and skills to make informed decisions

Matching Green CE Primary School considers that RSHE is an integral part of the Personal, Social, Health and Economic (PSHE) Education curriculum. It contributes to pupils' spiritual, moral, social and cultural development and supports safeguarding across the school. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed

relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. These aims complement those of the Science curriculum in KS1 and KS2.

3. 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. We are not required to provide sex education, however, we do need to teach the elements of sex education contained in the statutory science curriculum.

In teaching RSHE, schools must have regard to guidance issued by the Secretary of State under section 403 of the Education Act 1996 and section 80A of the Education Act 2002, alongside the statutory guidance on Relationships Education, RSHE and Health Education (Department for Education, *Relationships Education, Relationships and Sex Education (RSHE) and Health Education* statutory guidance, updated July 2025). It is also informed by the: Children and Social Work Act 2017, Education Act 1996 and Equality Act 2010. Should you like to see the guidance from the government please visit: [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

4. Definition

All Church of England and Methodist schools within the Diocese of Chelmsford are statutorily required to teach Relationships and Sex Education and Health Education (DfE, 2025). RSHE is about the lifelong learning of emotional, social and cultural development of pupils, and involves learning about relationships, emotional wellbeing, physical development, sexual health, personal identity, consent, health and safety, diversity and respect and equality. (DfE, 2025) RSHE involves a combination of sharing information, and exploring issues and values. RSHE is not about the promotion of sexual activity. Instead, it equips pupils with knowledge and skills to build positive relationships and make safe, responsible choices.

5. Curriculum

At Matching Green CE Primary School, RSHE is embedded within our PSHE curriculum and supported through Science, PE, RE, and Computing. The curriculum is carefully planned to be age-appropriate, progressive, and inclusive, reflecting the needs and experiences of our pupils.

The RSHE curriculum is organised around the following core themes:

1. **Families and Relationships** – understanding different family structures, caring friendships, and respectful relationships.
2. **Health and Wellbeing** – physical health, mental health, resilience, and strategies for emotional wellbeing.

3. **Safety and the Changing Body** – puberty, human development, reproduction (statutory in Year 6), and personal safety online and offline.
4. **Citizenship** – respect, equality, anti-bullying, and inclusion.
5. **Economic Wellbeing** – decision-making, responsibility, and understanding choices.

Cross-Curricular Links

- **Science:** Biological aspects, including human body, puberty, reproduction, nutrition, and the impact of lifestyle choices.
- **PE:** Healthy lifestyles, physical activity, and the connection between exercise and wellbeing.
- **RE:** Family relationships, different family groups, cultural rituals, and emotions associated with life events.
- **Computing:** Online safety, digital literacy, social media awareness, consent, privacy, and managing online relationships.

Early Years Foundation Stage (EYFS)

- Explore life cycles and relationships through play and discussion.
- Develop skills for forming positive relationships and understanding emotions.

Key Stage 1 (Years 1–2)

- Identify, name, and label basic parts of the body and their functions.
- Recognise that humans and animals have offspring that grow into adults.
- Understand the importance of hygiene, exercise, and healthy eating.

Key Stage 2 (Years 3–6)

- Understand nutrition, the skeletal and muscular systems, and circulatory system.
- Learn about life cycles, reproduction in plants and animals, and human development.
- Explore puberty, menstruation, conception, and emotional changes, taught sensitively and age-appropriately.
- Year 6 pupils receive stand-alone sex education sessions, with prior parental consultation.
- Discuss the impact of diet, exercise, drugs, lifestyle choices, and digital wellbeing.

6. Delivery of RSHE

As part of RSHE, pupils will be taught about the nature and significance of marriage for family life and bringing up children. They also need to understand that there are equally strong and mutually supportive relationships outside of marriage. Either of these can include heterosexual or same-sex relationships. We ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice.

RSHE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents and carers.

We carry out the main RSHE curriculum in PSHE lessons, however we also teach RSHE through other subject areas, including but limited to Science, PE and RE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with PE, children learn about healthy lifestyles and the importance of exercise. Linked with Computing, children develop an understanding of how to stay safe online and manage their digital wellbeing.

Primary Science Curriculum (provides essential factual knowledge that underpins RSHE learning)

Early Years Foundation Stage children learn:

- About life cycles
- Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (Years 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2 (Years 3 – 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

- To describe the way nutrients and water are transported within animals, including humans
 - To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- (National Curriculum: Science, 2014)

Since RSHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Teaching and Learning of the RSHE curriculum

In upper Key Stage 2 we acknowledge that many children will begin to experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty, something that we believe should be taught before children experience it. We encourage the children to ask for help if they need it and there are opportunities for single-sex question sessions. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, at Matching Green Primary School we will ensure that both boys and girls know how babies are born, how their bodies change during puberty, and what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.

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, please see appendix 1.

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, LGBT 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. Teaching and Learning

RSHE is delivered using a variety of teaching approaches, including:

- discussion and reflection

- group work
- role-play scenarios
- age-appropriate videos and texts
- question boxes for anonymous questions
- Teachers establish clear ground rules to ensure a safe learning environment.

All teaching is:

- age appropriate
- inclusive
- factual
- respectful of different beliefs and family backgrounds.

8. Safeguarding and Confidentiality

RSHE contributes significantly to safeguarding. Through the curriculum, pupils learn to recognise:

- unsafe relationships
- inappropriate behaviour
- exploitation or abuse
- harmful online interactions
- Staff follow the procedures outlined in the school's safeguarding policy (Keeping Children Safe in Education, DfE, 2025). Absolute confidentiality cannot be guaranteed if a child may be at risk.

9. Inclusion and SEND

All pupils are entitled to access RSHE. Teaching will be adapted where necessary to support pupils with Special Educational Needs and Disabilities (SEND). The curriculum promotes respect for diversity and reflects different family structures and backgrounds (Equality Act 2010).

10. Roles and Responsibilities

10.1 The Governing Body

The governing body has delegated the approval of this policy to the curriculum.

10.2 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 7). The Headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy

10.3 Staff

All staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE
- Answering any questions that parents may have about the RSHE of their child; this includes providing opportunities for parents to view the resources that are used in lessons.

Class teachers are responsible for teaching RSHE at Matching Green CE Primary School. Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

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. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

10.4 Pupils

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

10.5 Parents

The school is well aware that the primary role in children's RSHE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective we:

- Inform parents about the school's RSHE policy and practice
- Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education

11. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from. Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

12. Confidentiality

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policies. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection/the headteacher as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL). Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

13. Equal Opportunities

RSHE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

14. Complaints Procedure

Any complaints or concerns about the Relationships and Sex Education programme should be made to the class teacher in the first instance. Parents can choose to follow the Matching Green complaints procedure if they feel things are not resolved.

15. Monitoring arrangements

The delivery of RSHE is monitored by the subject leader through, for example, planning scrutinies, learning walks and lesson observations. Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the governors biannually. At every review, the policy will be approved by the staff, governing body and the parents or carers.

16. Further policies

In conjunction with this policy, please also see:

- Behaviour policy and procedures
- Safeguarding and Child Protection policies
- Anti-bullying policy and procedures
- Online safety policy

[download.asp](#)

References

- Department for Education. *Relationships Education, Relationships and Sex Education (RSHE) and Health Education statutory guidance*, updated July 2025 — to be implemented from 1 September 2026.
- Children and Social Work Act 2017, Section 34 (Relationships Education in primary schools).
- Education Act 1996, Section 403 (Guidance consideration).
- Education Act 2002, Section 80A (Guidance consideration).
- Equality Act 2010 (Non-discrimination requirement).
- National Curriculum: Science (Biological aspects underpinning RSHE requirements).