

Relationships, Sex and Health and Education (RSHE) Policy (Primary School Version)

Whitefield Special School

Introduction

Relationships Sex and Health Education (RSHE) is an essential part of the curriculum and reflects our commitment to delivering high-quality, age-appropriate learning opportunities that support students' wellbeing and helps to keep them safe. Through RSHE, students develop the knowledge, skills and attitudes they need to build and maintain healthy, respectful and safe relationships, now and in the future, supporting their physical, emotional and mental wellbeing.

This policy reflects the [RSE and Health Education Statutory Guidance \(2025\)](#) and has been shaped through consultation with stakeholders to ensure the curriculum is relevant, inclusive and responsive to the needs of our community.

Aims

We aim to deliver high-quality Relationships, Sex and Health Education (RSHE) in order to support the personal development, wellbeing and future success of all students.

Our RSHE provision aims to:

- provide high-quality, age-appropriate RSHE that meets statutory requirements;
- promote respect for the law and for the diverse communities that make up our community, fostering understanding, inclusion and mutual respect;
- help students to develop a secure understanding of themselves, their relationships and the world in which they live;
- help pupils develop feelings of self-respect, confidence and empathy and to cultivate positive characteristics such as kindness and integrity;
- equip students with the knowledge, skills and language they need to make informed, responsible and healthy choices;
- support students to stay safe, including understanding how to recognise risk, seek help and protect their physical and emotional wellbeing;
- prepare students for the opportunities, responsibilities and challenges of adulthood, in a world that is complex and sometimes difficult to navigate; and
- establish RSHE as a central and valued part of the curriculum, contributing to students' lifelong learning and personal development and wellbeing.

RSHE Curriculum

All schools are required to teach RSHE, alongside the National Curriculum for science and within the context of safeguarding. We work in partnership with our parents and carers, ensuring that information about our RSHE curriculum is published on our website and that we provide annual meetings so that there is an opportunity to review the content of sessions, and discuss any queries they may have. We have developed the RSHE curriculum taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

The curriculum for RSHE is based on the PSHE Association RSHE scheme of work, Equals, nspcc and school adaptations ([Appendix 1](#)) and sets out in which year group each aspect of the RSHE statutory guidance expectations will be taught. All lessons are taught by class teachers, but we give careful consideration to how

we teach sensitive topics, including menstruation, puberty and human reproduction and birth and is mostly taught 1:1 and personalised to developmental age.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

A summary of the different elements of RSHE is provided below.

1. Relationships Education

In Relationships Education, the focus is on teaching the fundamental building blocks of positive, healthy and respectful relationships with family members, other children and adults.

Teaching is designed to help students develop the knowledge, skills and understanding needed to form kind, caring relationships, manage feelings and conflict, set and respect boundaries, and develop self-respect and empathy for others. Lessons are age-appropriate and culturally sensitive, rooted in the law, and responsive to students' lived experiences. Teaching recognises, and represents, a wide range of family structures, ensuring that no child is stigmatised because of their home circumstances.

Students are taught how to keep themselves and others safe, including understanding privacy, consent and boundaries, recognising bullying, harmful or abusive behaviour (including online), and knowing how and where to seek help or report concerns. Online relationships are addressed in line with face-to-face expectations of respect and safety, whilst reflecting the risks that are posed by anonymous contact online.

Throughout, the school promotes fundamental British values: the rule of law; democracy; individual liberty; mutual respect and tolerance of different beliefs and faiths. Respect for difference does not require agreement, but by fostering respectful relationships, we support students to navigate difference thoughtfully and with confidence.

Relationships education is statutory and there is no right for parents and carers to request that their child is withdrawn. Click here for further information: [Expectations for Relationships Education](#)

2. Non-statutory Sex Education

Sex Education refers to teaching students about how a baby is conceived and born. It is not compulsory in primary schools, but the Department for Education recommends that primary schools teach sex education in Year 5 and/or Year 6, in line with content from the science national curriculum about the life cycles of mammals and the life process of reproduction in some animals. We encourage all students to use the correct vocabulary to describe themselves and their bodies.

Parents and Carers may wish to refer to [Appendix 2: Talking about Puberty and Human Reproduction – A Guide for Parents and Carers](#). This provides information about the content included in sex education lessons and how to talk to children about these sensitive topics.

Parents and carers retain the right to request that their child is withdrawn from RSHE lessons that teach human reproduction. Click here for further information: [Expectations for Non-Statutory Sex Education \(page 6\)](#).

3. Health and Wellbeing

Health Education refers to teaching students about physical health and mental wellbeing with the aim of equipping them with the knowledge and skills they need to make informed, responsible decisions.

Learning about health and wellbeing supports students to recognise what is typical and healthy in themselves and others, to develop emotional awareness and appropriate vocabulary for feelings, and to understand when and how to seek help or support at the earliest opportunity. It promotes the benefits of physical activity, healthy eating, sufficient sleep, time outdoors and positive use of leisure time, while also addressing health protection and prevention, including personal hygiene and basic first aid.

There is an emphasis placed on online wellbeing and safety, recognising the growing impact of digital life on students' mental and physical health, including respectful online behaviour, managing screen time, understanding age restrictions, and knowing how to report concerns or seek support. Learning is age-appropriate and sensitive to students' experiences.

Puberty, including menstruation, will be covered in health education.

There is no right for parents and carers to request that their child is withdrawn from health and wellbeing education. Click here for further information: [Expectations for Health Education \(page 20\)](#).

4. National Curriculum Science

Through the [National Curriculum for Science](#), students learn about: the main external parts of the body; changes to the human body as it grows from birth to old age (including puberty); and sexual and asexual reproduction in mammals and plants. The curriculum also includes aspects of health education and how to keep our bodies safe and healthy.

The above areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law, legal requirements and AI related risks, taking care not to condone illegal activity, such as violent action against people, criminal damage to property, or hate crime.

Resources

Resources used in RSHE lessons will be carefully selected to ensure they are age-appropriate. All materials will be reviewed in advance by staff and used sensitively, with consideration given to students' backgrounds, experiences and any additional vulnerabilities. The RSHE curriculum will be made accessible to all students, and we make informed decisions about how to adapt the curriculum depending on the student's individual needs and stage of development.

In planning our RSHE curriculum, we draw from a range of educational resources, including material from the PSHE Association, equals, nspcc etc.

Communication with Parents and Carers

We aim to work in partnership with parents and carers, and will communicate about learning in RSHE, with an annual offer to meet in order to explain what will happen in RSHE, so that parents and carers can, if they wish, talk to their children ahead of lessons. This allows parents and carers to be ready for any questions that their child may have concerning what they have learnt in school.

The school will send out information to parents and carers and invite them in to view the RSHE materials, discuss lesson plans and to get support and advice on how to talk about these sensitive topics at home. The intention is to make lessons sensitive to the backgrounds of all our students so that parents and carers feel confident about letting their children remain in the lessons. This way they will learn the facts from a teacher.

Parents and carers who wish to remove their children from non-statutory sex education need to inform the school in writing. Following a meeting with a member of the SLT to discuss concerns, alternative provision can be made for the student.

Special Educational Needs and Disabilities (SEND)

Students with Special Educational Needs and Disabilities are among the most vulnerable to exploitation, abuse and unhealthy relationships. High-quality RSHE is therefore particularly important and acts as a key protective factor. RSHE is made accessible through careful planning and adaptation, including differentiated resources and teaching approaches appropriate to students' developmental stage and communication needs. Teaching is also sensitive to all pupil's experiences and during lessons staff ensure that all pupils feel safe and supported and able to engage with the key messages. Where appropriate, additional support may be provided through targeted intervention and careful consideration is given to the level of support needed.

Safeguarding

Students' learning in RSHE strengthens safeguarding by ensuring students are taught, in an age-appropriate way, how to recognise risk, unsafe or abusive behaviour (including online), and how to seek help or report concerns. Through our RSHE curriculum, students are equipped with the knowledge, language and confidence to speak to a trusted adult, supporting early identification of concerns and helping the school to fulfil its safeguarding responsibilities. RSHE may provide opportunities for students to share concerns or make disclosures. Staff will report any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's Designated Safeguarding Lead (DSL) and any such issues will be dealt with in line with the Safeguarding Policy.

Monitoring and Evaluation

Teaching and learning in RSHE is monitored by the Senior Leadership Team.

Training is provided annually to ensure that staff know how to answer questions and teach RSHE topics in an age-appropriate way, with a particular focus on the teaching of sensitive topics.

When RSHE is taught effectively, students will develop the knowledge, skills and confidence to form positive, respectful relationships, make informed choices about their health and wellbeing, and keep themselves and others safe. Over time, this also contributes to improved emotional literacy, resilience and behaviour, as well as increased confidence in seeking help and support when needed.

Appendix 1:

Appendix 1: Relationships and Sex Education – Curriculum Across Pathways

The addition of Key Stage is for reference only. Students will be taught each topic depending on their cognition, emotional and physical development and relationship needs

Early Years / Key Stage 1 (EYFS, Y1–2)		
Focus: Naming body parts, personal space, kindness, honesty, privacy, dignity.		
Pathways 1 and 2	Pathways 3 and 4	Pathway 5
Adults use “on body” signs, song cues, and visuals to support personal care with dignity. Develop positive self-image and choice making.	My Body: Name body parts using songs/games. Understand personal space (“my body = my space”). Very early ideas of consent (holding hands only if both agree).	My Body: Label body parts accurately. Similarities/differences between self and peers. Initial consent (only touching with permission).
Promote sharing, turn-taking, and emotions (happy/sad). Adults comment on feelings shown.	Emotions: Identify and describe emotions using visuals/behaviour charts.	Emotions: Recognise emotions, describe simple coping strategies.
Families: Awareness of family members (voices, photos).	Families: Who is in my family? Name family members.	Families: Roles of different family members, respect for differences.
Key Stage 2 (Y3–6)		
Focus: Friendships, family, emotions, private/public, early puberty, hygiene.		
Pathway 1 and 2	Pathway 3 and 4	Pathway 5
Explore feelings with adults narrating emotions. Body awareness through messy play, movement, physiotherapy.	My Body: Label body parts, differences & similarities. Awareness of what is private/public. Initial consent (ask before touching).	My Body: Name body parts, understand public/private behaviours. Early puberty and hygiene (washing, deodorant).

Families: Recognise voices/photos of family.	Families: Who is in my family? Differences between families.	Families: Similarities/differences across families, including same-sex parents/carers.
Emotions: Celebrate happiness, support when sad.	Emotions: Express emotions using charts, identify triggers.	Emotions: Link emotions to behaviour, explore coping strategies.
Relationships: Explore safe adults and peers.	Relationships: Building friendships, recognising safe vs unsafe behaviours.	Relationships: Online safety, stereotypes and prejudice, recognising positive male role models.

Appendix 2a: By the end of primary school pupils should know:

TOPIC	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
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • 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
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality 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
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for 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 • How information and data is shared and used online
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 • 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

What should I talk about and when?

Early Years

- At this age, children should be able to name the different parts of their body. We strongly advise parents and carers to teach their children the scientific names of their body parts, including the genitals, even if they are not the names you would usually use at home.
This is to ensure that children are able to tell a trusted adult if they are experiencing any pain or if something happens to them.
- Children should be taught about personal and public spaces and situations.
For example, it might be okay for a child to be naked in the house when a grandparent visits but not when a plumber is working there.
- Consent – for this age, children might want to think about how they play with other children in the playground or at home. This can include what types of touch are appropriate and inappropriate, e.g. a high five is appropriate physical contact, whereas hitting someone is not.

Key Stage 1

- Children should be able to name and identify different parts of the body for both boys and girls.
They should understand what job different body parts have.
- Children should also continue to learn about their own body and privacy. This will need to include the idea that some parts of our bodies are private and that we do not show them to other people. When teaching your child this, it is important to include that there may be times where we need to show people our private body parts, such as going to see a doctor.
- Children may also want to begin gaining some of their own independence by washing and drying themselves when they get out of the shower etc.

Lower Key Stage 2

- Girls as young as 8 years old can begin menstruating so this age is a really important time to begin that conversation at home. In these years, it is a good idea to talk to girls about beginning menstruation, what it is and how they can manage having their periods.
They will often need to know how to use different period/menstrual products (period/menstrual pads being the easiest to begin with).
- At this age, it is also a good idea to talk about this with young boys. You may also want to begin talking about some of the changes boys might begin to experience through puberty.

Upper Key Stage 2

- At this age, children are taught about menstruation, puberty and human reproduction at primary school. This is a vital time for children to gain the information they need to understand puberty as they begin to notice changes in their own body.

Glossary

It is advised that correct terms for body parts, as well as nicknames, are used with children. This is to avoid shame or fear around these words and to also present the knowledge as factual information – just like learning about the digestive or circulatory systems in our bodies.

Male body

Penis	Part of a male body that contains the urethra. Urine and semen with sperm (in males who have passed puberty) pass through it to leave the body.
Scrotum	A pouch of skin that holds the testicles.
Testicles	Two small round organs that produce sperm, which is needed to make a baby.
Urethra	Carries urine from the bladder to the outside of the body.

Female body

Clitoris	A sensitive part of the female body.
Ovaries	The organs inside the body which stores the eggs (ova).
Urethra	The passageway that carries urine from the bladder to the outside of the body.
Uterus	The organ inside the body where a baby grows after it has been conceived.
Vagina	The passageway between the uterus and outside of the body.
Vulva	The part of a female's genitals that are visible on the outside of the body, containing the openings of the vagina, the urethra and also the clitoris.

Other words and terms

Ejaculation	The process where sperm and semen leave a male's body through the penis.
Period	A part of the menstrual cycle when a woman bleeds from her vagina for a few days.
Period/ menstrual products	These include period/menstrual pads, tampons and menstrual cups. There are a range of period/menstrual products that girls and women may choose to use when they are menstruating. Families may have different expectations around how menstruation is managed and will talk to their child about what is appropriate for them.
Puberty	the process of a child's body developing into an adult.
Wet dream (nocturnal emissions)	A spontaneous emission of semen for a male whilst asleep Parents and carers should ensure that sons are prepared for this event and know that there is no shame attached to it taking place. Speak to them about what to do with nightwear and bedding after such an event.

Appendix 3: Consultation Summary

School consultation 2026

As part of the development of our RSHE policy, we have undertaken a formal consultation process in line with statutory guidance. Its purpose was to ensure that RSHE reflects the needs of our students, is appropriate to the context of our school community, and is informed by the views of key stakeholders. Consultation outcomes were used to inform the final version of the RSHE policy and curriculum.

Stakeholders and Methods

We consulted with key stakeholder groups using a range of appropriate methods designed to ensure accessibility and meaningful engagement.

RSHE Consultation Summary Table

Stakeholder group	Method of consultation	Number of respondents	Key themes from feedback	Impact on policy and curriculum
Parents and carers	Online	1	<i>The importance of sex education, particularly for those that are more vulnerable, and how is this adapted to be accessible, for example, for those who are non verbal.</i>	<i>All learning materials will be adapted and made accessible to meet the pupils' needs.</i>
Staff	Online	28	<i>Increase parent involvement. Sharing good practice. Access further training to become confident on delivering all the curriculum areas.</i>	<i>Planning for CPD opportunities, including sharing good practice across the school.</i>
Governors	LGB meeting	6	<i>Ensure that all new statutory requirements are met and that curriculum is aligned with the new pathways and learning characteristics.</i>	New statutory requirements are reflected on the curriculum map and policy. Curriculum map differentiated by pathways.