



Education Trust

Inspiring the individuals of today, for a better society tomorrow,
“Aspire, Belong, Collaborate”

Relationships, Sex and Health Education Policy

Review Frequency	Annual
Reviewed	January to April 2026
Next Review	July 2027



‘Relationships Education’, ‘Health Education’ and ‘Relationships and Sex Education’ at Shiphay Learning Academy

Personal, Social and Health and Economic (PSHE) education is one of the subjects in the National Curriculum which pupils have an entitlement to experience throughout their education. Relationships, Health and Sex Education is a major component of the schools' comprehensive programme of Personal, Social and Health Education.

In all areas of human experience, a good base of knowledge and understanding is deemed necessary for informed opinions and decisions to be made. It is vital that pupils receive Relationships, Health and Sex Education so that they can ensure they are in safe and respectful relationships (friendships, families and partnerships) and before they become sexually active or put themselves at risk in other ways. It is also vital to correct prejudice and misinformation which may affect relationships with others both now and in the future. In Relationships, Health and Sex Education, learning about the physical aspects of sex in Sex Education and the biological aspects in Science, is complemented by learning about family life and the exercise of personal responsibility towards other individuals and the broader community.

Our Aims

The following aims reflect those of Shiphay Learning Academy and show how Relationships, Health and Sex Education is delivered within the context of a moral framework in school.

1. To provide a broad and balanced Relationships, Health and Sex Education Programme which:
 - Offers full entitlement and access for all pupils, including pupils with Special Educational Needs and disabilities as well as other vulnerable pupils
 - Operates in an atmosphere of mutual trust and respect so as to encourage pupils to put forward and explore their ideas

2. By exploring moral and sexual issues and values to:
 - encourage the pupils to develop positive pro-active attitudes, patterns of behaviour, lifestyles, values, communication and decision-making skills with respect to sexuality and personal relationships, for example:
 - An understanding that both sexes have responsibilities in sexual matters
 - The skills to identify, resist and report any unwanted sexual experience
 - to foster self-esteem, self-awareness and a sense of moral responsibility

3. To give pupils knowledge and understanding of the following in order for them to make informed choices in later life:
 - the physical and emotional aspects of an individual's development as a male or female, responsible attitudes and appropriate behaviour
 - family life - the value and importance of the family as a social institution; its contribution to



- the development of attachment, love and concern in caring for others
- friendships - understanding how important these are, how to ensure they remain balanced and respectful and knowing how to be caring.

Defining Relationships Education

The aim and purpose of relationships education is to ensure all pupils have the best possible opportunities for understanding and developing healthy and respectful relationships with family and friends in all contexts (including online). Through Relationships Education, pupils will explore a variety of different friendships and families whilst also considering how these vary and what can be considered as safe. Relationships education does not involve any details round sexual activity, but may cover sensitive topics, as appropriate, to keep children safe.

Defining Health and Wellbeing Education

To further enhance the Relationships Education and our Personal, Social, Health and Economic Education, there is statutory guidance on the importance of teaching the characteristics of good health and wellbeing: this should be seen as important in daily life and as important as physical health. Through this we will emphasise the importance of the two-way relationship between good physical health and good mental wellbeing. This is further enhanced by our Physical Education Curriculum, Science Curriculum, PSHE Curriculum and relationships in school.

Defining Sex Education

Sex Education is not statutory at Primary School but the DfE recommend that this is taught to Year Five and/or Year Six. This should be in line with teaching about conception and birth which is part of the statutory Science National Curriculum. Within Science, this is in line with the factual content and taught through the United Curriculum. As part of the statutory elements of Health and Wellbeing, there are objectives related to Developing Bodies.

'The Christopher Winter Project - Teaching RSE with Confidence in Primary Schools (6th Edition)' resources detail:

<p>Sex Education</p>	<p>Sex education is not compulsory in primary schools, but the DfE recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.</p>	<p>This resource forms a spiralling curriculum of Relationships and Sex Education. Most of the Sex Education content of the resource is in line with the science curriculum or is statutory as part of Relationships or Health education. The exception would be sessions in year 6 which include age-appropriate discussions on adult sexuality and how a baby is conceived and born. (Yr 6 lessons 1 and 3). Schools should make their own assessment of the lesson content, in line with their RSE policy. Parents would need to be given the right to withdraw their children from the two year 6 lessons.</p>
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As part of the 'The Christopher Winter Project - Teaching RSE with Confidence in Primary Schools (6th Edition)' resources, there are some lessons related to sharing naked images and online sexual content, in line with the guidance from the curriculum producers, this will be taught in line with the cohort and school need.

<p>Sharing naked images and online sexual content</p>	<p>In late primary, schools may decide to discuss the pressure to share naked images if this is affecting pupils in the school. There may also be cases, such as when they know that pupils have seen pornography, in which schools may feel the need to discuss online sexual content. Teaching should be age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion. Schools should also inform parents of any deviation from their published RSE policy in advance and share any relevant materials with them on request.</p>	<p>Yr 1 - L3 (a lesson on body safety in relation to devices with cameras) Yr 3 - L4 Yr 6 - L4</p>
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Informing and Involving Parents and Carers, including viewing Curriculum Materials

The views and participation of parents and carers is vital for the most effective Relationships, Health and Sex Education. Before introducing a new RSHE curriculum, the views and thoughts of what should and should not be included in the RSHE curriculum will be sought. This is completed through consultation meetings where parents and carers are invited to view the curriculum materials and to ask any questions around these. The school informs parents and carers of what will be included in the relationships, sex and health education curriculum: parents/carers can come into school to discuss any aspects that may concern them. Parents and carers are fully informed and encouraged to enhance that part of the Relationships, Sex and Health Education Programme provided by the school by having discussions at home.

Statutory Curriculum for Relationships Education

Whilst parents and carers do have the option to withdraw their children from the sex education curriculum, they do not have the right to withdraw their children from relationships and health education. The Relationships and Health Education curriculum (as explained in this policy) is a statutory requirement for all primary aged pupils.

Parent's right to request their child is withdrawn

Parents have the right to withdraw their child from some or all of the sex education delivered as part of RSE. Parents do not have the right to withdraw their child from the relationships and health education aspects of RSHE. Parents will always be provided with a full copy of this policy following a request to do so; the policy is also available on the school website. Parents and carers cannot withdraw their children from the elements taught through the Science National Curriculum and the Relationships Curriculum. Pupils can only be withdrawn from the Year 6 lessons for lesson one and lesson three.

A full audit of Personal, Social, Health and Economic Education has shown that issues such as overpopulation, birth control and other sexual matters are also met in a minor way in subjects such as Geography and RE. However, as any discussion is limited and set within the context of the other subject concerned, it does not constitute part of the Relationships, Health and Sex Education Programme.

Parents and carers do not have to give reason for withdrawal, but we respectfully invite them to do so - sometimes we can then resolve misunderstandings. Once a parent or carer's request to withdraw is made, that request must be complied with until revoked by the parent.

What we do if a request for withdrawal is made by a parent

- We discuss the nature of the concerns with the child's parent/carer and if appropriate reassure them.
- We consider whether the programme can be amended or improved in a way that will reassure parents/carers - care is taken not to undermine the integrity of the Relationships, Health and Sex Education Programme and the entitlement of the other pupils, e.g. it may be appropriate and desirable to have single sex classes for some sections of the Relationships, Health and Sex Education Programme.
- We attempt to ensure that where a pupil is withdrawn there is no disruption to other parts of their education.



- We identify with parents/carers that pupils who have been withdrawn are vulnerable to teasing - we therefore aim to cause minimal embarrassment to the pupil and minimal disruption to the programme.
- We also identify that pupils may receive inaccurate information from their peers.
- We offer parents/carers access to appropriate information and resources.

N.B. If the pupil does not agree with the parent's desire to withdraw their child from the Sex Education Programme the pupil can challenge the parents under Section 8 of the Children Act - the child has to apply to the court for a 'specific issues order'.

Curriculum Content

Our Personal, Social, Health and Economic education curriculum incorporates all statutory and non-statutory elements relating to the area: British Values, personal development, social development, health development, emotional development, anti-bullying, online safety, drugs education, financial education, physical development, diet and lifestyle, citizenship and SEAL. The curriculum content is detailed in the next sections of this policy. The specific PSHE curriculum for Shiphay Learning Academy can be requested from the individual school.

Science Curriculum

There are biological aspects on human growth and reproduction taught in science lessons, based on the National Curriculum, some of these aspects will also be taught through the Relationships and Relationships, Health and Sex Education curriculum. In science, a biological teaching approach will always be taken. Information on the Science topics is included below:

Year 1

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

- notice that animals, including humans, have offspring which grow into adults.

- Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals.

Year 3

- 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.

- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Year 4

- describe the simple functions of the basic parts of the digestive system in humans.

Year 5

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.



- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.

Year 6

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.

All Science content taken from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425618/PRIMARY_national_curriculum_-_Science.pdf

This links to 'The Christopher Winter Project - Teaching RSE with Confidence in Primary Schools (6th Edition)' resources through:

National Curriculum Science	Key Stage 1 (age 5-7 years) Year 1 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 each sense	Yr 1 - L2, Yr 2 - L3, Yr 4 - L1, Yr 5 - L1, L2, L3, Yr 6 - L1
	Year 2 pupils should be taught to: • notice that animals, including humans, have offspring which grow into adults	Yr 2 - L2, Yr 5 - L1, L2, L3, Yr 6 - L1, L3
	Key Stage 2 (age 7-11 years) Year 5 pupils should be taught to: • describe the life process of reproduction in some plants and animals	Yr 5 - L1, L2, L3, Yr 6 - L1, L3
	• describe the changes as humans develop to old age	Yr 4 - L1, Yr 5 - L1, L2, L3, Yr 6 - L1
	Year 6 pupils should be taught to: • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	Yr 6 - L1, L3

Relationships, Health and Sex Education Curriculum Content

Use of 'The Christopher Winter Project - Teaching RSE with Confidence in Primary Schools (6th Edition)'

To ensure we have a consistent approach to teach the core aspects of the Relationships Education curriculum, we follow 'The Christopher Winter Project - Teaching RSE with Confidence in Primary Schools (6th Edition)' (this has been quality assured by the PSHE Association and Torbay).



The Christopher Winter Project: Teaching RSE with Confidence in Primary Schools is a comprehensive and inclusive resource for teachers and other professionals working in a primary school setting. The updated resource supports schools to meet the 2025 statutory guidance for Relationships, Sex and Health Education.

It covers the outcomes from the statutory Relationships Education guidance, key aspects of Health Education, and the statutory and recommended elements of Sex Education. Full mapping to the statutory guidance is included in this guide. Designed to support a school's broader PSHE provision, the resource gives clear structure and reassurance. Schools continue to value this resource as a dependable way to enable teachers to deliver sensitive topics with accuracy, inclusivity and confidence.

This resource is designed to be used in Reception through to Year 6 and includes an overview of a spiral curriculum for RSE, schemes of work and lesson plans that combine a range of teaching styles and active learning techniques. All lesson plans include stimulating teaching activities and materials. These resources have been used to help train thousands of teachers to teach RSE with confidence. Every unit has been taught in a variety of school settings and has been enthusiastically received by teachers and pupils.

Our aim is to improve the quality of RSE through increasing teacher confidence in planning, delivery and assessment.

This teaching and learning will form part of our RET Personal Development Days. This is as part of our PSHE Curriculum and forms part of Unit Six.



TEACHING RSE WITH CONFIDENCE IN PRIMARY SCHOOLS - CURRICULUM OVERVIEW

<p>Reception: My body, my relationships Lesson 1: Caring Friendships Lesson 2: Being Kind Lesson 3: Different Families Lesson 4: My Body My Choices</p>	<p>Year 1: Growing up, staying safe Lesson 1: Different Friends Lesson 2: Growing and Changing Lesson 3: Body Safety (Online and Off) Lesson 4: Families and Care</p>	<p>Year 2: Differences Lesson 1: Gender Stereotypes Lesson 2: Male and Female Lesson 3: Naming Body Parts Lesson 4: My Body Belongs to Me</p>
<p>Year 3: Valuing difference and keeping safe Lesson 1: Body Differences Lesson 2: Personal Space and Consent Lesson 3: Families and People who Help Us Lesson 4: Staying Safe and Getting Help Online</p>	<p>Year 4: Growing up with Respect Lesson 1: Changes Lesson 2: What is Puberty Lesson 3: Healthy Friendships Lesson 4: Valuing Difference</p>	<p>Year 5: Puberty and personal boundaries Lesson 1: Talking about Puberty Lesson 2: The Reproductive System Lesson 3: Puberty Help and Support Lesson 4: Respect Boundaries and Being an Upstander</p>
<p>Year 6: Puberty, relationships and reproduction Lesson 1: Puberty and Reproduction Lesson 2: Communication and Consent in Relationships Lesson 3: Families, Conception and Pregnancy Lesson 4: Communication and Respect in Relationships and Online</p>		

Relationships and Health Education Objectives

All of the RSHE objectives are covered either through the PSHE curriculum (we follow the Local Authority Torbay Curriculum created by Torbay Specialist Leader and this is approved by Public Health England) and/or through Health and Wellness.

Ground Rules during Relationships, Health and Sex Education

At the start of each Relationships, Health and Sex Education session, ground rules will be set. These will be appropriate to the age group of the children, are understood by everyone, are agreed by everyone and will be referred to throughout the session.

Questions

During the majority of Personal Development lessons of a sensitive topic, questions will be written by pupils and put into a question box. This will allow teachers to read these, prepare answers and seek advice if required. If a question is deemed less appropriate but is asked in front of the whole class, e.g. questions on oral sex, this means that teachers have to say, "I am sorry but the School Policy and legislation does not allow me to answer that question". The teacher may deem it appropriate to discuss the child's concerns with the parents/carers - a decision may then be taken on how best to deal with it. This will be based on whether the question relates to the statutory content and any sex education where the child may have been withdrawn. Answers to the 'questions in a box' approach must only be given after very careful screening of the questions.

How RSHE is Taught and Who Teaches This

RSHE is taught as part of our PSHE curriculum which is a progressive curriculum covering both the statutory and non-statutory guidance relating to: British Values, personal development, social development, health education, emotional development, anti-bullying, online safety, drugs education, financial education, physical development, diet and lifestyle, citizenship, ELSA and Social and Emotional Aspects of Learning.

Our RSHE Education is taught by a member of teaching staff familiar to the children, usually their class teacher.

Teachers Can

Provide pupils with education and information about where and from whom they can receive confidential advice and treatment, e.g. the school nurse or their GP. This is not the provision of Relationships, Sex and Health Education, but merely the imparting of factual information as to where advice, counselling (and treatment) can lawfully be obtained.

Teachers Cannot

Give personal advice or counselling on matters to a pupil (either individually or within a group) if a parent has withdrawn that pupil from Effective Relationships, Health and Sex Education. Nor can they give personal contraceptive advice to pupils without parental consent.

Offering Advice

The function of Relationships, Sex and Health Education is to provide a general education about matters and issues and not to offer individual advice, information or counselling on aspects of behaviour - however



sources of professional information and advice will be identified when appropriate. If the offering of outside expert advice is not taken, then a teacher may only give such advice after receiving written permission from the Head of School and the parents or carers - clearly this would not be done if the pupil did not wish it. Advice does not legally require consent but the following procedure protects the teacher and the pupil, it also acknowledges that teachers may not be qualified to give the required advice.

Menstruation

The onset of menstruation can be a sensitive time for girls. Should a pupil request sanitary protection in school, school will provide sanitary towel(s) when required. All pupils will be informed in their RSHE lessons (Years Four to Six) that they can go to any adult for sanitary products. Research has shown that one third of girls are not told about periods by their parents/carers and ten percent have no preparation before their first period. Therefore, if a member of staff is asked by a pupil for sanitary protection, it will be provided. A member of staff from school will then contact the child's parents or carers to inform them that sanitary protection has been provided. As part of the Year Five RSHE Curriculum, pupils will be taught how sanitary products are used and the different types of sanitary products. There is also a discrete sanitary bin available in the toilets in years four, five and six.

Confidentiality

Where a pupil is considered at some risk of any type of abuse (e.g. emotional, sexual or physical) or in breach of the law, the teacher must refer this immediately to the Designated Safeguarding Lead (DSL) in compliance with the Local Authority's and the school's procedures for Child Protection. The DSL will decide whether to inform parents and/or appropriate authorities and may also arrange for counselling. Although there is no legal duty on a teacher, or a DSL, to inform parents of matters which a child has confided to them

- Teachers must not promise confidentiality even though they cannot be made to break it once given.
- Pupils must be made aware that any incident may be conveyed to the DSL and possibly to parents.
- Teachers must use their professional judgement to decide whether confidence can be maintained having heard the information.

Using Visiting Speakers and Others

We believe that most of the Relationships, Health and Sex Education programme is best discussed openly with teachers who are known and trusted by the pupils. However, visitors such as nurses, family planning or sexual health workers, can greatly enhance the quality of the provision as long as they are used in addition to, not instead of a planned programme of Relationships, Sex and Health Education.

Care is taken to provide the visitor, well in advance of the visit, with a copy of the Relationships, Health and Sex Education policy. After gaining approval from the Head of School for the visit, the organiser makes the visitor aware of the ethos of the school and the manner of delivery of the Relationships, Health and Sex Education programme. Visitors should be given advance notice of the composition of the audience/target group and an idea of how their contribution fits into the scheme of work.



N.B. The health professionals are able to offer young people confidentiality and can provide a link between the school and support services.

Diversity

Homophobia, biphobia and transphobia, like any discrimination, will be challenged through our whole-school approach. We will ensure that all children feel safe. Teachers do not promote any one life-style as the only acceptable one for society and therefore it is inevitable and natural that a variety of contexts will be discussed during a programme of Relationships, Sex and Health Education.

There is a great need for sensitivity in the approach to RSHE. Considerations will be made for:

- religious and cultural diversity
- differing needs of boys and girls
- diverse sexuality of children and young people
- homophobic/transphobic bullying and behaviour
- children's age and physical and emotional maturity
- pupils who are new to English

Our teaching and learning will ensure topics covered will be age-appropriate and with reference to the law. We will ensure all topics are covered sensitively.

Equality Act, Equal Opportunities, Special Educational Needs & Disabilities

The nature of work undertaken must be appropriate to the age and maturity of the pupils. As pupils mature and develop at different rates the Relationships, Sex and Health Education programme is a 'spiral curriculum' in as much as key concepts are revisited several times throughout the programme. This allows for reinforcement as well as the differentiated stages of pupil maturity. Children with learning difficulties may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable, and in being alerted and prepared against abuse by others. Some parents find it difficult to come to terms with the idea that their child (with additional needs or not) will someday become sexually active. As well as children with Special Educational Needs, other pupils may have particular vulnerabilities that need to be considered so that they can be supported to access the RSHE programme. Children Looked After or Previously Looked After should have their emotional needs considered as well as those that have current involvement or prior involvement of Children's Services.

At Shiphay Learning Academy, all children are taught their age related content for their year group to reflect physical development. Content from prior year groups may also be revisited and reviewed.

In addition to this, under the Equality Act 2010, we ensure we do not discriminate against any pupils due to their age sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or



civil partnership, or sexual orientation (known as the protected characteristics). We ensure all of our pupils can access our Relationships, Health and Sex Education curriculum and may make adjustments as needed so this can be accessible: this will only be with advice from professionals and/or parents/carers as appropriate.

In addition, we ensure we promote the Fundamental British Values and aim for our pupils to be as best prepared as possible for life in Modern Britain.

Staff Training and Development

All teachers involved in this work do not necessarily have to be 'experts' on the issues concerned. However, they do require sensitivity to the needs of the group, an ability to deal with questions openly/honestly and a preparedness to refer to more expert advice if necessary. Areas that have been specifically addressed in training and professional development are:

- Understanding the School's Relationships, Sex and Health Education policy
- Understanding the timing of the different elements of the Relationships, Health and Sex Education Programme
- Developing skills related to managing group work and discussion

Monitoring, evaluating and reviewing the Relationships, Health and Sex Education Programme

We are committed to monitoring and evaluating the effectiveness of this programme. Specifically, important to the Relationships, Sex and Health Education Programme are:

- Pupil feedback
- Staff review and feedback, particularly at staff meetings
- Parental and carers feedback

Policy Creation, Approval, Updating and Reviewing

This policy was created by the RSHE Lead and Specialist Leader of Education for PSHE following consultation with the local school community. The policy has been approved and adopted by the Trustees of Riviera Education Trust and will be regularly updated, reviewed and approved by the Governors (as required) in line with changes to the school context, local needs and/or Department for Education guidance.



LOCAL SCHOOL APPENDICES:

Shiphay Learning Academy

As a result of Shiphay parent/carer consultation, the following changes were made to the RSHE policy that Shiphay Learning Academy adhere to:

Protected Characteristics

In line with the DfE guidance, teaching and learning around Protected Characteristics and LGBT will be sensitively and age-appropriately delivered. This will be integrated within our PSHE, RSHE and SMSC curriculums as appropriate (cognitively, physically and developmentally) rather than as stand-alone lessons. As part of the Christopher Winter Project curriculum and resources, children will build their knowledge, understanding and awareness of different and varying families, friendships and relationships. The PSHE curriculum will further build on this to support the children's understanding of how families, friendships and relationships can have similarities and differences. Within school, we will be aware of the children's religious backgrounds and approach LGBT in a sensitive manner. We will also ensure the children build their awareness of how every individual has their own differences to others, but that everyone is special and unique. As the children have questions and queries about LGBT, we will answer these in a sensitive and age appropriate manner.

Commented [1]: Checked with the DfE - we can select acronym but must include LGBT

Commented [2]: @klee@rivieraet.co.uk
Hi Kate,
I have drafted the initial LGBT section of the RSHE policy. I've looked back at the DfE guidance and used some of their terminology. This also reflects the two surveys: religious beliefs and the importance of this being covered. I'm just waiting to hear back from the DfE as to which acronym to use.
Thanks,
Kim
Assigned to Kate Lee

DETAILS OF AMENDMENTS

June 2021

- Updated to include Local Appendices – Shiphay Learning academy, results from parent/carer consultation.

May 2022

- Updated to clarify sanitary products available within the Menstruation section – results from Oldway parent/carer consultation
- Updated to included reference to British Values within the Equality Act, Equal Opportunities, Special Educational Needs & Disabilities section.

June 2023

- Reviewed and changed to a local school policy.

July 2025

- Reviewed without change.

January 2026

- Policy updated throughout to reflect the September 2026 statutory guidance, particularly in relation to terminology and curriculum content and 'The Christopher Winter Project - Teaching RSE with Confidence in Primary Schools (6th Edition)'

March 2026 - July 2026

- Policy updated to reflect parent/carer consultation (further information in separate document)

