CLEOBURY MORTIMER PRIMARY SCHOOL

PART OF FOUR STONES GATEWAY

Cleobury Mortimer Primary School

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

DATE POLICY WAS APPROVED	**10/7/2026**
DATE POLICY WILL BE REVIEWED	Summer 2027
MEMBER OF STAFF WITH RESPONSIBILTY FOR REVIEW	Pastoral Lead

CLEOBURY MORTIMER PRIMARY SCHOOL

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Key Definitions

All policies incorporate the following schools or organisations, unless specified otherwise, within Four Stones Gateway Trust ('the Trust'):

- Clee Hill Community Academy
- Cleobury Mortimer Primary School
- Haybridge High School and Sixth Form
- Haybridge Teaching School Hub
- Haybridge SCITT
- King Charles I School
- Lacon Childe School
- SHaW (Shropshire, Herefordshire and Wolverhampton) Maths Hub
- Stottesdon CofE Primary School
- TDMS (The De Montfort School)
- Any other schools or organisations that may join the Trust from time to time and not listed above.

The terms Academy, School, Organisation and Trust are considered interchangeable in the context of all Trust policies.

Where appropriate, in this Policy the term:

"CEO" includes the Chief Executive Officer.

"CFOO" includes the Chief Financial Officer.

"Trust Senior Leadership Team" includes Executive Headteachers, Headteachers, strategic operational leads and Teaching School/SCITT Directors.

"Headteacher" includes the appropriate School Headteacher.

"Trustees or Trust Board" are appointed Trustees who oversee the business of Four Stones Gateway Trust, agreeing the overarching strategic direction and ensuring robust governance.

"Local Academy Boards (LAB)" are appointed Governors at a local level. Governors act as advocates for their school's Safeguarding, SEND, Standards and Stakeholder engagement.

"Chair" responsible for leading the Board and ensuring its effectiveness.

"Stakeholders" are any individuals or companies who are invested in the welfare and success of the Trust and/or School and its students, including staff members, students, parents/carers, community members, LAB, LGB or Trust members, trade unions, local business leaders etc.

1. Aims

Through our Personal, Social, Health and Economic (PSHE) programme, we aim to provide students with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

In providing students with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective Relationships, Sex and Health Education (RSHE) to be a fundamental part of our approach to supporting students to grow into confident, caring, responsible and respectful young citizens.

RSHE forms a key part of the school's safeguarding provision enabling students to recognise risk, including exploitation, abuse and online harm and to seek support confidentiality, it also helps students to understand healthy relationships and know how to seek help when they need it.

At Cleobury Mortimer Primary School, RSHE is taught primarily within the PSHE curriculum. In addition, aspects of the RSHE programme are delivered through:

- Science curriculum
- Computing
- Circle time
- Assemblies
- Stories and literature
- Physical Education (health and hygiene contexts)

RSHE is lifelong learning about personal, physical, moral and emotional development. It supports pupils to develop positive values and attitudes, personal and social skills, and provides them with the knowledge required to make informed choices

Aims of RSHE

The aims of RSHE at our school are to:

- Provide a consistent standard of relations, sex and health education across the school
- Help students develop feelings of self-respect, confidence and empathy
- Promote responsible behaviour
- Create a positive culture of communication around issues of relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- Provide a safe and structured framework for sensitive discussions
- Prepare students for puberty, and support understanding of physical and emotional development
- Provide an understanding of human reproduction and sexual development
- Ensure all students are prepared for transition to secondary school
- Enable students to make healthy and safe choices
- Support students to recognise and respond to risk, including exploitation

These aims complement those of the National Curriculum for Science at Key Stages 1 and 2.

2. Statutory Framework

This Policy is underpinned by the Children and Social Work Act 2017 and the Department for Education (DfE) statutory guidance on Relationships, Sex and Health Education (RSHE) (updated 2025 for implementation from September 2026)

In line with statutory requirements:

- Relationships Education is compulsory in all primary schools.
- Health Education is compulsory in all primary schools.
- Primary schools are not required to teach sex education beyond the content included in the National Curriculum for science.

Where the Four Stones Gateway Trust's (the Trust schools provide additional sex education beyond the statutory science curriculum:

- Parents and carers have the right to withdraw their child from these elements.
- Requests for withdrawal will be considered in accordance with school procedures and in discussion with parents.

Parents do **not** have the right to withdraw their child from:
- Relationships Education
- Health Education
- The statutory science curriculum (including reproduction)

All RSHE provision will be:
- Age-appropriate
- Developmentally appropriate
- Delivered within a framework that supports safeguarding, wellbeing and respect for others

The Trust ensures that all RSHE provision is compliant with current DfE statutory guidance and is reviewed regularly to reflect any legislative or safeguarding updates.

This Policy is published on the school website and is available to parents/carers on request from the school office.

3. Governance and Oversight

The Four Stones Gateway Trust operates clear accountability arrangements for RSHE:
- Trust Board: Holds overall responsibility for policy approval
- Chief Executive Officer: Ensures implementation across the Trust
- Local Academy Board: Monitors delivery and impact within the school
- Headteacher: Responsible for day-to-day implementation

4. Definitions

For the purpose of this Policy:
- Relationships Education: Teaching the building blocks of positive relationships, including friendships, family relationships and interactions with others, both offline and online

- Health Education: Teaching pupils about physical health, mental wellbeing and the interconnection between the two

- Sex Education: Teaching how human reproduction occurs, including conception and birth. This includes statutory science content and any additional non-statutory provision RSHE is not about the promotion of sexual activity.

5. Curriculum

The RSHE curriculum is designed with a clear intent, implemented through a structured and progressive programme, and evaluated for its impact on student's knowledge, understanding and personal development.

The curriculum reflects current safeguarding priorities, including online safety, respectful relationships and emerging risks relevant to student's lives.

The RSHE curriculum is embedded within PSHE and follows the Kapow scheme of work.

It has been developed in consultation with parents, staff and governors and reflects:
- The age and developmental stage of students
- The needs of the school community
- Statutory guidance and safeguarding priorities

If students ask questions outside the curriculum, staff respond in an age-appropriate manner.

6. Statutory Curriculum Content

Early Years Foundation Stage (EYFS)
In the Early Years, foundations for RSHE are established through the EYFS framework, particularly within Personal, Social and Emotional Development.

Students are supported to:

- form positive relationships with adults and peers
- understand and manage their feelings
- develop a sense of self and confidence
- learn about boundaries, privacy and safe relationships

This early provision supports safeguarding by helping students recognise trusted adults and communicate their needs.

At Key Stage 1 and Key Stage 2:

i. Families and people who care for them
Students should know:

- that families are important for students 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 students 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 students' 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 students' 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.

ii. Caring friendships
Students should know:

- 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 physically or verbally aggressive behaviour 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.

iii. Respectful relationships
Students should know:

- 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 granting in relationships with friends, peers and adults.

iv. Online relationships

Students should know:

- 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.

v. Being safe

Students should know:

- 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 students 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 and others.
- 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.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of students 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 students may have a different structure of support around them (for example: looked after students or young carers).

Science Curriculum Content

Students will learn about human development and reproduction through the statutory science curriculum in both Key Stage 1 and Key Stage 2.

In Key Stage 1 (years 1 – 2) students 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) students 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

7. Non-Statutory Sex Education

As part of Health Education, students are taught about puberty including:
- Physical and emotional changes
- Personal hygiene
- Menstruation

The Department for Education statutory guidance (updated 2025 for implementation from September 2026) recommends that primary schools provide a developmentally appropriate programme of sex education.

Although sex education is not compulsory beyond the statutory science curriculum, the Trust believes that students should understand the key facts about human reproduction before leaving primary school.

Therefore, additional non-statutory sex education is provided in Year 6, including:
- Conception
- Pregnancy and birth
- Basic understanding of sexual intercourse in an appropriate context
- The resources we use when teaching the non-statutory sex education units are available for parents/carers to view on request to the PSHE Co-ordinator.
- Parents/carers may view the resources and teaching materials used for RSHE by contacting the school.
- The school is committed to openness with parents/carers and will make materials available for review on request.
- Parents/carers will also be informed in advance when specific RSHE content is to be taught.

For more information about our curriculum, see our school website.

Parents have the right to withdraw their child from this non-statutory provision.

8. Delivery of RSHE

RSHE is delivered by class teachers in an age-appropriate and sensitive manner.

Teaching will:
- Create a safe and respectful learning environment
- Encourage open discussion while maintaining boundaries

- Use clear ground rules

Ground rules include:
- Respect for others
- Right to speak or not speak
- No personal questioning
- Use of correct vocabulary

Where appropriate, teaching may take place in single-sex groups.

9. Safeguarding, Confidentiality and Sensitive Issues

RSHE is delivered in line with the school's safeguarding procedures. It is a central component of the school's safeguarding curriculum and forms part of a whole-school approach to promoting student's safety and wellbeing.
- Any disclosures will be managed in line with the Child Protection and Safeguarding Policy
- Concerns will be referred to the Designated Safeguarding Lead (DSL)
- Absolute confidentiality cannot be guaranteed

Students' questions will be dealt with honestly and sensitively and in an age-appropriate way. A questions box will be available for students to ask anonymous questions.
- If a student asks a question about sex education that goes beyond the school's planned curriculum, or from content from which they have been withdrawn, staff will respond in an age-appropriate and factual manner within the school's safeguarding framework.
- Staff will not provide additional or individualised teaching on withdrawn content in class.
- Where appropriate, students will be signposted to discuss the question with their parent/carer.
- Staff will seek guidance from the PSHE/RSHE lead or Designated Safeguarding Lead where needed.

Since RSHE incorporates the development of self-esteem and relationships, students' 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 students.

Staff teaching RSHE through PSHE lessons receive appropriate training and updates, including safeguarding updates and subject-specific support, to ensure teaching remains accurate, age-appropriate and safe.

10. Roles and responsibilities

i. <u>Headteacher is responsible for:</u>
- ensuring that RSHE is delivered effectively
- Managing withdrawal requests
- Monitoring implementation

ii. <u>Staff are responsible for:</u>
- Delivering RSHE sensitively
- Modelling positive attitudes
- Responding appropriately to the needs of individual students

iii. <u>Students are expected to:</u>
- Engage respectfully
- Contribute appropriately

iv. <u>Parents/Carers work in partnership with the school who will:</u>
- Inform them about curriculum content
- Provide access to resources
- Respect their rights regarding withdrawal

11. Parents' Right to Withdraw

Parents may withdraw their child from non-statutory sex education only.

Requests will:

- Be discussed with the school
- Be confirmed in writing
- Be managed by the Headteacher

Alternative learning will be provided.

12. Inclusion, SEND and Equality

RSHE is inclusive and accessible to all students. Provision:

- Is differentiated where needed
- Reflects diverse families and communities
- Complies with the Equality Act 2010

13. Complaints

Concerns should be raised initially with the class teacher.
If unresolved, complaints should follow the Trust's Complaints Policy & Procedure.

14. Monitoring

RSHE will be monitored through:

- Lesson observations
- Planning scrutiny
- Student voice
- Assessment

The impact of the RSHE curriculum is evaluated through student voice, assessment, safeguarding records and behaviour outcomes, enabling leaders to ensure that students understand how to stay safe and build healthy relationships