



Relationships, Sex and Health Education (RSHE)

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1. Introduction

At Dovedale Primary School, we are committed to providing a high-quality Relationships, Sex and Health Education (RSHE) curriculum that equips pupils with the knowledge, skills and values they need to lead healthy, safe and fulfilling lives. Our RSHE curriculum is underpinned by our REACH values of Respect, Enjoyment, Achievement, Challenge and Health, enabling pupils to build positive relationships, understand how to keep themselves physically and mentally healthy, stay safe, celebrate diversity, and show respect for themselves and others. Learning is planned and delivered in an age-appropriate, inclusive and supportive environment where every child is encouraged to develop confidence, resilience and responsibility.

We recognise that parents and carers are children's first and most important educators and are committed to working in partnership with families to support every child's learning and wellbeing. This policy explains how RSHE is planned, delivered, assessed and monitored at Dovedale Primary School. It has been developed in accordance with the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2026, together with other relevant legislation and statutory requirements as stated below:

In teaching RSHE, we're required by our funding agreements to have regard to [guidance](#) issued by the Secretary of State, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations made under sections 34 and 35 of the [Children and Social Work Act 2017](#)

This policy complies with our articles of association and our funding agreement

This policy reflects the legislation and statutory guidance in force at the time of its last review. Should legislation change, the statutory requirements will take precedence until this policy is updated.

This policy also has regard to:

- Keeping Children Safe in Education (Department for Education, 2026), the statutory safeguarding guidance for schools and colleges.
- Special Educational Needs and Disability Code of Practice: 0 to 25 years (Department for Education and Department of Health, 2015, as amended), issued under the Children and Families Act 2014.
- The Children and Families Act 2014, particularly the provisions relating to children and young people with special educational needs and disabilities.

These documents inform our approach to safeguarding, inclusion, reasonable adjustments and ensuring that all pupils can access an appropriate RSHE curriculum.

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

2. Policy Development

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

- Review – a member of staff or working group pulled together all relevant information, including relevant national and local guidance.
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy.
- Pupil consultation – we talked about what pupils want from their RSHE lessons
- Ratification – once amendments were made, the policy was shared with governors and ratified.

3. Defining Relationships, Sex and Health Education (RSHE)

What is RSHE?

RSHE is lifelong learning that enables children to develop the knowledge, skills and values they need to:

- Build positive, healthy and respectful relationships
- Understand and care for their physical and mental health and wellbeing
- Recognise and celebrate diversity, showing kindness, respect and empathy towards others
- Understand personal safety, boundaries and consent in an age-appropriate way
- Understand how their bodies grow and change, including puberty
- Develop an age-appropriate understanding of human reproduction and birth
- Understand how to stay safe, both online and offline
- Know how and when to seek help or advice
- Develop the confidence to make informed, responsible and healthy decisions as they grow

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

RSHE involves a combination of sharing information and exploring issues and values.

RSHE is not about the promotion of sexual activity.

Why is RSHE important?

At Dovedale Primary School, we believe RSHE is an essential part of preparing children for life. It equips pupils with the knowledge, skills and confidence they need to build healthy relationships, care for their

physical and mental wellbeing, make safe and informed choices, and become responsible members of society.

RSHE plays a vital role in safeguarding by helping children recognise risks, understand personal boundaries, know where to seek help and support and develop the confidence to speak out when something does not feel right.

4. Aims and objectives

At Dovedale Primary School, our RSHE Curriculum aims to:

- Provide a safe, inclusive and supportive framework where pupils feel confident to ask questions and discuss sensitive issues
- Promote positive physical, emotional and mental health and well-being
- Help pupils develop healthy, respectful and caring relationships
- Create a positive culture around issues of sexuality and relationships
- Prepare pupils for the physical and emotional changes of growing up, including puberty, giving them an understanding of sexual development and the importance of health and hygiene
- Develop an age-appropriate understanding of human reproduction and birth
- Encourage feelings of self-respect, confidence, resilience and empathy, and cultivate positive characteristics such as kindness and integrity
- Equip pupils with the knowledge and skills to recognise risks, make informed decisions and keep themselves safe, including online
- Promote equality, respect for diversity and an appreciation of different families, cultures, beliefs and protected characteristics
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Ensure pupils know how and when to seek help and support for themselves and others
- Prepare pupils for the next stage of their education and for life beyond primary school.

5. Curriculum

Our RSHE curriculum is carefully planned to provide pupils with age-appropriate, progressive learning that develops their knowledge, skills and understanding throughout their primary education. The curriculum meets the statutory requirements for Relationships Education, Relationships and Sex Education and Health Education guidance. Our curriculum covers all statutory requirements as outlined in the 2026 documentation.

RSHE learning at Dovedale Primary School is primarily planned and delivered through the PSHE Matters scheme of work, developed by Derbyshire County Council. The PSHE Matters scheme is organised as a two-year rolling programme, structured around progressive strands that build pupils' knowledge, skills and understanding over time. These strands are carefully mapped to meet the statutory requirements for Relationships Education, Health Education and the non-statutory Sex Education.

In addition to the PSHE matters scheme, age-appropriate relationships and sex education lessons are taught using the Christopher Winter Project (CWP) resources. These resources are designed to be factual, inclusive, sensitive and appropriate to the age and maturity of our pupils. Together, these resources ensure that pupils receive a broad, balanced and progressive RSHE curriculum which prepares them for healthy relationships, positive wellbeing and the next stage of their education and later life.

Some aspects of RSHE are also taught through the statutory National Curriculum for Science. This includes learning about the human body, growth, puberty, reproduction and human life cycle in an age-appropriate manner.

Our RSHE curriculum is set out in Appendices 1 and 2 of this policy but may be adapted, where appropriate, to meet the needs of our pupils.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious 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 do not seek answers online.

The school will consult parents and carers when developing and reviewing its RSHE policy and curriculum. Their views will be carefully considered, while the school retains responsibility for ensuring that all statutory curriculum requirements are met. Parents and carers will be informed about curriculum content and will be able to view all teaching materials in accordance with statutory guidance.

6. Delivery of RSHE

RSHE is taught primarily through the Personal, Social, Health and Economic (PSHE) education curriculum using the PSHE Matters scheme of work. Biological aspects of RSHE are taught through the statutory National Curriculum for Science, and other aspects are included, where appropriate, in Computing, Physical Education (PE) and Religious Education (RE).

Dovedale Primary School will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations.

The RSHE curriculum is made up of three interrelated areas: Relationships Education, Health Education and age-appropriate Sex Education.

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

Health Education focuses on developing pupils' knowledge and understanding of how to live healthy, safe and fulfilling lives. This includes learning about:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent bodies, including puberty

In addition to the statutory National Curriculum for Science, Dovedale Primary School teaches age-appropriate Sex Education using the CWP resources. Primary Sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

In addition to discrete RSHE lessons, key themes such as healthy relationships, mental wellbeing, online safety, British Values and personal development will be reinforced through whole-school assemblies and themed curriculum days and weeks, where appropriate.

Throughout each year group we will use appropriate materials to support learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that pupils' views are listened to and will encourage them to ask questions and engage in discussions. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to ensure both are actively involved.

Dovedale Primary School will make sure that all teaching and learning materials are appropriate for the ages and needs of pupils, including those with Special Educational Needs and Disabilities (SEND).

This may include reasonable adjustments such as visual aids, revisiting and simplification of language.

7. Teaching and Learning

Teachers use a range of age-appropriate teaching and learning approaches to ensure lessons are engaging, inclusive and accessible for all pupils. To support effective learning, teachers will:

- Establish clear ground rules to create a safe, respectful and inclusive learning environment
- Use age-appropriate scenarios and discussion activities to encourage pupils to explore ideas without sharing personal experiences
- Provide opportunities for pupils to ask questions, including through anonymous question boxes where appropriate
- Respond to pupils' questions sensitively, honestly and in an age-appropriate manner
- Encourage discussion, reflection and critical thinking

At Dovedale Primary School, we are committed to creating a safe, respectful and supportive learning environment where pupils feel confident to ask questions, express their views and seek guidance. Teaching staff delivering RSHE will respect pupils' privacy; however, they cannot offer absolute confidentiality. If a pupil discloses information that indicates they or another person may be at risk of harm, staff have a duty to follow the school's safeguarding procedures and share the information with the Designated Safeguarding Lead (DSL), in line with the school's Child Protection and Safeguarding policy and Keeping Children Safe in Education.

RSHE may lead to pupils sharing worries or safeguarding concerns. All staff will respond sensitively, provide appropriate support and act in accordance with statutory safeguarding guidance and the school's safeguarding procedures. Questions will be answered honestly and, in an age-appropriate manner, taking account of pupils' maturity and the agreed curriculum.

8. Assessment

Assessment in RSHE is ongoing and informs future teaching and learning. Teachers assess pupils' understanding through observation, discussion, questioning and age-appropriate learning activities. Children also participate in baseline and summative style assessments through diagrams and mind-maps. Whilst formal examinations are not required at primary school, assessment enables teachers to identify pupils' progress, address misconceptions and ensure key knowledge and skills are understood before moving on to new learning.

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

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.

All 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 and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

9. Equality, inclusion and support

Our RSHE curriculum is inclusive, accessible and respectful of every child at Dovedale Primary School. We comply with the requirements of the [Equality Act 2010](#) and ensure that no pupil is disadvantaged or discriminated against because of a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation).

We recognise that families may hold differing views based on their faith and culture. We work in partnership with parents to ensure RSHE is taught in a way that is respectful, transparent and aligned with statutory guidance, while supporting all children to develop the knowledge and skills they need to keep themselves safe.

Teaching is adapted where needed to support pupils with Special Educational Needs and Disabilities (SEND). Lessons are planned to be age-appropriate, developmentally suitable and accessible, with adjustments to resources or delivery methods when required to secure positive learning outcomes.

In accordance with the Children and Families Act 2014, the SEND Code of Practice and the Equality Act 2010, we will ensure that RSHE is accessible to pupils with special educational needs and disabilities. Teaching will be adapted to pupils' developmental stages, communication needs and individual learning requirements, with reasonable adjustments made where appropriate. This may include the use of visual supports, simplified language, repetition, pre-teaching and personalised approaches to ensure pupils can access and understand essential learning, particularly in relation to relationships, personal safety and safeguarding.

We use materials that reflect a wide range of families, cultures and identities. Pupils learn about different types of families and relationships, and are taught to show respect, sensitivity, tolerance and acceptance towards others.

Teaching of topics will be covered in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to pupils' experiences
- Make pupils feel safe and supported and able to engage with the key messages

Teachers will make sure that pupils learn in an environment that's appropriate for them. This could include:

- A whole-class setting
- Gender specific groups
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

10. Use of resources

The RSHE subject leads, Miss Bestwick and Miss Nadin, will work collaboratively with teaching staff to ensure all resources are high-quality, evidence-informed, age-appropriate and aligned with statutory guidance.

When selecting and reviewing teaching materials, we will ensure that resources:

- Align with the teaching requirements set out in the statutory RSHE guidance
- Support pupils in applying their knowledge in different context and settings
- Provide evidence-based information and contain robust facts and statistics
- Are age-appropriate, given the age and maturity of the pupils
- Fit within our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

Where appropriate, parents and carers will be provided with opportunities to view or discuss examples of the resources used to support the RSHE curriculum.

All teaching resources are reviewed by the RSHE subject leads before use and evaluated regularly to ensure they remain accurate, relevant, inclusive and reflective of current statutory guidance. Resources are selected to support high-quality teaching and to meet the needs of all pupils.

11. Use of external organisations and materials

At Dovedale Primary School, we will make sure that any agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We will make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and that the resources they intend to use are:

- Age-appropriate
- In line with pupils' developmental stage
- Comply with this policy, the [Teachers' Standards](#), the [Equality Act 2010](#), the [Human Rights Act 1998](#) and the [Education Act 1996](#).

We will only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.

RSHE leads will make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum. They will also review any case-study materials and look for feedback from other people the agency has worked with so we can be clear on:

- What they're going to say
- Their position on the issues to be discussed

RSHE leads will also request to:

- See in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

Under no circumstances, will Dovedale Primary school work with external agencies that take or promote extreme political positions. We will refuse materials produced by such agencies, even if the materials itself is not extreme. We will also avoid working with agencies who do not allow their material to be shared with parents and carers.

12. Roles and responsibilities:

The implementation of the Relationships, Sex and Health Education is a collective responsibility. Together, governors, school staff (headteachers, teaching staff and support staff) and parents all have a part to play in ensuring quality assured lessons are delivered to pupils.

The Governing body

The governing body will approve the RSHE policy, and hold the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for making sure that RSHE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of the RSHE curriculum (see section 13).

Staff

All teaching and learning staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of the RSHE curriculum
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) – Mrs Houseman, Mrs Tomlinson and/or Miss Martin

Pupils

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

13. Parents right to withdraw

Relationships Education and Health Education are statutory subjects in all primary schools. Parents and carers do **not** have the right to withdraw their child from Relationships Education, Health Education or the

statutory National Curriculum for Science. This includes statutory Science content relating to the human body, growth, puberty, reproduction and the human lifecycle.

At Dovedale Primary School, age-appropriate Sex Education is taught in **Year 6** using additional PSHE Matters lessons and Christopher Winter Project (CWP) resources. This content is taught in addition to the statutory National Curriculum for Science. Parents and carers have the right to request that their child can be withdrawn from some or all of this non-statutory Sex Education.

The following Year 6 content may be withdrawn from:

- Understanding conception and pregnancy
- Learning about human reproduction beyond the statutory National Curriculum for Science

Parents and Carers wishing to request withdrawal should do so in writing to the Head Teacher using the form provided in Appendix 3 of this policy (or available from the school office).

On receiving a request, the Head Teacher (or delegated member of the Senior Leadership Team/RSHE lead) will meet with the parent or carer, to discuss the request, explain the purpose and content of the lessons, and consider the educational and social implications of withdrawal whilst recognising that parents have the right to withdraw from non – statutory primary sex education. The school will keep an appropriate written record of this process.

Where a pupil is withdrawn from non-statutory Sex Education, the school will ensure that appropriate, purposeful education is provided during the period of withdrawal.

14. Training

At Dovedale, staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

15. Monitoring, Review and Evaluation

The quality of RSHE at Dovedale Primary School is monitored to ensure that the curriculum remains effective, inclusive and compliant with statutory guidance.

The RSHE subject leads, Miss Bestwick and Miss Nadin, are responsible for monitoring the planning, delivery and quality of RSHE across the school. Monitoring activities include:

- Planning scrutinies
- Lesson visits and learning walks
- Pupil voice activities
- Monitoring of curriculum coverage and progression
- Staff feedback and professional dialogue
- Evaluation of teaching resources and curriculum materials

Pupils' knowledge, understanding and progress are assessed and monitored by class teachers through formative assessment, including discussion, questioning, observation and age-appropriate learning activities. This information is used to inform future teaching and identify any additional support required.

Feedback from pupils', parents and carers, staff and governors are considered as part of the school's ongoing evaluation of the RSHE curriculum to ensure it continues to meet the needs of pupils and reflects current statutory guidance and best practice.

This policy will be reviewed annually, or sooner if required due to changes in legislation, statutory guidance or the needs of the school. The review will be led by the RSHE subject leads, Miss Bestwick and Miss Nadin, in consultation with the Headteacher and the Governing Body.

The RSHE subject leads will report the outcomes of monitoring and evaluation to the Headteacher and Governing Body at least annually. Findings will inform curriculum development, staff professional development and the annual review of this policy.

Next review date: July 2027