"Everyone can achieve, everyone can learn, everyone belongs"

Relationships, Sex and Health Education (RSHE)

Policy

Date adopted: September 2026
Review Period: 1 year
Next Review: September 2027

History of most recent policy reviews:

Review date (annual)	Outcome	Who is responsible?
May 2026	This policy replaces the school's previous separate PSHE Policy (May 2025) and Relationships and Sex Education Policy (May 2025).	Education Committee/FGB

Contents

1. Policy history and review
2. Statement of intent: the school's vision and values
3. What this policy is for
4. Legal framework
5. Definitions
6. Aims of our RSHE curriculum
7. Our RSHE curriculum
8. Curriculum delivery and teaching
9. Non-statutory sex education
10. Parents' right to withdraw
11. Equality, inclusion and SEND
12. Safeguarding and confidentiality
13. Working in partnership with parents and carers
14. Roles and responsibilities
15. Monitoring, assessment and review

Appendices

- Appendix 1: RSHE curriculum overview – Years 1 to 6 (Oak National Academy)
- Appendix 2: Statutory science content relating to the human body, puberty and reproduction
- Appendix 3: DfE statutory end-of-primary outcomes
- Appendix 4: Frequently Asked Questions (FAQs) for parents, carers and staff
- Appendix 5: RSHE delivery guidance for teachers
- Appendix 6: Parent request form for withdrawal from non-statutory sex education

1. Policy history and review

This RSHE policy replaces the school's previous separate PSHE Policy (last reviewed May 2025) and Relationships and Sex Education (RSE) Policy (last reviewed May 2025). These two policies have been merged into a single unified Relationships, Sex and Health Education (RSHE) policy, as required by the Department for Education's updated statutory guidance effective 1 September 2026.

The full review history of the former PSHE and RSE policies, culminating in this RSHE policy, is set out below.

Date	Review summary	Who is responsible?
February 2020	RSE policy reviewed in line with 2020 statutory changes.	Standards Committee
October 2022	Full RSE policy review in line with statutory guidance and model policy framework.	Standards Committee
April 2024	PSHE and RSE policies: updated legal framework; updated roles and responsibilities; addition of the school's 'Everyone Belongs' curriculum; updated DfE guidance on relationships and health expectations for primary schools; addition of confidentiality section.	Headteacher: Tim Browse Link governor: Nikki Jackson
May 2025	Annual review of both PSHE and RSE policies – no substantive updates.	Headteacher: Tim Browse Link governor: Jack Barker
2026	Full rewrite: former PSHE Policy and RSE Policy combined into a single RSHE Policy. Updated in line with the DfE statutory guidance on Relationships, Sex and Health Education for 1 September 2026. Adoption of the Oak National Academy RSHE curriculum as the school's scheme of work. Retention of Lesson 2 ('Sexual Relationships') from the 3D PSHE scheme as the school's only non-statutory sex education content. Policy drafted following consultation with staff, parents and carers (including the online parent meeting of 19 March 2026).	Headteacher: Tim Browse Link governor: Jude Watkins

This RSHE policy will be reviewed annually by the school's senior leadership team, a link governor and any relevant curriculum leaders, and approved by the governing board upon the recommendation of the school's Education Committee.

Where there is a proposed change of policy or curriculum materials, the school will enter a period of consultation with parents and staff prior to the policy being drafted and ratified by the school governors.

The policy will be made available free of charge on the school's website and on request.

2. Statement of intent: the school's vision and values

At Air Balloon Hill Primary School, we believe that everyone can achieve, everyone can learn and everyone belongs. This vision is the foundation of everything we do — including our approach to Relationships, Sex and Health Education (RSHE).

An effective RSHE curriculum helps our pupils understand the world they are growing up in, the relationships they form, the importance of their physical and mental wellbeing, and the role they can play in making the world around them a better place. We believe RSHE should equip children with the knowledge, skills, confidence and vocabulary they need to stay safe, form healthy relationships, look after their bodies and minds, make informed choices, and flourish as members of their community.

Our RSHE curriculum sits within the wider life of the school. It is consciously aligned with, and reinforced by:

- our school's core expectation that every member of the school community is safe, kind and respectful;
- our 'Everyone Belongs' assembly programme, which uses age-appropriate stories — including those drawn from the 'No Outsiders' primary resource book — to explore themes of inclusion, difference and belonging;
- our GEM Power curriculum, which supports children's social, emotional and mental wellbeing;
- our Safe, Kind and Respectful (SKR) weeks, run across the year by the school's safeguarding team;
- our inquiry projects and the 'six archetypes' used across our wider curriculum;
- our online safety curriculum;
- the promotion of fundamental British values — democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

RSHE at Air Balloon Hill Primary School is designed so that every child can see themselves, and their family, reflected in our curriculum, and so that every child learns to recognise, respect and celebrate the differences and similarities between people. No child should be made to feel that their life experiences, family background or family beliefs are wrong. Our curriculum promotes an understanding that our society includes a wide variety of beliefs, values and family types, and that these can all be respected — even when they differ from our own. More information on the school’s wider curriculum can be found on the school website.

3. What this policy is for

The purpose of this policy is to:

- clarify the statutory requirements placed on the school in relation to Relationships, Sex and Health Education from 1 September 2026;
- set out the school's approach to RSHE for pupils, staff, governors, parents and carers, external agencies and the wider community;
- explain how the school's RSHE curriculum is planned, delivered, monitored and reviewed;
- explain the respective roles and responsibilities of governors, the headteacher, curriculum leaders, teaching staff, the SENCO, the Designated Safeguarding Lead (DSL), parents and carers, and pupils;
- clarify which elements of the curriculum are statutory and which are non-statutory, and to set out parents' rights in relation to each;
- explain how the school ensures that RSHE is inclusive, accessible and sensitive to the needs of all pupils, including those with SEND.

4. Legal framework

This policy has due regard to all relevant legislation and statutory guidance, including but not limited to:

- Section 80A of the Education Act 2002;
- Education Act 1996;
- Children and Social Work Act 2017;
- Equality Act 2010;
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019;
- DfE (2025) 'Relationships education, relationships and sex education (RSE) and health education' statutory guidance, coming into force on 1 September 2026;
- DfE 'National curriculum in England: science programmes of study for key stages 1 and 2';
- DfE 'Keeping children safe in education' (current version);
- DfE 'Working together to safeguard children';
- SEND Code of Practice: 0 to 25 years.

This policy should be read alongside the following school policies and documents:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- SEND Policy
- Equalities Policy
- Online Safety and Social Media Policy
- Complaints Procedures Policy
- Confidentiality Policy
- Staff Disciplinary Policy and Procedure

5. Definitions

For the purposes of this policy, the following definitions are used:

Relationships, Sex and Health Education (RSHE): the single, all-encompassing subject — introduced by the DfE's updated statutory guidance from 1 September 2026 — that brings together what schools have previously taught as Relationships Education, Health Education and Sex Education, alongside related aspects of PSHE (Personal, Social, Health and Economic education).

Relationships Education: teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.

Health Education: teaching pupils about physical health and mental wellbeing, focussing on the link between the two and supporting pupils to make healthy lifestyle choices.

Sex Education: teaching pupils about developing healthy sexuality, covering issues beyond those covered in the science and health curricula. At primary, sex education (other than what is taught as part of the national curriculum for science) is non-statutory.

Statutory content: content that schools are required by law to teach. Parents do not have the right to withdraw their child from statutory content.

Non-statutory content: content that the DfE recommends, but does not require, schools to teach. At primary, this is limited to additional sex education taught beyond the statutory science curriculum. Parents have the right to request that their child be withdrawn from non-statutory sex education.

Our school values (safe, kind and respectful): the three expectations we hold for every member of our school community, which underpin our RSHE teaching.

Everyone Belongs: our school's overarching vision, which shapes the ethos in which RSHE is taught.

6. Aims of our RSHE curriculum

The aims of RSHE at Air Balloon Hill Primary School are to:

- provide an unbiased framework in which sensitive discussions can take place;
- create a positive learning environment around issues of relationships, healthy lifestyles, diversity and personal identity;
- support pupils' emotional, social and cultural development so that they develop feelings of self-respect, confidence and empathy;
- teach pupils the correct vocabulary to describe themselves, their bodies, their emotions and their relationships;
- teach pupils the importance of physical health, mental wellbeing, personal hygiene, nutrition, sleep and rest;
- prepare pupils for puberty, and for the physical and emotional changes adolescence brings;
- give pupils, in Year 6, an age-appropriate understanding of sexual development and how a baby is conceived and born (through our non-statutory sex education lesson);
- equip pupils with an 'emotions toolkit' they can draw on across their primary years and beyond;
- develop pupils' media literacy, including the ability to recognise AI-generated content, deepfakes, misinformation, bias, and the influence of algorithms and echo chambers;
- help pupils understand consent, boundaries, and how to recognise and seek help when something is not right;
- help pupils understand the importance of respecting others, including those whose backgrounds, beliefs, abilities, identities or family types differ from their own;
- ensure that the teaching of RSHE upholds the school's vision that 'everyone belongs' and our expectation that everyone is safe, kind and respectful.

RSHE is not about the promotion of sexual activity. It is about preparing children to live safe, healthy, informed and respectful lives.

7. Our RSHE curriculum

7.1 Curriculum scheme

From September 2026, Air Balloon Hill Primary School will use the Oak National Academy RSHE curriculum as the foundation for all our statutory RSHE teaching. Oak is a free, high-quality curriculum developed in partnership with subject experts and fully aligned with the DfE's updated statutory guidance.

Having reviewed the Oak curriculum alongside our existing 3D PSHE scheme and other published schemes, we judged that Oak provided the most consistent set of resources to support teachers, covered the statutory RSHE expectations most effectively, and could be most easily aligned with wider aspects of school life — including our online safety curriculum, our GEM Power curriculum, our Safe, Kind and Respectful (SKR) weeks, and our 'Everyone Belongs' assemblies. Using Oak strengthens our commitment to promoting good physical and mental health and healthy relationships across the whole school.

7.2 Curriculum principles

The Oak RSHE curriculum, and our delivery of it, is designed to be:

- **Knowledge and vocabulary rich** — lessons and units build on what children already know and introduce new vocabulary systematically. Key vocabulary is mapped across the curriculum so that it is introduced, revisited and reinforced.
- **Sequenced and coherent** — careful sequencing, structured around five vertical 'threads' (see 7.3), ensures that pupils build on prior knowledge and make meaningful connections between units and year groups.
- **Flexible** — the scheme allows teachers to adapt resources and add local context where appropriate, while staying within the statutory guidance.
- **Accessible** — designed in line with EEF guidance, with clear explanations, modelling, checks for understanding, and structured practice, so that all pupils — including those with SEND — can access the content.
- **Diverse** — committed to breadth and diversity in the characters, stories, scenarios, case studies and media used, so that all pupils feel positively represented.
- **Evidence-informed** — draws on the science of learning and subject-specific research, and begins each lesson with clear ground rules and signposting to external support where relevant.

7.3 The five RSHE threads

The Oak RSHE curriculum is organised around five 'threads' that run from Year 1 to Year 6, building knowledge and skills progressively.

Thread	What it covers
Relationships	Healthy friendships, family life, early understanding of romantic relationships (in Y6), boundaries, recognising unhealthy relationships, and seeking help.
Community	Identity, belonging, fundamental British values, equality, diversity, challenging stereotypes and discrimination.

Thread	What it covers
Online safety	Staying safe online, media literacy, fake news, AI-generated content, algorithms, digital citizenship, and peer pressure online.
Wellbeing	Emotions and mental health, physical health, nutrition, exercise, sleep, risky substances (smoking, vaping, alcohol, drugs — in older year groups), and first aid.
Growing up	Understanding puberty, physical and emotional changes, menstruation, hygiene during puberty, and preparation for adolescence (taught in Years 4 and 6).

7.4 Links to the wider school curriculum

Our RSHE curriculum is delivered in partnership with other aspects of school provision that contribute to pupils' personal development:

- **Science:** the national curriculum for science includes statutory content about the human body, healthy lifestyles, life cycles, reproduction and puberty. Details are set out in Appendix 2.
- **SKR weeks:** six identified weeks across the school year where the whole school focuses on specific issues linked to being safe, kind and respectful. These include: trusted adults and PANTS/consent; anti-bullying and equality; e-safety and digital footprint; heroes, diversity and hidden disabilities; and staying safe (including age-appropriate work on FGM, radicalisation and life skills).
- **'Everyone Belongs' curriculum:** a series of age-appropriate story books, drawn from the 'No Outsiders' primary resource, used in assemblies and classrooms to explore inclusion and the school's value that 'everyone belongs'.
- **GEM Power curriculum:** supports children's emotional wellbeing, language for feelings, and regulation strategies — complementing the 'emotions toolkit' built through the Oak RSHE curriculum.
- **Online Safety Curriculum:** a series of age-appropriate assemblies and lessons to help children know about how to keep themselves safe when online and what to do if they feel unsafe online.
- **Assembly programme:** including the 'Everyone Belongs' assemblies, and assemblies linked to themed days and weeks such as Black History Month, Safer Internet Week, Anti-Bullying Week and Mental Health Awareness Week.

Where appropriate, the school may use additional resources to teach specific aspects of the RSHE curriculum effectively. The school reserves the right to select resources that it judges to be sensitive, age-appropriate and compliant with statutory guidance. Any resources used for non-statutory sex education will be shared with parents in advance.

7.5 What is taught in each year group

A detailed overview of the units taught in each year group (Years 1 to 6) is set out in Appendix 1. Each unit typically consists of two to six lessons, which will typically be taught weekly across the year.

The curriculum is themed across each term so that all year groups — from Year 1 to Year 6 — are learning about the same themes at the same time, at an age-appropriate level. The school's intended broad termly structure is:

- **Term 1 (approx. 7 weeks) – Emotions and Communities:** every class starts the year building their emotions toolkit and exploring identity and belonging.
- **Term 2 (approx. 7 weeks) – Healthy Relationships:** families and friendships, aligned with Anti-Bullying Week.
- **Term 3 (approx. 6 weeks) – Power in Relationships and Media Influence:** boundaries, staying safe, and the start of online safety.
- **Term 4 (approx. 5 weeks) – Our Online Lives:** digital citizenship, sharing online, trust and online support.
- **Term 5 (approx. 7 weeks) – Physical Health and Risky Substances:** nutrition and exercise, and (in older year groups) smoking, vaping, alcohol and drugs.
- **Term 6 (approx. 7 weeks) – Staying Safe, Puberty and (Y6) Sex Education:** first aid; puberty in Years 4 and 6; and the school's one non-statutory sex education lesson in Year 6.

This broad structure may be adjusted by curriculum leaders to fit alongside wider school events and inquiry projects.

7.6 Progression across year groups

Within each thread, content is carefully pitched at an age-appropriate level and progresses through the school. For example:

- **Healthy relationships (families):**
    - In Year 1, pupils focus on understanding their own family and recognising that families can look different — including single-parent, foster, adoptive and same-sex families — and that all families can be built on love and care.
    - In Year 3, pupils learn about family dynamics, the different responsibilities of family members, and the idea that families sometimes need help and support from people inside and outside the family.
    - In Year 6, pupils learn about healthy romantic relationships, the importance of trust and balance of power, and the legal commitment of marriage and civil partnership.
- **Media influence:** in Year 1, pupils learn about basic media influence — how what we see online can make us feel different things. By Year 6, pupils learn about algorithms and echo chambers and how these shape what they see online.

In line with the DfE's updated 2026 guidance, our curriculum also: teaches the facts and the law regarding biological sex and gender reassignment carefully and without presenting contested views as established fact; addresses racism, prejudice and discrimination; and strengthens the curriculum around healthy relationships, boundaries, consent, mental health and online safety.

8. Curriculum delivery and teaching

8.1 Who teaches RSHE

RSHE is taught by the children's own class teacher. We consider this a key part of effective RSHE. The class teacher is a trusted adult who knows the class well and can judge when to slow down, take questions, allow time for discussion, or follow up with individual children sensitively. Teachers may, where appropriate, be supported by the school nurse, the DSL team, or other appropriate member of staff or professionals — for example, for aspects of the puberty or non-statutory sex education lessons.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching any aspect of RSHE are encouraged to discuss this with the headteacher.

The school understands that some RSHE topics may be triggers for teaching staff and could relate to historic, recent or current trauma. Staff are encouraged to approach their line manager or the wellbeing lead to discuss this confidentially.

8.2 How RSHE is taught

The Oak Academy RSHE curriculum provides teachers with a comprehensive and consistent set of resources for every lesson. Each lesson comes with:

- a brief summary of the lesson content, so teachers are clear about its purpose and focus;
- key vocabulary the lesson introduces or revisits, ensuring children build a shared and accurate language for discussing relationships, health and wellbeing;
- common misconceptions to look out for — things children often misunderstand — so that teachers can address these sensitively and accurately;
- clear, age-appropriate teaching slides, activities (written or discussion-based), and quizzes.

This approach ensures consistency across the school. Every child in every class receives the same carefully sequenced lessons, using the same terminology, images and questions. It also ensures factual accuracy, as all content has been developed in partnership with subject experts and aligned to the statutory guidance.

8.3 Teaching time

The Oak RSHE curriculum is designed to be taught through one weekly lesson across Key Stage 1 and Key Stage 2. A lesson is typically 20-30 minutes long. Teaching time may be adjusted at the school's discretion to fit within the wider curriculum.

8.4 Ground rules, sensitive content and pupil questions

Each unit begins with clear ground rules for the class, agreed between the teacher and the children. These support a safe, respectful atmosphere in which every child can participate.

Lessons which include sensitive content are labelled as such in the Oak materials. Where appropriate, lessons signpost pupils to external support services such as Childline.

Staff will always respond to children's questions respectfully. Staff understand that children often see the world through their own experiences and that some children's questions will be based on how they currently see the world. Staff will always seek to provide answers that are honest and age-appropriate. Children's understanding of relationships, identity and the wider world may broaden as they become more aware of the diversity within the school and wider community. Children will

never be told that their family's beliefs are wrong, but everyone will be expected to be safe, kind and respectful towards others and to embrace the school's value that 'everyone belongs'.

Staff will not share their personal beliefs or life choices when teaching RSHE. Whilst it may sometimes be appropriate for staff to share aspects of their life experiences with children to build positive relationships and model empathy, staff will not teach RSHE through the filter of their personal beliefs.

8.5 Organisation and grouping

Sensitive and appropriate grouping within RSHE — particularly around puberty, growing up and the non-statutory sex education lesson — is important if equal access for all is to be offered. It may be appropriate to use both mixed and single-sex groups for different pupils at different times, at the discretion of the class teacher in consultation with senior leaders.

8.6 Ethnic, cultural and religious diversity

Different ethnic, cultural and religious groups within our school community may hold different attitudes to aspects of RSHE. When reviewing the curriculum, the school will consult pupils and parents/carers about their needs, take account of their views, and promote respect for, and understanding of, the views of different groups.

The RSHE programme allows children to explore all aspects of relationships at an age-appropriate level. This includes learning about same-sex relationships. We recognise that children within our community have LGBTQ+ parents and carers, brothers, sisters, other family members and friends. As they grow older, it is likely that our pupils will meet and work with LGBTQ+ people. Our approach to RSHE includes a sensitive, honest and balanced consideration of sexuality. Whilst children and families are entitled to hold their own personal views, the school makes clear that homophobic, biphobic, transphobic, sexist, racist or other discriminatory bullying and/or discrimination is not acceptable and will not be tolerated.

Learning that same-sex relationships are recognised in law under the Equality Act 2010 — and that marriage and civil partnerships are legally equal — is statutory. Teaching this content is not the school sharing opinions on private matters; it is teaching the law, grounded in our school values of safety, kindness, respect, and the principle that everyone belongs.

9. Non-statutory sex education

The Oak Academy RSHE curriculum covers all statutory RSHE content. The DfE does not require primary schools to teach sex education beyond what is set out in the science curriculum, but recommends that primaries teach some sex education in Years 5 and/or 6.

At Air Balloon Hill Primary School, we believe this additional teaching is important in preparing children for secondary school and for life. We therefore teach one additional, non-statutory sex education lesson in Year 6, using resources from the 3D PSHE scheme (our previous PSHE scheme of work):

Non-statutory sex education lesson (Year 6)

3D PSHE – Lesson 2: Sexual Relationships

This lesson builds on the statutory puberty content taught through the Oak RSHE curriculum (Years 4 and 6) and the statutory science curriculum. It covers:

- the physical, mental and emotional changes that take place during puberty;
- how sexual intercourse leads to conception and pregnancy;
- basic information about contraception;
- addressing myths and misconceptions about sex;
- understanding sexual orientation;
- an age-appropriate awareness of the harmful nature of pornography;
- the importance of consent and respect in relationships.

The lesson also recognises, and teaches against, homophobia and other forms of bullying.

These are important discussions for children to have with a trusted teacher before they enter their teenage years. The school nurse may be invited in to support specific aspects of the lesson where appropriate.

Before this lesson is taught, teachers will offer parents and carers the opportunity to view the lesson plan and resources. This is so that parents can ask questions, have informed conversations with their child, and make informed choices about whether they wish their child to take part.

Because this lesson is non-statutory, parents and carers have the right to request that their child is withdrawn from it (see Section 10).

10. Parents' right to withdraw

The DfE's statutory guidance is clear on parents' rights to withdraw their child from elements of RSHE. At primary level:

- **Relationships Education is statutory.** Parents do not have the right to withdraw their child from any part of Relationships Education.
- **Health Education is statutory.** Parents do not have the right to withdraw their child from any part of Health Education — including the puberty units taught in Years 4 and 6 through the Oak RSHE curriculum.
- **Science is statutory.** Parents do not have the right to withdraw their child from content taught as part of the national curriculum for science — including the science content relating to the human body, life cycles, reproduction and puberty (see Appendix 2).
- **Non-statutory sex education:** parents do have the right to request that their child be withdrawn from all or part of the school's non-statutory sex education lesson (see Section 9). At Air Balloon Hill Primary School, this applies only to the single Year 6 lesson described in Section 9.

10.1 How to request withdrawal

Requests for withdrawal from the non-statutory sex education lesson should be made in writing using the form at Appendix 6 and addressed to the headteacher.

The headteacher will automatically grant a parent's request to withdraw their child from this lesson. However, the headteacher will discuss the request with the parent (and, where appropriate, with the child) to:

- ensure the parent's wishes are understood;
- clarify the nature and purpose of the lesson;
- discuss the benefits of receiving this education and any possible adverse effects of withdrawal — for example, the social and emotional impact on the child, and the likelihood that the child may hear a less accurate version of the content from their peers.

Where a child is withdrawn from the lesson, the school will provide appropriate and purposeful alternative education during the period of withdrawal.

A written record of the discussion and the outcome will be kept.

11. Equality, inclusion and SEND

The school understands its responsibilities under the Equality Act 2010 and will not unlawfully discriminate against any pupil on the basis of any protected characteristic, namely:

- age;
- sex;
- sexual orientation;
- race;
- disability;
- religion or belief;
- gender reassignment;
- pregnancy or maternity;
- marriage or civil partnership.

The RSHE curriculum is designed to be inclusive of all pupils. The school is aware that some pupils may be more vulnerable than their peers — for example, those with SEND, pupils who are LGBTQ+, pupils who have experienced abuse, or pupils who are looked after — and will tailor support accordingly.

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of RSHE. The curriculum is designed to meet the needs of pupils with SEND, including those with social, emotional and mental health (SEMH) needs. Teachers will liaise with the SENCO and adapt their planning, resources, grouping and delivery as needed to enable every child to access the content. Where content needs to be pitched at a different developmental stage, the school will ensure it remains sensitive, age-appropriate and developmentally appropriate.

Where the Equality Act 2010 allows the school to take positive action — for example, to respond to evidence of disproportionate harm to a particular group — the school will consider doing so. For example, the school could consider additional work to support girls if evidence suggested they were being disproportionately affected by sexual harassment or sexist bullying.

Every child is entitled to receive RSHE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language needs, disadvantage or being looked after. It is our intention that all children experience a programme of RSHE at a level appropriate to their age and development, with differentiated provision where required.

12. Safeguarding and confidentiality

The school recognises the key role RSHE plays in preventative education. RSHE helps pupils understand how to keep themselves and others safe, including online, and how to recognise and report abuse, harassment and discrimination.

The school implements a whole-school approach to RSHE that prepares pupils for life in modern Britain and creates a culture of zero tolerance towards sexism, misogyny, misandry, homophobia, biphobia, transphobia, racism and any form of sexual violence or harassment.

Teaching is tailored to the specific needs and vulnerabilities of individual pupils, including pupils who are victims of abuse, pupils with SEND, and pupils who have experienced significant loss or trauma.

12.1 Disclosures and child protection

Due to the nature of the topics discussed, there may be a higher likelihood of safeguarding concerns arising or being disclosed during RSHE lessons. In line with the school's Child Protection and Safeguarding Policy:

- all staff are aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse;
- any safeguarding concern, disclosure or potential concern will be passed to the DSL (or Deputy DSL) without delay, following the school's safeguarding procedures;
- the DSL or Deputy DSL will be involved in the development of safeguarding-related elements of the RSHE curriculum.

12.2 Confidentiality

The school will aim to provide a safe and supportive community where pupils feel comfortable seeking help and guidance about anything concerning them at school or at home. Staff training around confidentiality will be provided.

Before RSHE lessons that may involve disclosure, pupils will be informed that what they share in class will usually remain confidential — unless staff have concerns that a child (or another child) is at risk of harm. In that case, staff are required to pass the information on to the DSL, and pupils will be told this will happen.

Staff who breach a child's privacy by disclosing or sharing confidential information without good safeguarding reason will be dealt with under the school's Staff Disciplinary Policy and Procedure.

12.3 Online safety

The school has its own bespoke Online Safety Curriculum which is delivered through a series of assemblies and lessons designed by the school's Pastoral Team. Additionally, Online safety is woven throughout our RSHE curriculum from Year 1 onwards and becomes more sophisticated as children move through the school. Content covers: recognising AI-generated and fake images; understanding how algorithms and echo chambers shape what children see online; identifying online manipulation, bias and misinformation; navigating online friendships and peer pressure; knowing when and how to report concerns; and knowing that the online world can be both positive and negative.

13. Working in partnership with parents and carers

The school values its partnership with parents and carers. We believe that RSHE works best when children hear consistent, honest and respectful messages from the significant adults in their lives.

To support this partnership, the school will:

- make this policy freely available on the school's website and on request;
- share an overview of upcoming RSHE content prior to it being taught (via the school newsletter and/or class communications), including the theme and learning objectives of upcoming units;
- make lesson plans and resources available for parents and carers to view on request, arranged through the class teacher (these materials cannot be widely distributed or removed from school, due to copyright);
- offer parents and carers the opportunity to view resources for the non-statutory sex education lesson before it is taught;
- consult parents and carers when proposing changes to the RSHE curriculum or policy;
- invite parents and carers to meetings about RSHE (such as the online parent meeting held on 19 March 2026, which informed this policy);
- provide opportunities for parents and carers to share views and ask questions throughout the year.

14. Roles and responsibilities

14.1 The governing board

The governing board is responsible for:

- playing an active role in monitoring, developing and reviewing this policy and its implementation in school;
- ensuring the RSHE curriculum is well led, effectively managed and well planned;
- ensuring teaching is delivered in ways that are accessible to all pupils, including those with SEND;
- providing clear information for parents on subject content and their right to request withdrawal from non-statutory sex education;
- making sure RSHE is resourced, staffed and timetabled in a way that enables the school to fulfil its legal obligations;
- ensuring that this policy is published on the school's website and provided free of charge on request;
- ensuring that all staff receive ongoing training on RSHE and on related safeguarding issues;
- ensuring that this policy does not unlawfully discriminate against any pupil on the grounds of a protected characteristic.

14.2 The headteacher

The headteacher is responsible for:

- the overall implementation of this policy;
- knowing, understanding and acting within the statutory framework governing RSHE;
- ensuring adequate time on the school timetable to deliver RSHE as a statutory curriculum subject;
- upholding fundamental British values — democracy, the rule of law, individual liberty, mutual respect and tolerance;
- providing support to staff members who feel uncomfortable or ill-equipped to deliver aspects of RSHE;
- ensuring that staff values and attitudes do not prevent them from providing a balanced RSHE;
- providing the agreed vocabulary to be used in lessons to ensure a consistent approach;
- ensuring that parents are fully informed of this policy and that RSHE resources are available to parents on request;
- reviewing and discussing parents' requests for withdrawal from non-statutory sex education, and organising appropriate alternative education where required;
- reporting to the governing board on the effectiveness of this policy;
- reviewing this policy annually;
- handling complaints regarding this policy in line with the school's Complaints Procedures Policy;
- delegating areas of responsibility to the school's curriculum leaders as appropriate.

14.3 The Wider Curriculum leaders

The Wider Curriculum leaders are responsible for:

- implementing the Oak National Academy RSHE curriculum across the school;
- ensuring that RSHE teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of the subject;
- monitoring the effectiveness of the school's RSHE curriculum;
- developing this policy as appropriate during any review period and/or in light of statutory updates;
- liaising with other staff and professional agencies to ensure the RSHE curriculum is comprehensive and extensive;
- ensuring the curriculum is inclusive and enables all pupils to achieve their full potential.

14.4 The Designated Safeguarding Lead (DSL)

The DSL (and Deputy DSL) is responsible for:

- being involved in the development of safeguarding-related elements of the RSHE curriculum;
- responding promptly to any safeguarding concerns or disclosures arising from RSHE lessons, in line with the Child Protection and Safeguarding Policy;
- ensuring that staff are aware of, and trained in, recognising safeguarding indicators relevant to RSHE content.

14.5 The SENCO

The SENCO is responsible for:

- advising teaching staff how best to identify and support pupils' individual needs in RSHE;
- advising staff on the effective use of teaching assistants to meet pupils' individual needs;
- ensuring that the needs of vulnerable pupils are taken into account in the design and delivery of RSHE.

14.6 Teaching staff

Teaching staff are responsible for:

- delivering a high-quality, age-appropriate RSHE curriculum in line with statutory requirements and this policy;
- teaching RSHE in line with the Oak National Academy scheme of work and (for the Year 6 non-statutory lesson) the 3D PSHE lesson;
- using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils;
- not expressing personal views or beliefs when delivering the programme;
- modelling positive attitudes to relationships, health and wellbeing;
- promoting and implementing the school's Equality, Equity, Diversity and Inclusion Policy at all times;
- promoting and safeguarding the welfare of all pupils at all times;
- responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy;

- acting in accordance with planning, monitoring and assessment requirements for the subject;
- liaising with the SENCO to identify and respond to individual needs of pupils with SEND;
- working with curriculum leaders to evaluate the quality of provision.

Staff do not have the right to opt out of teaching RSHE. Staff with concerns about teaching any aspect of RSHE are encouraged to discuss this with the headteacher.

14.7 Parents and carers

Parents and carers are responsible for:

- ensuring that they are aware of aspects of the curriculum, including when it is going to be delivered and what it will cover;
- supporting their children's personal, social and emotional development by creating an open home environment where children can engage, discuss and continue to learn about matters raised through RSHE;
- seeking additional support from the school where they feel it is needed;
- supporting the school's teaching of RSHE in the context of the school's value that 'everyone belongs'.

14.8 Pupils

Pupils are responsible for:

- engaging fully with the school's RSHE curriculum;
- when discussing issues related to RSHE, treating others with dignity, respect and sensitivity, in line with the school's expectations that everyone is safe, kind and respectful.

15. Monitoring, assessment and review

The delivery of RSHE is monitored by the school's curriculum leaders through a combination of:

- planning scrutiny;
- learning walks;
- pupil conferencing;
- staff feedback and CPD discussions.

Pupils' development in RSHE is monitored by class teachers as part of the school's internal assessment systems. Each Oak unit includes checks for understanding that teachers may use to support assessment.

This policy will be reviewed annually by the school's senior leadership team and curriculum leaders. At every review, the policy will be approved by the governing board upon the recommendation of the school's Education Committee. Reviews will also take account of feedback from staff, parents, carers and pupils.

Appendix 1: RSHE curriculum overview – Years 1 to 6

The tables below provide an overview of the units taught in each year group using the Oak National Academy RSHE curriculum, along with the Year 6 non-statutory sex education lesson. Each unit typically consists of two to six lessons, taught weekly across the year. Unit titles are as published by Oak National Academy.

Year 1

Unit	Thread
1. Emotions: How do I feel today?	Wellbeing
2. Communities: Who am I? Who are you?	Community
3. Healthy relationships: Who's in my family?	Relationships
4. Healthy relationships: What makes a good friend?	Relationships
5. Power in relationships: When do I feel safe?	Relationships
6. Media influence: How do I decide what to do online?	Online safety
7. Our online lives: What should I do if I feel unsafe online?	Online safety
8. Physical health: How can I look after my body?	Wellbeing
9. Staying safe and healthy: How can I look after my body?	Wellbeing

Year 2

Unit	Thread
1. Emotions: What helps me to be happy?	Wellbeing
2. Communities: Who is in my community?	Community
3. Healthy relationships: What does a family look like?	Relationships
4. Power in relationships: Should I keep secrets?	Relationships
5. Media influence: Is everything I see online true?	Online safety
6. Our online lives: Who should I talk to online?	Online safety
7. Physical health: How do I eat a balanced diet?	Wellbeing
8. Risky substances: How do I stay safe at home?	Wellbeing
9. Staying safe and healthy: How can I take responsibility for my health?	Wellbeing
10. Healthy relationships: How can we stop bullying?	Relationships

Year 3

Unit	Thread
1. Emotions: How can I manage my emotions?	Wellbeing
2. Communities: What does it mean to be British?	Community
3. Healthy relationships: How can I help my family?	Relationships
4. Healthy relationships: Are friendships ever perfect?	Relationships
5. Power in relationships: Who does my body belong to?	Relationships
6. Media influence: How do I keep myself safe online?	Online safety
7. Our online lives: How can I be kind and happy online?	Online safety
8. Physical health: How can I get active and eat well every day?	Wellbeing
9. Staying safe and healthy: How can I stay safe while out and about?	Wellbeing

Year 4

Unit	Thread
1. Emotions: How can we add to our emotions toolkit?	Wellbeing
2. Communities: How are we all different?	Community
3. Healthy relationships: Do all families look the same?	Relationships
4. Healthy relationships: Are all friends the same?	Relationships
5. Power in relationships: What does a healthy relationship feel like?	Relationships
6. Media influence: What is fake news?	Online safety
7. Our online lives: How do I decide who to trust online?	Online safety
8. Physical health: What makes a balanced lifestyle?	Wellbeing
9. Staying safe and healthy: How do I avoid getting ill?	Wellbeing
10. Puberty: How will I change as I grow up?	Growing up

Year 5

Unit	Thread
1. Emotions: How can we manage challenges?	Wellbeing

Unit	Thread
2. Communities: How can we ensure fairness and respect for women and girls?	Community
3. Healthy relationships: Is there such a thing as a perfect family?	Relationships
4. Healthy relationships: How can I be a great friend?	Relationships
5. Power in relationships: How do I get help if I don't feel safe?	Relationships
6. Media influence: Who decides what I experience in the online world?	Online safety
7. Our online lives: How do I thrive online?	Online safety
8. Physical health: Is it hard to be healthy?	Wellbeing
9. Risky substances: Why do people get addicted?	Wellbeing
10. Staying safe and healthy: How can I avoid harm?	Wellbeing

Year 6

Unit	Thread
1. Emotions: How can we manage our emotions through periods of change?	Wellbeing
2. Communities: How can we show respect to people of different races and cultures?	Community
3. Healthy relationships: How can we live in harmony?	Relationships
4. Healthy relationships: How can we have healthy boundaries?	Relationships
5. Power in relationships: What are my boundaries?	Relationships
6. Media influence: How do I decide what is true online?	Online safety
7. Our online lives: What should I share online?	Online safety
8. Physical health: How do I plan a healthy week?	Wellbeing
9. Risky substances: Why do people use alcohol and drugs?	Wellbeing
10. Staying safe and healthy: How can I save a life?	Wellbeing
11. Puberty: What happens during adolescence?	Growing up
12. Non-statutory sex education — 3D PSHE Lesson 2: Sexual Relationships (parents may request withdrawal — see Appendix 6)	Non-statutory sex ed

All content shown in the tables above is statutory, with the exception of the Year 6 non-statutory sex education lesson (highlighted). Parents do not have the right to withdraw their child from any statutory content, including the puberty units in Years 4 and 6.

Appendix 2: Statutory science content relating to the human body, puberty and reproduction

There is some overlap between the statutory science curriculum and the Oak RSHE curriculum, particularly in the teaching of puberty. The table below sets out the science content relating to the human body, growth, puberty and reproduction, as required by the national curriculum for science. This content is statutory: parents do not have the right to withdraw their child from any of it.

Year	Science content related to the human body and reproduction (statutory)
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. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
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 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. Identify the different types of teeth in humans and their simple functions.
Year 5	Describe the life process of reproduction in some plants and animals. Find out about sexual and asexual reproduction in plants, and sexual reproduction in animals. Describe the changes as humans develop to old age. Draw a timeline of the stages of human growth and development. Learn about the changes experienced in puberty.
Year 6	Identify and name the main parts of the human circulatory system. Recognise the impact of diet, exercise, drugs and lifestyle on how the body functions. Recognise that living things produce offspring of the same kind, but offspring vary and are not identical to their parents. Be introduced to the idea that characteristics are passed from parents to offspring.

How the RSHE and science curricula fit together

- **Year 4 (RSHE):** children learn about puberty with a focus on personally preparing for change. They learn how their body changes during puberty, what menstruation is, how to stay clean during puberty, and how to feel okay about it all.
- **Year 5 (science):** children learn about life cycles, reproduction and human development. Puberty is taught as one stage within the full human life cycle — from birth, through childhood, puberty, adulthood, to old age. Children compare human development with other animals' life cycles, draw timelines, and understand reproduction as a biological process.
- **Year 6 (RSHE):** puberty is revisited, with a greater emphasis on male and female specific changes during puberty, as well as the emotional changes children experience as they approach secondary school.
- **Year 6 (non-statutory):** the 3D PSHE 'Sexual Relationships' lesson builds on all of the above — parents may request withdrawal from this single lesson only (see Section 10 and Appendix 6).

Appendix 3: DfE statutory end-of-primary outcomes

The DfE's statutory guidance sets out what pupils should know by the end of primary school. Our RSHE curriculum ensures full coverage of these outcomes, which are grouped under the following headings:

Relationships Education (statutory)

- **Families and people who care for me:** that families are important; the characteristics of safe and happy family life; that families can look different but should all be characterised by love and care; that marriage and civil partnerships are legally recognised, lifelong commitments; how to recognise when family relationships feel unhappy or unsafe and how to seek help.
- **Caring friendships:** how important friendships are; the characteristics of healthy friendships; that most friendships have ups and downs that can be worked through; how to manage conflict without violence; how to recognise when a friendship feels unhappy or uncomfortable and how to get help.
- **Respectful relationships:** the importance of respect, courtesy and manners; the conventions of different relationships; practical steps to improve or challenge negative or destructive behaviour; the importance of self-respect and respect for others; about different types of bullying — including cyber-bullying — its impact, and how to report concerns.
- **Online relationships:** that people can present themselves differently online; that the same principles apply to online relationships as to face-to-face ones; how to critically consider online friendships; how the internet can be a negative place, including online abuse, trolling and bullying; how to be a discerning consumer of online information, including an understanding of algorithms, AI-generated content, deepfakes, echo chambers and misinformation.
- **Being safe:** what a safe relationship feels like; about body autonomy and appropriate/inappropriate contact; how to recognise and report abuse, including from an adult; how to ask for help, and that keeping secrets that make children feel uncomfortable or unsafe is never right.

Health Education (statutory)

- **Mental wellbeing:** that mental wellbeing is a normal part of daily life, with ups and downs; how to talk about feelings, including unhappy feelings; how to recognise warning signs, including in themselves and others; the benefits of hobbies, community participation and time outdoors; the importance of rest, sleep and exercise for mental health; where to seek help.
- **Internet safety and harms:** see 'Online relationships' above; also: the benefits and risks of the internet; how to stay safe online; how to recognise online manipulation and the impact of excessive screen time.
- **Physical health and fitness:** the characteristics and benefits of an active lifestyle; the importance of regular exercise and a healthy diet; the risks of an inactive lifestyle and poor diet; how to recognise signs of physical illness; dental health; personal hygiene; immunisation and vaccination.
- **Healthy eating, drugs, alcohol and tobacco:** what constitutes a healthy diet; the facts about risky substances, including smoking, vaping, alcohol and drugs (in age-appropriate ways in older year groups).

- **Health and prevention:** about personal hygiene and germs, including bacteria and viruses; safe and unsafe sun exposure; dental check-ups; the importance of sleep.
- **Basic first aid:** how to make a clear and efficient call to emergency services; basic treatment for common injuries; concepts of head injuries; in Year 6, age-appropriate teaching of basic first aid and life-saving skills.
- **Changing adolescent body:** key facts about puberty and the changing adolescent body, including the menstrual cycle, particularly from age 9 through to age 11.

Sex Education (non-statutory at primary)

The DfE recommends that primary schools teach sex education in Years 5 and/or 6, beyond what is included in the science curriculum. At Air Balloon Hill Primary School, this is covered in a single non-statutory Year 6 lesson (see Section 9). Parents have the right to request withdrawal from this lesson only.

Appendix 4: Frequently Asked Questions (FAQs)

This appendix provides answers to frequently asked questions from parents, carers and staff. These FAQs have been drawn from the existing RSE policy FAQs and updated to reflect the new RSHE arrangements from September 2026, including points raised at the parent meeting on 19 March 2026.

About the changes

Q1. What is RSHE and why is it changing?

RSHE stands for Relationships, Sex and Health Education. Since 2019, schools have typically taught PSHE and RSE as separate subjects. From September 2026, updated DfE statutory guidance brings these together into a single subject: RSHE.

The update reflects how much the world — particularly the online world — has changed since 2019, and strengthens content around mental health, boundaries and consent, media literacy (including AI-generated content), and online safety.

Q2. Why is our school moving from 3D PSHE to the Oak National Academy RSHE curriculum?

The Oak National Academy RSHE curriculum is free, developed with subject experts, and fully aligned with the 2026 statutory guidance. When we compared it with our current 3D PSHE scheme and others, Oak provided the most consistent set of teaching resources and was the easiest to align with our school's wider ethos and curriculum — including our GEM Power curriculum, SKR weeks and 'Everyone Belongs' assemblies.

We are keeping the 3D PSHE 'Sexual Relationships' lesson in Year 6 as our one non-statutory sex education lesson, because we believe it continues to serve our children well in preparation for secondary school.

About the curriculum content

Q3. What will my child be taught, and when?

A full overview is in Appendix 1. In summary, each year group studies units across five threads (Relationships, Community, Online Safety, Wellbeing and Growing Up), themed by term. Puberty is taught in Years 4 and 6.

Q4. How will you talk about different types of families?

Our curriculum recognises that families can look different. Children learn — at an age-appropriate level — about single-parent, foster, adoptive and same-sex families, and that all of these can be built on love and care. This aligns with the DfE's statutory content and with our school value that everyone belongs.

Q5. How will you talk about same-sex relationships?

Same-sex relationships, and the fact that marriage and civil partnerships are legally equal, are part of the statutory curriculum. We teach this factually and respectfully, grounded in UK law (including the Equality Act 2010) and our school values. Teaching this is not the school promoting a particular view — it is teaching the law and ensuring every child feels safe and included.

Q6. How are gender and biological sex taught?

In line with the DfE 2026 guidance, we teach the facts and the law regarding biological sex and gender reassignment. We are careful not to present contested views as established fact, and we encourage pupils to express their views respectfully while challenging any bullying or disrespectful behaviour.

Q7. Will you use external speakers or agencies?

In general, RSHE lessons are taught by the children's own class teacher. Where specific expertise is helpful — for example, the school nurse for aspects of puberty or the Year 6 non-statutory sex education lesson — we may invite a relevant professional. Any external resources used will be in line with this policy and the DfE guidance, and will be shared with parents on request.

About parents' rights

Q8. Can I withdraw my child from RSHE?

You cannot withdraw your child from any statutory content — this includes all of Relationships Education, all of Health Education (including puberty in Years 4 and 6), and all content taught within the national curriculum for science.

You can request that your child is withdrawn from the one non-statutory sex education lesson taught in Year 6 (see Section 10 and Appendix 6).

Q9. How do I request withdrawal, and what happens next?

Use the form in Appendix 6, or request one from the school office, and send it to the headteacher. The headteacher will automatically grant the request, but will also offer to discuss it with you (and, where appropriate, your child). The aim of the discussion is to make sure your wishes are understood and to explain what the lesson covers, so that you can make a fully informed decision. A record of the discussion and the outcome will be kept, and alternative, purposeful education will be provided for your child during the lesson.

Q10. How much information will I receive about upcoming RSHE content?

Teachers will share an overview of upcoming RSHE content — including theme and learning objectives — prior to it being taught, through class or school communications. You are entitled to see the lesson plans and resources for any unit; please arrange this through the class teacher. Please note that resources cannot be widely distributed or removed from school due to copyright.

For the non-statutory sex education lesson in Year 6, teachers will proactively offer to share lesson plans and resources with parents in advance.

About how lessons are delivered

Q11. Who will teach RSHE to my child?

The children's own class teacher, who knows the class well and can judge when to slow down, answer questions, or have discussions. This is something we feel strongly about as a school.

Q12. Will staff share their personal beliefs with the children?

No. All staff who deliver RSHE will do so following the Oak RSHE scheme of work (and the 3D PSHE lesson in Year 6). This ensures consistency. While staff may sometimes share aspects of their life experiences to build positive relationships and model empathy, they will not teach RSHE through the filter of their personal beliefs.

Q13. How will teachers respond to children's questions?

Staff will always respond respectfully, honestly and age-appropriately. Staff understand that children see the world through their own experiences. Children will never be told that their family's beliefs are wrong, but everyone will be expected to be safe, kind and respectful, and to embrace our value that everyone belongs. If a question is better answered one-to-one or through a different context, the teacher may say so and follow up appropriately.

Q14. What will happen if my child says something that raises a safeguarding concern?

Staff follow the school's Child Protection and Safeguarding Policy. Before RSHE lessons that may involve disclosure, children are told that what they share in the class will usually be kept in the class — unless a member of staff is worried that someone is at risk of harm, in which case staff must pass that information on to the Designated Safeguarding Lead. Children are told this in advance.

About puberty and sex education

Q15. Why is puberty taught in Year 4 as well as Year 6?

Puberty can begin as early as age 8. Teaching it in Year 4 helps children feel prepared for changes in their own body, reduces anxiety, and promotes a healthy body image. It is revisited and deepened in Year 6, ahead of the move to secondary school.

Q16. Is my child too young to learn about this?

The DfE has confirmed it will not introduce age restrictions on when specific topics can be taught. Instead, schools use their professional judgement, informed by the statutory guidance, to ensure content is age-appropriate. The Oak curriculum is designed so that the same themes recur across year groups at increasing levels of depth — for example, Year 1 learns about basic media influence while Year 6 learns about algorithms and echo chambers.

Q17. Does sex education happen before Year 6?

Non-statutory sex education is only taught in Year 6, in a single lesson (see Section 9). Before that, content relating to the human body, puberty, growth and reproduction is taught as part of the statutory science curriculum and the statutory RSHE curriculum — but none of this involves teaching about sexual activity.

About inclusion, safeguarding and support

Q18. How will my child with SEND access RSHE?

Teachers will liaise with the SENCO to adapt planning, resources and groupings so that children with SEND can access the content meaningfully. The Oak curriculum has been designed with accessibility in mind, in line with EEF guidance.

Q19. What if something in a lesson upsets my child?

RSHE lessons are designed to be taught sensitively and with clear ground rules. If a child becomes upset, the class teacher will support them and, where needed, involve the pastoral team or DSL. Parents will be informed where appropriate.

Q20. Where can I find out more or share feedback?

You are welcome to:

- speak to your child's class teacher, a member of the leadership team, the pastoral team, or the DSL;
- request to view the RSHE resources and lesson plans;

- feed back through the school's consultation processes, or at the annual policy review;
- explore the Oak National Academy RSHE curriculum online.

Appendix 5: RSHE delivery guidance for teachers

This guidance, produced in light of staff and parent consultation, sets out how the school's RSHE curriculum should be delivered and how staff should respond to children's questions. It should be read alongside the main policy.

Sharing upcoming content with parents

Teachers should share an overview of upcoming RSHE content prior to it being taught, through the school newsletter and/or class communications. This should include the theme and learning objectives of the upcoming unit. Parents are entitled to have sight of the lesson plans and resources to be used; this can be arranged through the class teacher. These materials cannot be widely distributed or removed from school due to copyright.

Before non-statutory sex education content is taught (Year 6), teachers should proactively offer to share lesson plans and resources with parents and carers. This gives parents the chance to ask questions and make informed decisions about withdrawal. Parents wishing to withdraw their child from a non-statutory lesson should complete the form at Appendix 6 and send it to the headteacher. Teachers are responsible for ensuring that alternative, purposeful work is provided for any pupil who is withdrawn.

When the RSHE curriculum differs from a family's personal beliefs

The school understands that there are many different family types within our school community, and that across the community there may be a variety of beliefs which shape views on relationships, identity and sex education. Because parents have an overview of the RSHE curriculum, and because the school consults with parents, staff should feel supported in delivering the curriculum sensitively, in line with the school's 'Everyone Belongs' vision.

Teachers use the Oak RSHE scheme of work (and, in Year 6, the 3D PSHE 'Sexual Relationships' lesson) to ensure that all children receive a consistent RSHE education in line with our vision that everyone belongs and our expectation that every member of the school community is respectful of others. Our RSHE curriculum is designed so that all children can see themselves, and their family type, represented — so that all children feel included. No child should be made to feel that their life experiences, family background or family beliefs are wrong. The curriculum promotes an understanding that our society includes a wide variety of beliefs, values and families, and that all of these can be respected even when they differ from one's own.

Sharing personal beliefs or life choices

All staff who deliver RSHE will do so using the Oak RSHE scheme (and the 3D PSHE lesson in Year 6). This ensures consistency. Whilst it may occasionally be appropriate for staff to share aspects of their life experiences to help build positive relationships and demonstrate empathy, this does not mean staff should teach RSHE through the filter of their personal beliefs.

Responding to children's questions

Staff will always respond to children's questions respectfully. Staff understand that children see the world through their own experiences, and that some children's questions (about how other people live their lives) will be based on how they currently see the world. Staff will always seek to provide answers that are honest whilst being age-appropriate. There may be times when children's understanding of relationships will broaden as they become more aware of the diversity within the school and wider community. Children will never be told that their family's beliefs are wrong, but

everyone will be expected to be safe, kind and respectful towards others, and to embrace the school value that everyone belongs.

If a question is particularly sensitive or not age-appropriate to answer in the whole class, staff may use their professional judgement to: answer it briefly and generally; offer to speak with the child individually; refer the question to the headteacher, DSL or parents as appropriate; or note the question for review as part of future curriculum planning.

Ground rules for RSHE lessons

Each unit begins with class-agreed ground rules. Suggested elements include:

- we listen respectfully to others;
- we do not share personal information about ourselves or others in ways that are not appropriate;
- we ask questions if we do not understand, and use the correct vocabulary;
- we remember that confidentiality has limits — if a teacher is worried that someone is at risk of harm, they may need to pass that information on;
- we are kind about differences.

Disclosures and safeguarding

If a disclosure or potential safeguarding concern arises during an RSHE lesson (or at any other time), staff must follow the school's Child Protection and Safeguarding Policy and report immediately to the DSL or Deputy DSL.

Appendix 6: Parent request form for withdrawal from non-statutory sex education

Air Balloon Hill Primary School

Parent request for child's withdrawal from non-statutory sex education

Parents do not have the right to withdraw their child from statutory Relationships Education, Health Education, or any content taught within the national curriculum for science — including the puberty units taught in Years 4 and 6.

Parents do have the right to request that their child is withdrawn from all or part of the school's non-statutory sex education lesson (the Year 6 lesson based on 3D PSHE Lesson 2: Sexual Relationships).

An overview of the statutory/non-statutory elements of our RSHE curriculum can be found in this policy (see Sections 9 and 10, and Appendix 1).

Requests for withdrawal should be made in writing using this form and addressed to the headteacher. The headteacher will automatically grant the request, but will offer to discuss it with you — and, where appropriate, with your child — in line with DfE statutory guidance. Alternative, purposeful work will be given to any pupil who is withdrawn.

To be completed by the parent or carer			
Name of child		**Class**	
Name of parent/carer		**Date**	
Reason for requesting withdrawal from the non-statutory sex education lesson:			
Any other information you would like the school to consider:			
Parent/carer signature			

To be completed by the school	
Date of discussion with parent/carer	
Agreed actions from discussion	

To be completed by the school	
Alternative provision arranged	
Signed (Headteacher)	