

HORNINGSHAM PRIMARY SCHOOL

Relationships, Sex and Health Education (RSHE) Policy



OUR MISSION STATEMENT

We are a successful, community school with a strong family feel. We nurture and inspire everyone in our community to be the best they can. With strong traditional values and high expectations, we ignite a passion for life-long learning and enable our children to be confident, aspirational and creative learners.

Relationships, Sex and Health Education (RSHE) Policy

Supporting Policies:

- Attendance Policy
- Safeguarding and Child Protection Policy
- Staff Behaviour Policy
- Online Safety Policy
- SEND Policy
- Behaviour and Exclusions Policy

Policy reviewed by staff:	June 2025
Policy approved by governors:	December 2025
Policy published:	January 2026
Next review:	November 2026

Rationale:

The purpose of this policy is to set out the ways in which the school's provision for Relationships, Sex and Health Education (RSHE) supports pupils through their spiritual, moral, social, emotional and physical development and prepares them for the opportunities, responsibilities and experiences of life.

It should help all members of the school community to respect themselves and others and move with confidence through childhood and into adolescence, and to develop a whole-school approach to RSHE within the wider curriculum. RSHE is taught as part of our PSHE curriculum.

We recognise that RSHE is not solely a subject taught in school and is a shared responsibility between parents/carers and school.

Key Roles and Responsibilities

PSHE (Personal Social, Health, Economic Education) Lead	Odele Lapham
Science Lead	Charis Young
Healthy Schools Leader	Louisa Vesey
Designated Safeguarding Lead (DSL)	Odele Lapham
Deputy Designated Safeguarding Lead (DDSL)	Charis Young Kim Muller

Development of the Policy:

This policy was developed by the PSHE/Science Leader, Headteacher and the teaching staff of Horningham Primary School, with consultation from governors and parents. The policy and supporting curriculum information are available on our website and reviewed annually.

Statutory requirements:

Since September 2019, Relationships and Health Education is compulsory in all primary schools. Sex education is not compulsory in primary schools, except for statutory elements of the Science curriculum. Our RSHE provision is age-appropriate, inclusive and sensitive to the needs of our pupils and community, in line with DfE RSHE guidance (2025).

Aims and Principles

We aim to:

1. adopt a whole school approach to RSHE
2. teach in a way that is inclusive, respectful and sensitive
3. equip pupils with knowledge and skills to make healthy life choices
4. develop understanding of family life and relationships
5. support children through their physical and emotional development
6. complement and enhance our PSHE curriculum

RSHE Learning Outcomes

Pupils will:

- develop confidence discussing feelings and relationships
- build self-esteem and personal responsibility
- use correct anatomical vocabulary
- be prepared for physical and emotional development
- know how to keep themselves safe and seek help
- understand consent and personal boundaries
- recognise the foundations of healthy relationships

Respect for Diversity and the Equality Act 2010

At Horningham Primary School, our RSHE provision is underpinned by a strong commitment to equality, inclusion and mutual respect. Teaching reflects the diverse nature of modern Britain, including families of different structures, sexual orientations and gender identities, in an age-appropriate and factual manner.

We ensure that teaching aligns with current RSHE guidance (2025), and presents contested or sensitive concepts such as gender identity, carefully and accurately. These topics are taught in a balanced and non-ideological way, without promoting any particular belief system, while ensuring that all pupils feel respected and valued.

Our RSHE curriculum reflects the requirements of the Equality Act 2010, promoting respect for all protected characteristics, including sex, gender reassignment and sexual orientation, and fostering an environment where discrimination, prejudice and bullying are not tolerated.

Curriculum Content and Organisation:

RHSE is integrated within both PSHE and Science and follows a spiral curriculum. We are guided by the Kapow PSHE Curriculum, supplemented with age-appropriate resources such as 'Living and Growing'. RSHE links to peer pressure, risk-taking behaviour (e.g. drugs, smoking, alcohol), online safety and digital communication, RE, personal development and understanding of the world. Cross-phase liaison ensures consistency and progression.

In line with statutory guidance (DfE 2025), our curriculum also includes:

Online Safety and Digital Life

- recognising online risks, grooming and cyberbullying
- understanding harmful and age-inappropriate content
- identifying manipulation, coercion and misinformation
- understanding risks related to image sharing, sextortion, deepfakes and AI-generated content
- knowing how to report concerns and seek help

Consent, Boundaries and Respectful Relationships

- bodily autonomy and physical consent
- digital consent (images and videos)
- recognising healthy and unhealthy relationships
- understanding the law around consent, exploitation, harassment and abuse

Mental Health and Emotional Wellbeing

- recognising and describing emotions
- strategies for self-care, coping and help-seeking
- understanding grief, loss and change
- reducing stigma around mental health

Personal Safety

- safety in public spaces (road, rail, water)
- emergency help and first aid
- identifying unsafe situations and trusted adults

RSHE within the Science Curriculum

Year 1: Identify, name and label the human body and senses

Year 2: Notice that animals, including humans, have offspring

Year 5: Reproduction in plants and animals

Year 5: Changes in humans from birth to old age

Delivery:

RSHE with the children is referred to as 'Relationships and our bodies' and is delivered by class teachers and teaching partners. Sessions may be supported by vetted external agencies (e.g. NSPCC, Wiltshire Police). All visitors are supervised in line with safeguarding procedures.

Pupils are taught in mixed-age groups, with single-gender or single-age sessions where appropriate.

Correct Anatomical Language

Medically accurate anatomical vocabulary is used consistently, in line with the DfE 2025 guidance, to support safeguarding and body literacy.

Handling Sensitive Issues

- clear ground rules
- confidential question box
- careful use of resources
- sensitive handling of unexpected questions

Sensitive content relating to puberty and conception is taught only in Years 5 and 6. Year 4 pupils do not participate in these sessions. Primary RSHE does not teach about sexual acts beyond statutory Science requirements and the non-statutory conception and birth lesson.

RSHE Curriculum Overview

Class	Coverage	Vocabulary Covered:
Robins Reception Year 1	<p>Children learn about keeping themselves safe, healthy and clean and about how they have grown and changed since they were a baby. They explore positive relationships with friends, family members and other trusted adults, recognising what makes relationships kind, caring and respectful. Children learn about different family structures and begin to explore sensitive issues such as loss and bereavement in an age-appropriate way.</p> <p>Children are taught about personal boundaries, appropriate physical contact and the importance of asking for and giving permission. They learn to recognise when something feels unsafe or uncomfortable and are taught that they should always talk to a trusted adult if they are worried. They are introduced to the idea that some secrets are not okay, particularly those that make them feel unsafe.</p>	<i>families, mother, father, baby, toddler, child, teenager, adult, male, female, non-specific colloquial names for private parts (e.g. willy, bits), main external body parts, birth, death, love, consent, permission, appropriate physical contact, strangers, trusted adult, safe, unsafe</i>

Class	Coverage	Vocabulary Covered:
Woodpeckers	These sessions build on prior learning. Children deepen their understanding of the characteristics of healthy and positive relationships with friends, family members, peers and adults. They learn how to keep themselves healthy, clean and safe, including developing good personal hygiene habits as their bodies grow and change.	<i>penis, vagina, vulva, breasts, kiss, cuddle, adoption, fostering, gender, hygiene, sweat, body odour, personal boundaries, feelings, emotions, respect, equality</i>
	Children explore the diversity of families, including adoption, fostering and same-sex parents, promoting respect and inclusion. They re-cap personal boundaries, and further explore body autonomy and the importance of respecting their own and others' bodies.	
	Children learn how to seek help if they feel worried or unsafe, including understanding that no one has the right to touch them in a way that makes them uncomfortable and that it is never their fault. They begin to develop strategies for managing feelings and recognising emotions in themselves and others.	
Owls	These sessions build on previous learning and introduce more sensitive topics such as puberty and physical changes, reinforcing that these changes are natural and experienced at different times by different people. Children learn about personal hygiene linked to puberty and develop confidence in managing these changes positively.	<i>physical changes, hair, hips, size/shape, pubic hair, facial hair, pregnancy, peer pressure, online safety, social media, discrimination, consent, grooming, mental wellbeing</i>
	Pupils continue to explore healthy and respectful relationships, including how to deal with peer pressure and how to seek support when needed. They explore appropriate interactions, and the importance of consent. They are taught how to stay safe in a range of contexts, including online and digital environments, and how to recognise unsafe situations or behaviour. Children are reminded that they should always speak to a trusted adult if they are worried, upset or confused and that help is always available.	
	They are taught about online safety, social media and the risks associated with online communication, including inappropriate behaviour and grooming. Pupils are reassured that abuse can happen both online and offline, that it is never the child's fault, and that they should always seek help.	
	Pupils explore how people experience and cope with loss, grief and change and develop strategies to support their mental wellbeing, self-image and emotional health. They consider the impact of media, stereotypes and social expectations, including gender stereotypes and discrimination.	

Owls Year 5/ Year 6 Only	<p>These sessions further develop pupils' understanding of the physical and emotional changes of puberty, including menstruation and reproduction. Children learn about conception, birth and parenting, including IVF and donor conception, in a factual, sensitive and inclusive manner.</p>	<i>menstruation, periods, tampons, sanitary towels, menstrual cups, period pants, sexual intercourse, birth control, contraception, erections, wet dreams, testicles, scrotum, sperm, ovaries, eggs, womb, uterus, reproductive organs hormones, fertilisation, IVF, donor, conception, birth, homosexual, gay, lesbian, transgender</i>
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The curriculum prepares pupils for transition to KS3, equipping them with knowledge, vocabulary and confidence to make informed choices and understand consequences. We have tried to identify the main vocabulary that will be covered during the RSHE sessions. Any other words that may come up will be dealt with in a professional way. We may use a range of resources to support our teaching including using; fiction and non-fiction books and also hygiene products.

Withdrawal Procedure

At Horningsham we work in partnership with our parents. If any parent or carer feels unhappy with the RSHE curriculum they are encouraged to talk to the Headteacher. If they are still not satisfied, they have the right to withdraw their child from non-statutory sex education only. Statutory Science and Relationships Education is compulsory and cannot be withdrawn from.

Parents wishing to withdraw their child from non-statutory elements of RSHE must notify the Headteacher in writing and will be invited for a meeting with the Headteacher and class teacher.

We ask all parents to think carefully about how their children will get the right information and education before withdrawing them from sessions. It is usually better to hear something from the teacher than to hear it in the playground.

Separate supervised provision will be arranged where required.

In line with 2025 guidance, parents can request access to the lesson materials (excluding copyrighted commercial videos which may only be viewed onsite).

Monitoring, Evaluation and Review:

This policy is published on the school website and reviewed annually. Monitoring includes: pupils voice, staff review and governor oversight.

The curriculum is regularly reviewed to ensure it remains:

- responsive to local safeguarding risks
- relevant to emerging issues (including online trends)
- reflective of pupil need
- compliant with updates to statutory RSHE guidance