



Relationships, Sex and Health Education (RSHE) Policy

Cranleigh C of E Primary School

Date of Policy:	Autumn 2024
Schedule of Review:	Bi-Annually
Next Review Date:	Autumn 2027
Updated by:	Salina Khan (Subject Leader) in Autumn 2025

Equality and Diversity Policy

(including Disability, Equality and Racial Equality)

Our School Vision and Aims

At Cranleigh C of E Primary we understand that it is vital that young people can make informed decisions about their health, well-being and relationships in a sensitive way that is appropriate for their age. This includes how to make and maintain healthy, respectful relationships; discussing family and friendships, in all contexts, including online; and learning what it means to be 'healthy'. All the aforementioned content is taught during Relationships, Sex and Health Education (RSHE).

This policy covers our school's approach to relationships, sex and health education. It was originally produced by the RSHE leader through consultation with the parent and pupil body, professional colleagues and school governors.

Purpose of Study

From the academic year 2020/21, under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, it is compulsory for all primary schools to provide Relationships education. Primary schools may choose to provide sex education other than that covered by the Science curriculum. It is compulsory for all schools including academies and free schools, but not independent schools, to provide Health education.

At Cranleigh C of E Primary school we want to enable our pupils to live happy and successful adult lives and recognise that pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We want to support our pupils to develop resilience, to know how and when to ask for help, and to know where to access support. We recognise that pupils deserve a carefully organised, high-quality curriculum that is age appropriate and evidence based.

This document should be read in conjunction with the related policies for Anti-Bullying, Drugs, Child Protection & Safeguarding, Equality and Diversity, Special Educational Needs & Disability, Relationships and Sex Education (RSE) and Health Education statutory guidance.

Aims

The aims of delivering an effective relationships and health programme at Cranleigh C of E Primary School are:

- To support young people through their physical, emotional and moral development
- To give children the opportunity to explore their own attitudes, value and beliefs
- To help young people move with confidence from childhood through adolescence into adulthood
- To live confident, healthy and independent lives
- To help pupils deal with difficult moral and social questions
- To give children accurate information to enable them to understand difference and to respect themselves

- To give children the ability to keep themselves and other people safe
- To support emotional literacy

Values

At Cranleigh Church of England Primary School, our RSHE curriculum is rooted in our Christian ethos and guided by our core values of **Friendship, Hope, Thankfulness, Forgiveness, Compassion, and Endurance**. Through this programme, we aim to help pupils develop a secure understanding of the importance of stable, caring relationships built on mutual respect, trust, and love.

Our teaching promotes respect for ourselves and for others, encouraging pupils to form positive relationships and make thoughtful, responsible choices. RSHE at Cranleigh C of E Primary supports the spiritual, moral, social, and cultural development of every child, preparing them to flourish within our school community and beyond.

The Curriculum

Relationship Education and Health Education are statutory requirements for all primary schools.

The DfE recommends that Relationships and Sex Education is delivered within the broader PSHE (Personal, Social, Health and Economic) framework.

DfE guidance as of July 2025:

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Therefore, at Cranleigh C of E Primary School, our Relationships, Sex and Health Education (RSHE) programme is embedded within a **wider, high-quality, evidence-informed and age-appropriate PSHE curriculum**. Relationships Education will be taught through cohesive topics and themes and will be revisited with appropriate progression from year to year. Sex education will be taught in Year 6.

We use [The Story Project Curriculum](#) to teach RSHE. This method, firmly rooted in high-quality research and evidence, uses stories, already loved in classrooms, to deliver a curriculum which guides and supports children's wellbeing practice.

Learning Outcomes

Relationships Education:

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to:

- Families and people who care about me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Families and people who care for me	Pupils should know: <ul style="list-style-type: none"> • that families are important for children growing up because they
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	<p>can give love, security and stability.</p> <ul style="list-style-type: none"> • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
Caring friendships	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive.

	<ul style="list-style-type: none"> • the importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<p>Pupils should know:</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Health Education:

By the end of primary education, pupils will have been taught content on:

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Facts and risks associated with drugs, alcohol and tobacco
- Health and prevention

- Basic First Aid
- Changing adolescent body

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. <p>33</p> <ul style="list-style-type: none"> • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted.

	<ul style="list-style-type: none"> • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and s
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p>

	<ul style="list-style-type: none"> • About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. • The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.
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Across our school we use a Thrive approach. Thrive offers a trauma-informed, whole school approach that helps improve the mental health and wellbeing of children and young people through research-informed staff training, pupil assessments and targeted support. Additionally we use Zones of regulation, to support our children in learning about their own emotions and to support self-regulation, and understanding of others.

Sex Education

This is taught within the Year 6 PSHE programme of learning. The aims of these sessions are:

- to identify the links between love, committed relationships and conception
- to know what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
- to know how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb
- to know that pregnancy can be prevented with contraception
- to know about the responsibilities of being a parent or carer and how having a baby changes someone's life

Delivery

At Cranleigh Primary School relationship and sex education is not delivered in isolation but embedded in other curriculum areas, including Personal, Social Health and Citizenship Education and Science. Relationship and sex education is incorporated in the RSHE scheme of work and is covered mainly through the areas of 'relationships' and 'health and wellbeing'. Some themes are repeated in consecutive years with appropriate progression.

Relationship and sex education is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

Ground rules will be developed during relationship and sex education lessons based on respect. The only additional considerations specific to relationship and sex education ground rules (as opposed to basic class rules) is a need to prevent personal questions and to explain to the children that if an adult suspects that they or anyone else is at risk from harm, then they will need to tell another adult.

Active learning methods such as circle time, role-play, games, practising exercises, paired and group discussion, interviewing and presentations, are used in the teaching of relationship and sex education as much as possible. Pupils will also be given many opportunities to reflect on what they have learnt in relationship and sex education lessons.

As far as possible, to prevent stigmatisation of any group of people or any life choices, the pro-choice approach to relationship and sex education is adopted. This means that every issue is presented in terms of, 'Some people', 'And others', 'Let's explore the effect these choices might have on a person's life'.

Pupil consultation

We will involve pupils by exploring, through the use of assessment activities, their prior learning in order to best meet their needs through our RSHE programme. Pupil voice will be used to inform planning of activities and curriculum design to best meet the needs of all children.

Assessment

We assess pupil's learning in RSHE through observation in lessons, workbooks and activities. Teachers meet with the Thrive practitioner to discuss classroom wellbeing and create termly targets. We use this information to inform future teaching of RSHE across the school.

Inclusion

The school is committed to the provision of relationship and sex education to all of our pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs & Disability are given extra support.

See SEND Policy and Equality and Diversity Policy for further details.

Parent consultation

The Relationships, Sex and Health Education (RSHE) Policy will be available to parents through the school website and a paper copy is available from the office on request. We are committed to working with parents and carers by consulting with them on any changes to the policy and we work closely with parents to ensure that they are fully aware of what is being taught.

The updated elements of Relationships, Sex and Health Education are detailed in the school's RSHE curriculum coverage and progression document which is available to view on the school's website. Teachers will also provide details of RSHE learning as part of their termly plans. Parents will be informed prior to the teaching of sex education in Year 6.

Withdrawal

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory relationships education."

DfE guidance: Relationship and Sex Education (RSHE) and health education 2019. A child cannot be withdrawn from the compulsory relationships and health education delivered as part of the PSHCE curriculum.

Before granting any such request **parents will need to:**

Meet with the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The school will document and keep a record of any request to be withdrawn. In line with guidance from the DfE, the headteacher will discuss with parents the detrimental effects that withdrawal may have on the child such as the social and emotional effects of being excluded or the risk of a child hearing a peer's version of what was said rather than hearing this directly from the teacher.

Materials are available to parents/carers who wish to supplement the school relationship and sex education programme or who wish to deliver relationship and sex education to their children at home.

Confidentiality and Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Designated Safeguarding Lead (DSL) who takes action as laid down in the Child Protection & Safeguarding Policy. All staff are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the adult concerned throughout the process.

Answering Difficult Questions

Staff are aware that views around relationship and sex education related issues are varied. However, while personal views are respected, all relationship and sex education issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal relationship and sex education views arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the DSL if they are concerned.

Cranleigh C of E Primary School believes that relationship and sex education should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

References and supporting documents:

The following documents, websites and guidance inform the development and delivery of the RSHE curriculum at Cranleigh Church of England Primary School and provide further information for parents and carers.

Government Guidance

- **Department for Education (DfE): Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory Guidance**
<https://www.gov.uk/government/publications/sex-and-relationship-education>
Sets out the statutory requirements for RSHE in all primary and secondary schools in England.
- **DfE: Teaching about Relationships, Sex and Health – Guidance for Schools**
<https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health>
Provides practical advice on how to deliver RSHE effectively and engage parents and carers in the process.
- **Education Act 2002**
<https://www.legislation.gov.uk/ukpga/2002/32/contents>
Outlines the statutory duty of schools to provide a balanced and broadly based curriculum promoting the spiritual, moral, cultural, mental and physical development of pupils.

Church of England Guidance

- **Church of England: Relationships, Sex and Health Education in Church Schools Principles and Charter 2019-** [rshe-principles-and-charter_0.pdf](#)
- [Relationships, Sex and Health Education | The Church of England](#)
- *Guidance for ensuring RSHE is taught within a Christian vision of human flourishing. We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE).*

Parental Information and Support

- **FPA (Family Planning Association): Parents' Guide to RSHE in Primary Schools**
<https://www.fpa.org.uk/rshe-for-parents/>
Clear, parent-friendly information explaining what is taught in RSHE and how parents can support learning at home.
- **NSPCC: Talking About Difficult Topics – Support for Parents**
<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/talking-about-difficult-topics/>
Advice for parents on how to talk with children about relationships, safety, and growing up.

Monitoring and Review

All staff members and governors receive a copy of the RSHE Policy and it is also available on the school website. Copies of the RSHE Policy are available from the school office on request from parents.

This policy will be reviewed at least every two years in consultation with parents, staff and governors.