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# RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

## Local Arrangements

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**Recommended by** Sarah Allen  
**Recommended date** 10<sup>th</sup> March 2026

**Signed**

**Position** Chair of Governors  
**Ratification date** 20<sup>th</sup> May 2026  
**New review** March 2027  
**Policy Tier** (Central/Hub/ School)

*“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”*

Secretary of State

## **1. Statutory Framework**

This policy is written in line with:

- **Relationships Education (Primary) and Health Education (Primary)** statutory guidance originally published June 2019 and still in force until 31 August 2026.
- **Updated DfE RSHE Statutory Guidance (December 2025)**, which introduces changes becoming statutory from **1 September 2026** and includes new expectations around online safety, personal safety, safeguarding and diversity.
- Additional updates highlighted by the PSHE Association (2025) relating to online risks, digital wellbeing, correct vocabulary, loss and bereavement, and personal safety.
- Updates to expectations on representing diverse families including same sex parents in primary education, introduced in the 2025 guidance revisions.

Oak Hill First School adheres to these requirements and prepares pupils for life in modern Britain by ensuring provision is relevant, age appropriate, inclusive and rooted in safeguarding.

## **2. Purpose of RSHE**

The purpose of RSHE at Oak Hill First School is to:

- Equip children with the knowledge and understanding they need to build **healthy, respectful relationships** and to stay safe both offline and online, as emphasised in national guidance.
- Support their **physical, emotional and moral development** throughout primary education.

- Enable pupils to understand the **importance of family life**, including diverse family structures such as same-sex parent families, in line with updated 2026 guidance.
- Ensure pupils understand **consent, personal boundaries, privacy**, and how to seek help if something worries them.
- Build pupils' capacity to identify risk, manage feelings, and understand change, including loss and bereavement, which the updated guidance highlights as part of safeguarding and wellbeing education.

### 3. Curriculum Design and Delivery

#### 3.1 Delivery Model

RSHE is taught through:

- The **Jigsaw PSHE Scheme**, which provides clear, progressive, age appropriate content.
- Weekly timetabled PSHE/RSHE lessons.
- Integration within wider curriculum areas (Science, Computing, PE, Online Safety).

This delivery approach aligns with national guidance requiring RSHE to be **planned, sequenced, and age-appropriate** with safe learning environments established by trusted adults.

#### 3.2 Staff Responsibilities

Staff are responsible for:

- Delivering RSHE **sensitively**, modelling positive attitudes, and adapting teaching based on pupil needs.
- Responding to pupils' questions in line with safeguarding and age-appropriateness expectations set by the DfE.
- Using correct vocabulary, especially for anatomical terms, which updated guidance emphasises as safeguarding best practice.

Staff **cannot opt out** of teaching RSHE. Concerns should be raised with the headteacher.

#### 3.3 Safe Practice and Ground Rules

Teachers maintain safe learning environments by ensuring:

- Clear ground rules are revisited regularly.
- No personal stories or experiences are shared.
- All safeguarding disclosures follow school procedures.
- Sensitive or inappropriate questions are addressed individually, in line with government advice for handling explicit or concerning pupil questions.

#### **4. Curriculum Content**

The curriculum is built around two core strands:

- **1. Relationships Education (compulsory)**
- **2. Health Education, including “Changing Me” (compulsory)**

In addition, Oak Hill First School implements the strengthened requirements on:

- Online safety, gaming monetisation, digital consent and privacy (2026 guidance)
- Personal safety including fire, road, water and railway safety (2026 guidance)
- Family diversity including same-sex families (2026 guidance)
- Teaching correct anatomical vocabulary (2026 guidance)
- Learning about feelings, change and bereavement (2026 guidance)

#### **5. Age-Related Progression (Reception – Year 4)**

*(Fully rewritten to comply with 2026 expectations)*

##### **5.1 Relationships Education**

###### **Reception**

- Family life, belonging and friendships
- Resolving simple conflicts
- Understanding kindness and good friendship behaviours
- Recognising bullying
- Growing up and personal hygiene

###### **Year 1**

- Bullying and how to respond

- Difference and diversity
- Friendship building and belonging
- Physical contact preferences
- Trusted adults and support

## **Year 2**

- Gender stereotypes; challenging assumptions
- Bullying and standing up for self and others
- Friendship skills and appreciation of difference
- Diverse families including same-sex parents
- Physical boundaries; secrets (safe/unsafe)
- Trust in relationships

## **Year 3**

- Understanding different family structures
- Managing family conflict
- Bullying including homophobic language
- Online safety & seeking help (2026 requirement)
- Healthy choices in friendships
- Negotiation and communication
- Understanding how actions affect others

## **Year 4**

- Challenging stereotypes
- Respecting uniqueness and resisting influence
- Bystander behaviour and bullying
- Healthy friendships and group dynamics
- Assertiveness and peer pressure
- Feelings: jealousy, loss, bereavement (2026 inclusion)
- Early feelings in friendships

## 5.2 Changing Me (Growing & Changing)

### Year 1

- Life cycles
- How we change as we grow
- Strategies for coping with change

### Year 2

- Development from baby to now
- Correct anatomical vocabulary (penis, testicles, vagina, vulva, anus)
- Differences between boys' and girls' bodies
- Understanding privacy and body autonomy

### Year 3

- Reinforcing vocabulary and privacy
- Correct anatomical vocabulary (penis, testicles, vagina, vulva, anus)
- Understanding safe/unsafe touch
- Recognising gender-based differences
- Bodily autonomy and boundaries

### Year 4

- Puberty and bodily changes
- How babies grow in the womb
- Correct anatomical vocabulary (penis, testicles, womb, vagina, vulva, uterus, sperm, ovaries, egg, ovum/ova)
- Family roles and stereotypes

## 6. Parental Engagement and Right to Withdraw

- Parents **must** be consulted about RSHE content, in line with strengthened 2025–26 expectations for transparency and engagement.
- Materials used in lessons are available for parents to view.
- Parents **cannot withdraw** their child from Relationships Education (statutory).

- Parents **may withdraw** their child from non-statutory sex education (not including National Curriculum Science).

## 7. Inclusion and Equalities

RSHE is taught in a way that:

- Reflects the **Equality Act 2010**
- Represents and respects all protected characteristics
- Includes teaching on biological sex and gender reassignment as required by updated 2026 guidance
- Ensures no child or family structure is stigmatised

## 8. Safeguarding

RSHE contributes significantly to safeguarding by ensuring pupils:

- Learn about privacy, consent, and bodily autonomy
- Understand risks online and offline, in line with updated digital-age safeguarding expectations (2026 guidance)
- Know how to report concerns and seek help

All concerns follow the school's safeguarding procedures.

## 9. Monitoring and Review

RSHE is monitored through:

- Lesson visits, work scrutiny and planning reviews
- Regular curriculum review with middle school partners

The policy is reviewed **annually** or sooner if guidance changes.