



Moreton Morrell C of E Primary School

PSHE and RHSE Policy

Contents

1. Aims	3
2. Statutory requirements	3
3. Policy Development	3
4. Definition	4
5. Curriculum	4
6. Delivery of RSHE	4
7. Roles and Responsibilities	5
8. Parents' Right to Withdraw	6
9. Training	6
10. Monitoring	6
Appendix 1: Curriculum	7
Appendix 2: Withdrawal from sex education	9

Foreword

New RSHE guidance for schools in England was published by the DfE in July 2025 for implementation by September 2026. This brings welcome clarity on next steps for RSHE in schools, and a contemporary focus that builds positively on the existing guidance from 2019. Schools must update their programmes and policy to meet this new guidance by September 2026. This will allow time for adjustments and any additional guidance provided by the DfE.

Statutory guidance published from the the DfE (July 2025) states 'Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.'

At Moreton Morrell, we consider an understanding of healthy relationships to be an integral part of the growing process, and we strive to create a learning environment and curriculum to reflect this. The proposed changes reflect current research and good practice.

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Create a culture of understanding what healthy relationships are

At Moreton Morrell, our aim is to deliver a broad and balanced curriculum that takes our children's age, background, additional needs and sensitivity into account.

2. Statutory requirements

The duties on schools in this area are set out in legislation. 1 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, make relationships education compulsory for all pupils receiving primary education.

Therefore, we are expected to offer all pupils a curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum. (See section 5)

In teaching RSHE, we are required by our funding agreements to have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

At Moreton Morrell, we teach RSHE as set out in this policy.

3. Policy development

This policy was developed in consultation with staff and up to date guidance. The consultation and policy development process involved the following steps:

- Review: All relevant information including relevant national and local guidance has been collated.
- Staff consultation: All school staff were given the opportunity to look at the policy and make recommendations.
- Parent and Governor consultation: Parents and governors were given access to the policy and were given the opportunity to comment.
- Ratification: Once amendments were made, the policy was approved by Governors.
- Parents will be informed of the updated policy and given to opportunity to voice any concerns.

4. Definition

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

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

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum has been developed taking into consideration the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond appropriately so they are fully informed and don't seek answers online.

In science lessons the curriculum covers the development of humans in an age-appropriate manner. For this aspect of the school's teaching, we follow the guidance material in National Curriculum 2014. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body and the accurate names for body parts – seen and unseen. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes, reproduction, how their bodies change, the main stages of the human life cycle and evolution and inheritance in greater depth.

In Year 5 and 6 the curriculum places a particular emphasis on health education, as many children experience puberty at this age. Teachers do their best to answer all questions with sensitivity and care. The children receive a visit from the school nurse where she ensures that both boys and girls know how their bodies change during puberty, what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children. Parents have the right to withdraw their children in writing from sex education. However, they do not have the right to withdraw from relationships and health education nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

Non-Statutory RSE is also covered in the Early Years Foundation Stage setting as many of their Early Learning Goals address the requirements of the curriculum.

N.B. With regard to menstruation sanitary products are available within school if needed and a disposal unit is situated in the girl's toilets. On occasion, the children may need to get changed in school and when this happens, pubescent children have the option to change in private and KS2 children will always change in private.

6. Delivery of RSE

6.1 Context

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE). RSHE is taught to all children and the consideration of children with special educational needs is considered at each step of delivery. At Moreton Morrell, we have chosen a reputable scheme (Kapow PSHE) to support lesson planning and delivery of statutory elements of RSHE. We also use the Taking Care resources alongside these.

Moreton Morrell also subscribes to the Church of England RSHE Charter, which can be found [here](#)

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including the core themes of:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe (including first aid)

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, same sex families, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

6.2 Safeguarding

Children have the right to expect schools to provide a safe and secure environment. Teachers need to be aware that they bring fears or worries into the classroom that effect RSHE, which brings an understanding of what is and is not acceptable in a relationship, this may lead to a disclosure of a child protection issue. If this instance occurs Safeguarding procedures will be implemented.

At Moreton Morrell, we use the Taking Care programme and resources to support the children's learning and to promote the language of safety.

6.3 Confidentiality

If a member of staff suspects there to be safeguarding issues involving a child or is faced with a disclosure then they have a duty to pass this information on to the DSL and use the procedures set out in the school's Safeguarding Protection Policy. Staff need to make pupils aware they cannot legally give complete confidentiality. This can be tackled by revisiting ground rules at the beginning of each session. The DSL at Moreton Morrell is Mr Shillitoe and in his absence Mrs Greenhalgh the DDSL should be informed.

6.4 Health Professional Visitors

When visitors and outside agencies are involved, their contributions should complement the teaching already taking place in school.

- They can work with and give support to teachers
- They can provide links to relevant services
- They can inform pupils about using health services in the area

- Give pupils confidential support and advice

Health professionals who are involved in delivering RSE programmes are expected to work within the school's RSE policy and under the instruction of the head teacher. However, when they are in their professional role, such as a school nurse in consultation with an individual pupil, they should follow their own professional code of conduct.

7. Roles and Responsibilities

7.1 The Governing Body

The Governing Body has approved the RSHE policy, and holds the headteacher to account for its implementation.

7.2 The Headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE.

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way considering the requirements of individual children they teach
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE

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

7.4 Pupils

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

8. Parent and carers' right to withdraw

Parents and carers **do not** have the right to withdraw their children from relationships and health education.

Parents and carers **do** have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

9. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The head teacher will also invite visitors from outside the school, such as school nurses or other health professionals, to provide support and training to staff teaching RSHE.

10. Monitoring arrangements

The delivery of RSE is monitored through planning, book looks, learning walks, lesson visits and staff and pupil feedback.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed annually. At every review, the policy will be approved by the governing body.

Next review date: September 2026

Appendix 1

TOPIC	THEMES COVERED
Taking Care	- Understanding our 'early warning signs.' - Understanding our personal boundaries, consent and communicating our boundaries with others. - Beginning to use a language of safety. - Understanding our right to personal safety and steps we can take to ensure our own safety.
Family and Relationships	- Understanding ways to show respect for different families. - Understanding difficulties in friendships and discuss possible resolutions. - Identifying ways to resolve conflict through negotiation and compromise. - Discussing how and why respect is an important part of relationships. - Identifying ways to challenge stereotypes. - Exploring the process of grief and understand that it is different for different people.
Health and Wellbeing	- Discussing ways to prevent illness and keep ourselves well. - Identifying some actions to take when worried about their health or the health of a friend/relative. - Setting achievable goals for a healthy lifestyle including understanding the importance of sleep, exercise and diet. - Developing strategies for being resilient in challenging situations. - Taking responsibility for their own feelings and actions.
Safety and Changing Bodies	- Exploring online relationships including keeping ourselves safe and dealing with issues that may arise. - Exploring different situations where we need to consider our safety; e.g. road safety, fire safety. - Learning how to make 'for' and 'against' arguments to help with decision making. At age-appropriate stages; - Beginning to use accurate names for body parts. - Knowing that they are still growing and they have changed from infants to toddlers to children. - Understanding simple consent. - Discussing issues that may be encountered during puberty and use knowledge to help. - Knowing simple First Aid steps such as the recovery position and DRSABC.
Citizenship	- Exploring and explaining some of the different rules in different places. - Exploring the difference between rules and laws. - Beginning to understand that everyone has similarities and differences. - Develop an understanding of how parliament and Government work and how we can influence what happens in parliament. - Discussing how education and other human rights protect us. - Discussing ways to challenge prejudice and discrimination and identifying appropriate ways to share views and ideas with others.
Economic Wellbeing	- Identifying the difference between needs and wants. - Recognising that people make choices about how to spend money. - Discussing risks associated with money. - Identifying negative and positive influences that can affect our career choices. - Identifying jobs which might be suitable.

Please note, after consultation in Summer term 2026, changes to the curriculum will be made in preparation for implementation in September 2026.

Appendix 2: Withdrawal from sex education within RSE

TO BE COMPLETED BY PARENT OR CARER			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education:			
Any other information you would like the school to consider:			
Parent signature:			

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