



ALMOND HILL JUNIOR SCHOOL
GOVERNING BODY

RELATIONSHIPS AND HEALTH EDUCATION
(INCLUDING SEX EDUCATION) POLICY

Full Governing Body	July 2026
Date for Review	July 2027

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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.

DfE July 2025

Aims

At Almond Hill Junior School, we have a commitment to ensure that our curriculum is relevant to all pupils and is taught in a way that is age and stage appropriate.

Objectives

- To enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.
- To teach our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
- To provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relation to others.
- To provide a safe learning environment where children feel comfortable to discuss and ask questions.

At Almond Hill, pupils will have the opportunity to express themselves within a trusted and safe environment. Pupils will access their relationships, health and sex education as a part of a well-sequenced and regularly reviewed PSHE curriculum which is taught weekly. They will have the opportunity to articulate their thoughts and worries in order that they can build on the skills and knowledge required to make responsible decisions, communicate effectively and develop healthy, respectful and appropriate relationships.

Pupils will have the knowledge and skills to be able to make choices to keep themselves safe and healthy. They will understand changes that will happen as they get older and be able to take on challenges. The knowledge and attributes gained will support their own and others' well-being and attainment and help pupils to become successful and happy adults who make meaningful contribution to society. Pupils will be able to navigate the real and online world safely and will be able to show respect to others despite any differences that they might have.

Our policy is driven by the seven key guiding principles for relationships, sex and health education.

Engagement with pupils

Pupil voice is conducted annually to ensure that the curriculum and taught lessons remain relevant and age and stage appropriate.

Children have access in their classrooms to a 'I want my teacher to know box'. This allows children to communicate with their teacher about anything they wish to including any concerns that they have. Children are allowed to leave these notes anonymously. Children are also able to use anonymous question boxes in specific lessons such as when they learn about puberty and other topics which may be more sensitive.

Children complete a baseline assessment before each unit so that their teachers are aware of the level of knowledge and skills that their classes have which means that lessons can be adapted to the needs of the children in each class whilst still following the planned curriculum.

Engagement and transparency with parents.

This policy and the corresponding curriculum will be made available for consultation with parents at the point when any changes may be required to be made.

Curriculum overviews and details are available for parents to see in this policy and on our school website. Half termly medium term plans are created for PSHE and as these are regularly updated they are placed on our school website. Specific lesson resources and materials are available to view in school on request.

Parents of Y4-6 children will be invited each year to attend an online meeting in the summer term prior to lessons that will be taught regarding developing bodies, puberty and sex education. Parents will be informed of the content of these lessons, be able to view resources used, and ask questions. These meetings will be run by teachers within the year group team and the PSHE lead can be contacted if any further information is required.

Parents maintain the right to withdraw their child from sex education in primary schools and this right is detailed later in this policy.

Positivity

Almond Hill aims to teach RSHE and PSHE with positivity. This is so that children will develop positive attitudes and skills. We hope that children will continue to develop healthy and respectful relationships that they have started to learn about in KS1. We will promote 'healthy norms' across the curriculum in areas including relationships, health and wellbeing. Almond Hill will avoid and challenge the use of language which may normalise harmful behaviours – for example gendered language which may normalise violence or stigmatise boys.

Careful sequencing

The PSHE curriculum at Almond Hill covers all statutory topics as outlined in the statutory guidance published by the DfE July 2025. Topics are carefully sequenced across the key stage and within each group. Discussions have also taken place with the main feeder infant school to ensure that knowledge and skills (particularly regarding respectful relationships and families and people who care for me) are progressive and relevant. Topics are organised so that children are supported and given the knowledge and skills that they require in order to approach situations before they arise in a positive manner.

Below is an overview of the taught curriculum for each half term. Topics highlighted in blue are not part of the statutory curriculum but help form part of our extensive and well-rounded personal development program.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Respectful friendships <i>Learning about friendships</i>	Keeping ourselves safe <i>Naming body parts</i> <i>PANTS rule</i>	Wellbeing including online <i>Worries</i>	Wellbeing and families <i>Feelings and emotions</i> <i>Change</i>	Respectful relationships <i>Responsibilities</i> <i>Racism</i> <i>Stereotypes</i>	Showing kindness to ourselves and others <i>Bullying</i>

	<i>including those online</i>	<i>Consent</i>	<i>Who to trust and online relationships</i>	<i>Safe, happy and diverse families</i>		<i>Resilience Self-respect Achievements</i>
Year 4	Respectful relationships <i>Healthy friendships Conflict Bullying Stereotypes</i>	Political and financial literacy <i>Democracy Making decisions about money</i>	Personal safety <i>Road, rail and water safety Risk assessing Making 999 calls</i>	Online safety <i>Privacy Screen time AI chatbots Online gambling Online literacy</i>	Healthy habits and growing up <i>Sleep Dental health Developing bodies inc. emotions and puberty</i>	Families and other people who care for me <i>Emotions Marriage Self-care Loneliness Families</i>
Year 5	Resilience and wellbeing <i>Emotions Reactions Self-respect Manners Gratitude</i>	Bullying and discrimination <i>Bullying inc. online and sharing pictures Stereotypes Protected characteristics</i>	Health education and first aid <i>Healthy eating Exercise Basic first aid Medicines Smoking and vaping Vaccinations</i>	Wellbeing including online <i>Body positivity Community Media literacy Accessing help Screen time</i>	Healthy habits and growing up <i>Puberty Mensuration Hygiene Sun safety Boundaries</i>	Looking to the future <i>Careers Skills Self-reflection Online reputation</i>
Year 6	Respectful relationships <i>Friendships including those online Trust Consent</i>	Online wellbeing <i>Stereotypes Online influences Bullying Pressures</i>	Online literacy <i>AI Chatbots Deepfakes Ethics</i>	Drugs education – risk and influences <i>Legal and illegal drugs Influence and pressure Smoking and vaping</i>	Changes in puberty and relationships <i>Puberty Consent inc FGM* Basic facts about conception** Relationships</i>	Looking to the future <i>Transition to secondary school Change New challenges</i>

*One slide in a lesson on consent and keeping our bodies safe will explain what FGM is and how to get help if they are worried for themselves or others.

** This lesson contains non statutory content and parents will have the right to withdraw their children from it as per our policy.

Relevant and responsive

Several measures are made to ensure that the curriculum is relevant and responsive and that it meets the needs of pupils at Almond Hill. Stakeholders including pupils and teachers are regularly asked to give their views and opinions on the age and stage appropriateness of the curriculum. Leaders take into account the context of the school and issues that have occurred when reviewing the content and order of the curriculum annually. Leaders also use information from local police, local health intelligence, school health profile and other local schools to inform when to teach certain topics.

Baseline assessments that are completed at the start of each unit are revisited at the end to ensure that children are making progress in their knowledge and skills. These are routinely monitored by leaders to ensure that the curriculum remains relevant and appropriate for pupils in each year group.

Skilled delivery of participative education

PSHE lessons at Almond Hill, which contain content from the statutory guidance, are always taught by school staff. Staff are trained by internal and external experts to teach PSHE lessons and are encouraged to

identify areas in which they feel their knowledge is weaker so that specific training needs can be met. Almond Hill often makes use of training provided by the PSHE Association. Many of the lessons and resources used by teachers are produced by or have been given a quality mark by the PSHE Association who are the national body for PSHE education.

Teachers will use a range of resources and teaching strategies when delivering these lessons including active and outdoor learning, discussions, role plays and debates.

External providers (when used) are provided to enhance the curriculum taught by school staff and not to replace it.

These providers include: Wise Up, NSPCC,

Leaders ensure that both school staff and external providers have the skills and confidence to create a supportive and safe environment where children are encouraged to participate and interact. Education that they provide is supportive and positive and does not aim to alarm pupils.

Safeguarding

Teachers need to be aware that effective education which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher /Designated Child Protection person in line with the school policy for Child Protection. A member of staff cannot promise confidentiality if concerns exist.

Please refer to our safeguarding and child protection policies to see how we vet external providers.

Dealing with difficult questions

Discussions in lessons will be governed by ground rules which will be developed with and explained clearly to the pupils. As previously mentioned, question boxes may be used as a distancing technique. Teachers will always endeavor to answer questions as honestly as possible using correct vocabulary and terms. If faced with a question they do not feel comfortable or qualified to answer or are asked a question which falls beyond the DfE guidance or this policy then this will be explained to pupils. Pupils may be referred to another member of staff (e.g. the pastoral team); the teacher may ask the child if they can clarify their understanding and respond at a later date; or the pupils may be directed to speak to their parents/guardians.

Signposting

During lessons, children are often signposted to a number of places where they can access support including relevant adults within school and at home. Some of these may include:

Child line <https://www.childline.org.uk/>

NHS <https://www.nhs.uk/healthier-families/>

CEOP https://www.ceopeducation.co.uk/8_10/

Whole school approach

The teaching of Relationships, Sex and Health education at Almond Hill falls into a wider school approach which is covered by our comprehensive personal development programme. This programme includes the teaching of British Values, RE, Computing, equality and diversity and citizenship. This is supported by other school policies including:

- Behaviour and relationships,
- Child protection
- Equality
- Anti-bullying
- Online safety

Parents right to withdraw from sex education

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

Before granting any request for withdrawal of a child from sex education, the head teacher will ask to discuss the request with parents, and the child if appropriate, to understand the request and to clarify the nature and purpose of the curriculum. This is likely to include discussing the benefits of sex education, and any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what was said in class, which may not be accurate. A record will be kept of all requests and withdrawals and any reasons given. However, any requests to remove a child from sex education which is not taught as part of the science curriculum will be automatically granted by the head teacher without such a discussion.

If a pupil is withdrawn from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Parents do not have the right to withdraw their pupils 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.

Sex education is not compulsory in primary schools, but the DfE (July 2025) recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

At Almond Hill, sex education is taught within one lesson in the summer term of year 6. It is the 3rd in a sequence of 4 lessons. The school will inform parents before this lesson is taught and invite parents to learn about the content of the lesson and see the resources used. The school will remove any child from this lesson whose parents have requested their child is to be removed from sex education.

Diversity and Inclusion

At Almond Hill we are committed to following the legal requirements outlined in The Equality Act 2010. We also ensure that the pupils at the school are aware of the protected characteristics (listed below). Inclusion and tolerance towards others are taught in our PSHE curriculum and through our school ethos including in our behaviour curriculum and assemblies.

The following characteristics are protected characteristics—

- age;
- disability;

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

Pupils with special educational needs and disabilities (SEND)

As set out in the SEND code of practice: 0 to 25 years teaching is adapted as necessary to meet the needs of children with SEND. Teachers have access to a SEND progression of skills so that they are able to adapt the objectives and the teaching to meet each child where they are and to make sure that all children are able to make progress from their baselines. This may look different for every child and may include: role play, extra images/visuals, extra vocabulary instruction, small group or 1:1 work, scaffolded activities.

Teachers at Almond Hill are aware that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. They also know that RSHE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities.

Monitoring and Evaluation Roles and Responsibilities

All staff will have a responsibility for Relationships Health and Sex education and are fully aware of this policy. They will receive training and support where necessary. Monitoring is the responsibility of the head teacher and safeguarding governor who will report to the Full Governing Board.

The subject leader monitors outcomes and provides planning resources adapted as appropriate. We will sometimes liaise with parents and offer 1:1s or small groups.

This policy document will be available to parents via our website or via requesting a paper copy from the school office.

References

DfE July 2025

https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026_.pdf