



Coatham C of E School Relationships education, Relationships and sex education and health education policy

Version 1.1

Policy Owner: Headteacher

Approved by: Governing Body

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Version	Date	Changes
1.0	Jun 2026	Original policy written
1.1	Jul 2026	Updated following Governor comments
1.1	Jul 2026	No updates needed following Parent consultation

COATHAM CE PRIMARY SCHOOL

“Learn not for school, but for life”

We are a supportive church school community where every individual is accepted, their interests encouraged, and where everyone is supported to learn to believe in themselves.

Through varied and creative learning experiences, we want our children to be successful and resilient, now and in their future, both in this unique community and further afield. Our Christian values of Friendship, Respect and Fairness run through all of our teaching and learning and help us to understand that we can all make a positive difference to our world, as we love our neighbours as ourselves (Matthew 22:39).

1 Introduction

- 1.1 This policy complies with:
- DfE Statutory Guidance: Relationships, Sex and Health Education (2026)
 - Keeping Children Safe in Education (2025/26)
 - Education Act 2002
 - Equality Act 2010

It is written with consideration to the Church of England document, "Relationships Education, Relationships and Sex Education, and Health Education in Church of England Schools" (2020); our Christian values mean that our RSE teaching emphasizes to the children that all people should be treated with dignity as all people are made in the image of God and loved equally by God.

RSHE is compulsory in all primary schools. Parents may only withdraw their child from non-statutory sex education (see Section 9).

- 1.2 The DfE statutory guidance states that the aim of RSE is to help pupils 'develop healthy, nurturing relationships of all kinds. understand what a healthy relationship looks like... and what makes a good friend, colleague or committed relationship.
- 1.3 RSE is part of the Personal, Social, Health and Economic (PSHE) curriculum. When teaching about relationships and growing up, we do so in an age-appropriate way, underpinned by our Christian values of Friendship, Respect and Fairness. The school ensures that teaching reflects the diversity of families and relationships in modern society and promotes respect for all, in line with the Equality Act 2010.

Through the RSHE curriculum, pupils are also supported to develop an understanding of the Fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. These values are embedded throughout the curriculum and help prepare pupils to become responsible, respectful and active citizens in modern Britain.

- 1.4 Children may have varying needs regarding RSHE education depending on their circumstances and background. The school strongly believes that all pupils should have access to RSHE education that is relevant to their needs. To achieve this the school's approach to RSHE will take account of the protected characteristics of:
- Age,
 - disability,
 - gender
 - reassignment,
 - race,
 - religion or belief,
 - sex,
 - sexual orientation,
 - marriage and civil partnership,
 - pregnancy and maternity.

We will ensure all groups are treated respectfully, and where necessary consult on how changes to our provision may impact negatively on groups with these characteristics.

2. Aims and objectives

2.1 We teach children about:

Relationships Education (statutory)

Includes:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships, digital safety, privacy and personal data (privacy, scams, fraud and age- restricted content; including gaming, online financial harms and gambling-related risks)
- Teaching helps pupils think critically about online information, including inaccurate, manipulated or AI-generated content
- Being safe
- Boundaries, consent and personal space
- Recognising and reporting abuse, grooming, exploitation and unsafe situations.
- Preventing sexual harassment and harmful behaviours

Health Education (statutory)

Includes:

- Mental wellbeing
- Physical health and fitness
- How to recognise and manage risks in everyday situations, including, road safety, rail safety, water safety, fire safety and personal safety in public places
- Change, loss and bereavement (learn that people experience grief differently and where support can be accessed.)
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body (puberty in Y5 and 6)
- Menstruation (taught to all pupils in Y5 and 6)

Through the Health Education curriculum, pupils are supported to develop positive mental wellbeing by recognising and understanding emotions, building resilience, managing worries and challenges, developing healthy coping strategies, and knowing when and how to seek help from trusted adults. Teaching promotes self-esteem, confidence and emotional literacy, helping pupils to develop the knowledge and skills needed to support their own mental health and wellbeing.

- 2.2 Teaching about sexual relationships** in the RSHE curriculum focuses on understanding growing up (including puberty), bodies and feelings and biological reproduction in Year 6, in line with statutory science requirements. In Year 6, children may be taught non-statutory, age-appropriate sex education, including how babies are conceived and born, through a simple and factual explanation of sexual reproduction.

2.3 Biological Accuracy and Language

In line with statutory requirements:

- Teaching uses biological terms such as male, female, penis, vagina, testicles, ovaries, uterus.
- Teaching is age-appropriate and rooted in statutory requirements, while promoting respect for all individuals.
- Teaching avoids stereotypes and promotes equality.
- Puberty is taught as a biological process experienced differently by boys and girls.
- Sex education is limited to biological reproduction in Year 6.

2.4 Types of families

The curriculum promotes respect for everyone in accordance with the Equality Act 2010 and explores different types of families understanding that many are different.=

3 Context

We teach about sex in the context of the school's aims and values. While RSE in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code, and of the values which underpin all our work. We teach RSE on the understanding that:

- it is taught in the context of caring relationships, including marriage and family life;
- it is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;

We achieve the above outcomes through the scheme Lucinda and Godfrey growing and changing resources for primary schools. Lucinda and Godfrey is a whole school approach to delivering Sex and Relationship Education, taught through age-appropriate storybooks that follow the two characters as they progress through Primary School. Great care is taken to emphasise the importance of loving relationships based on love, care and respect.

Book 1 - Reception/ Year 1 The introduction of Lucinda and Godfrey (naming body parts – correct terminology)

Book 2 - Year 1 First day at school

Book 3 - Year 2 The smell monster (Keeping our bodies clean)

Book 4 - Year 3 The Birthday Party (recognise choices they can make and the difference between right and wrong)

Book 5 - Year 4 Telling someone (keeping safe outside of school)

Book 6 - Year 5 Growing and changing (Puberty)

Book 6 - Year 6 Growing and changing (Puberty)

All materials are reviewed annually to ensure they comply with 2026 guidance.

Parents have the right to view all teaching materials before they are used in class. No external provider may deliver RSHE content that contradicts statutory guidance.

Children are encouraged to appreciate the value of stable family life, including the responsibility of parenthood and marriage. Sex education begins in the home where children first become aware of their growing bodies and how they are kept safe and cared for. The home is also the place where children begin to explore and understand their feelings and values and how they relate to the wider world around them. From an early age children are exposed to powerful and conflicting ideas about health, lifestyle and sexuality from television, magazines and their friends. Parents and schools share responsibility for helping children to make sense of these pressures and messages. Effective sex education depends on a partnership between home and school. Making this work requires good communication, good relationships and building trust and confidence. Where this happens, it will be easier to help our young people to make sound choices about their lifestyle and health.

4 Organisation

- 4.1 RSHE is taught by trained teachers and support staff under the direction of the Teacher. We teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body including correct terminology, and how these work, and we explain to the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys and girls. Puberty is taught with additional support for pupils who need it. We encourage the children to ask for help if they need it. Lessons are age-appropriate, inclusive and sensitive to pupils' needs. Questions are handled with care and factual accuracy.
- 4.2 In Year 5 and 6, we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how children's 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.
- 4.3 We send a letter to all parents and carers of children in Years 5 and 6 to explain this particular programme of lessons, to explain what the issues are, and how they are taught, and to offer parents/ carers the opportunity to see the materials the school uses in its teaching or to ask any questions about the content that will be covered. The School Nurse delivers a Puberty talk to Year 5 on a yearly basis.

5 Special Educational Needs and Disabilities (SEND)

The school is committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), can fully access the RSHE curriculum. Teaching is adapted to meet individual needs through appropriate differentiation, carefully selected resources, visual supports, adapted language, pre-teaching of key vocabulary, repetition and additional adult support where required. Staff recognise that some pupils may require additional time, support or alternative approaches when discussing relationships, emotions, personal safety and puberty. Teaching is delivered sensitively and in partnership with parents and carers where appropriate, ensuring that every pupil can participate confidently and make progress from their individual starting points.

6 Curriculum Progression

Learning is deliberately sequenced so that pupils know more and remember more over time. The curriculum revisits key knowledge and concepts through a spiral model, allowing pupils to deepen their understanding and apply previous learning in increasingly complex contexts. Teachers use progressive vocabulary, clearly defined year-group end points, pupil voice, discussion, low-stakes assessment and curriculum monitoring to ensure knowledge builds cumulatively from EYFS to Year 6 and that pupils are well prepared for secondary education. For example, pupils progress from understanding personal space and asking permission in Key Stage 1, to recognising boundaries and managing peer influence in Lower Key Stage 2, before applying consent, evaluating relationships and managing risk independently by the end of Year 6. The curriculum is carefully mapped to ensure that statutory content is revisited, strengthened and applied in new contexts across each phase of learning.

7. Assessment

Assessment in RSHE is ongoing and formative, ensuring that teaching builds on pupils' prior knowledge and understanding. A range of strategies are used, including structured discussions and the use of floor books to capture whole-class thinking, alongside pupil voice activities to gather children's views and reflect on their learning. Teachers use observation of participation, language and responses to gauge understanding in a supportive environment. Low-stakes quizzes are used to check recall and identify misconceptions, whilst hinge questions allow staff to adapt teaching in real time to meet pupils' needs. Assessment focuses on both pupils' ability to recall key knowledge and to apply this learning confidently in real-life and safeguarding contexts, ensuring that learning is retained and built upon over time. These approaches enable staff to monitor progress, inform future planning and ensure pupils develop secure knowledge and confidence across all areas of RSHE. Assessment information is used to adapt future learning, provide additional support where needed and ensure all pupils, including those with SEND, make progress through the RSHE curriculum.

8 Safeguarding

RSHE is a safeguarding curriculum

If a pupil makes a disclosure or raises a concern, staff follow the school's Child Protection and Safeguarding Policy and report immediately to the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead. Staff never promise confidentiality where a safeguarding concern exist.

Teaching includes:

- ☐ Consent and personal boundaries
- ☐ Privacy and personal data
- ☐ Online safety and wellbeing
- ☐ Online scams, fraud and financial harms
- ☐ Age restrictions on online content
- ☐ Critical engagement with online content
- ☐ Recognising abuse, exploitation and unsafe situations
- ☐ Recognising unsafe situations and knowing where and how to get help

9 The role of parents and carers

- 9.1 The school is well aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation. We work in partnership by:
- Holding formal parent consultations when the policy or curriculum is updated
 - Sharing all teaching materials
 - Providing opportunities for questions
 - Publishing the RSHE policy on the school website
 - Offering Year 5 and 6 parents to view resources to be used before puberty and reproduction lessons

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

9.2 Withdrawal from Sex Education

In line with statutory guidance, parents and carers do not have the right to withdraw their child from the statutory components of Relationships, Sex and Health Education (RSHE). This includes Relationships Education, Health Education, and the teaching of puberty, which are compulsory for all pupils. Parents and carers are also unable to withdraw their child from any aspects of sex education that are taught as part of the National Curriculum for science.

Parents and carers do have the right to request that their child be withdrawn from the non-statutory elements of sex education.

Where a request for withdrawal is made, the school will respect the parent's right to do so while ensuring that they are fully informed. The Headteacher (or delegated member of staff) will offer to meet with parents/carers to discuss the request, explain the content, purpose and importance of the curriculum, and outline how the teaching supports pupils' safety, wellbeing and development. The school will keep a written record of the request and the outcome of the discussion.

Where a pupil is withdrawn from sex education, the school will provide appropriate, meaningful alternative work for the duration of the lessons, ensuring that the pupil remains supervised and continues to engage in relevant learning.

10 Equality and Inclusion

The school is committed to ensuring that Relationships, Sex and Health Education (RSHE) is delivered in accordance with the Equality Act 2010 and reflects our inclusive ethos. We ensure that all pupils can access the curriculum through high-quality, age-appropriate teaching that meets their individual needs. Teaching approaches actively challenge stereotypes and promote respect for all individuals. Lessons reflect the diversity of families and relationships in modern society, ensuring that pupils develop an understanding of equality and difference. Where required, learning is appropriately adapted so that pupils with Special Educational Needs and Disabilities (SEND) can fully access and engage with the curriculum.

11 Wider personal development opportunities

The school provides a high-quality, well-planned programme for wider personal development that goes beyond the taught curriculum and is mapped through the RSHE medium-term plan. A wide range of enrichment experiences and thematic events, including Black History Month, Anti-Bullying Week, World Mental Health Day and Safer Internet Day, enable pupils to deepen their understanding of equality, respect and wellbeing in meaningful contexts. Pupils are given extensive opportunities to develop leadership, responsibility and pupil voice through roles such as Children's Parliament, Anti-bullying Ambassadors, reading ambassadors, sports leaders and librarians, alongside the school's Rights Respecting work. Leadership development is further strengthened through sustained programmes such as the Archbishop of York Young Leaders Award (Year 2 and 5) and the Year 4 'Building Our Futures' careers project, which develops aspiration, employability skills and awareness of the wider world. Pupils benefit from purposeful experiential learning, including safety weeks, community engagement and residential visits, where they apply knowledge of risk, teamwork and independence in real-life situations. As a result, pupils develop confidence, resilience, independence and a strong sense of responsibility, and are well prepared for the next stage of their education and life in modern Britain.

12 Cultural Capital

The curriculum makes a strong and deliberate contribution to pupils' cultural capital, ensuring that they acquire the knowledge, experiences and dispositions needed to 'learn not for school but for life.' Through a carefully sequenced RSHE curriculum and enrichment offer, pupils gain a secure understanding of diversity, equality and protected characteristics, alongside exposure to a broad range of perspectives and experiences. Planned opportunities such as Black History Month, Anti-Bullying Week and whole-school wellbeing events enable pupils to understand their role within a diverse society and develop respect for others. Experiences such as the 'Building Our Futures' careers work, pupil leadership roles and Rights Respecting participation supports pupils in developing aspirations, communication skills and an understanding of their future contribution to society. Residential visits and enrichment activities further enhance this by developing independence, resilience, teamwork and awareness of life beyond their immediate context. Consequently, pupils leave primary school with the knowledge, confidence and cultural understanding needed to make informed choices and engage positively in modern Britain.

13 The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our SRE programme.

14 Confidentiality

Teachers conduct sex education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The headteacher will then deal with the matter in consultation with health care professionals (see Child Protection and Safeguarding policies)

15 The role of the Headteacher

It is the responsibility of the headteacher to ensure that both staff and parents/carers are informed about our sex education policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex effectively, and handle any difficult issues with sensitivity. All staff delivering RSHE receive regular professional development and safeguarding updates to ensure curriculum delivery remains accurate and compliant with statutory guidance.

The Headteacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

16 Monitoring and review

The Personal Development and Wellbeing Committee of the governing body monitors:

- Curriculum content
- Teaching quality
- Safeguarding implications
- Parent feedback
- Compliance with statutory guidance

By:

- lesson observations
- learning walks
- pupil voice
- Floor book scrutiny
- planning scrutiny
- staff feedback
- governor monitoring visits

The impact of the RSHE curriculum is evaluated through pupil voice, curriculum monitoring and safeguarding reviews.

The Committee gives serious consideration to any comments from parents and carers about the RSE programme, and makes a record of all such comments.

The policy is reviewed every two years or sooner if guidance changes.

Appendix One

Sex and Relationships Education

Curriculum Overview

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children in Year 1 will explore what makes a good friend Children will identify the difference between kindness and bullying Children will learn about personal space and simple consent Children will understand who can help them and how to ask for help Children will be taught about basic health routines (sleep, food, exercise) Children will understand staying safe, including online basics Children will learn the differences and similarities between males and females	Children in Year 2 will explore how to build positive relationships Children will learn how to resolve friendship problems Children will understand how to recognise and respond to bullying Children will learn about respecting different families and people Children will learn basic online safety and privacy Children will recap the differences and similarities between males and females and learn how to keep their bodies clean	Children in Year 3 will explore how to identify healthy and unhealthy friendships Children will understand boundaries and privacy Children will learn how to manage feelings and emotions Children will learn how to recognise risk and stay safe Children will learn about Respectful behaviour online and offline	Children in Year 4 will explore the difference between conflict, bullying and harassment Children will understand how to deal with peer pressure Children will develop an understanding of respect, equality and protected characteristics Children will learn how to make safe choices online Children will learn basic first aid and personal safety Children will identify their Increasing responsibility for their health and wellbeing Children will understand differences in families. Explore different types of families and, understand that many are different, including same sex marriages and partnerships.	In Year 5 children will explore how peer influence affects behaviour Children will learn how they can build and maintain respectful and supportive relationships Children will learn how to communicate assertively and respectfully Children will learn about changing bodies and emotions (puberty) Children will be taught how to recognise misinformation and online risk Children will explore decision-making and personal responsibility	Children in Year 6 will explore what makes a healthy or unhealthy relationship Children will be taught how to understand and apply consent Children will learn about changing bodies and emotions (puberty) Children will explore how to manage pressure, change and responsibility Children will understand how to stay safe independently (online and in the community) Children will prepare for transition to secondary school.