



Ruskington Chestnut Street C of E Primary Academy

RSHE Policy

What shall we say the kingdom of God is like, it is like a mustard seed, which is the smallest of all seeds on earth. Yet when planted, it grows and becomes the largest of all garden plants, with such big branches that the birds can perch in its shade. Mark 4:30-32

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Policy coordinator: Executive Headteacher, Head of School, EYFS Lead
Policy dated: June 2026
Review Cycle: Annually

Care. Believe. Grow

School Vision

At Ruskington Chestnut Street C of E Primary Academy we believe that all of our children and staff should be cared for and kept safe. We believe all of our children and adults should be nurtured to develop as people who care about others within our own lives and within our local community. Our RSHE curriculum reflects this by promoting our school values of trust, humility, respect, compassion, perseverance and forgiveness.

As part of the Lincoln Anglican Academy Trust (LAAT), we are committed to:

- Excellence in teaching and learning
- Exploration of the world and self
- Encouragement of every child's potential
- All powered by Equity — ensuring every child receives what they need to flourish

Statutory Requirements

Documents informing this policy include:

- DfE RSHE Statutory Guidance (updated July 2025)
- Church of England RSHE Charter
- Equality Act 2010
- Education Act (1996)
- Education and Inspections Act (2006)
- Keeping Children Safe in Education (2023)
- Children and Social Work Act (2017)

Relationships Education is statutory in all primary schools. At Ruskington Chestnut Street, we provide Relationships Education to all pupils in line with the Children and Social Work Act 2017.

We fulfil statutory expectations by ensuring pupils learn about:

- Forming and maintaining safe relationships
- Characteristics of healthy relationships
- The impact of relationships on physical and mental wellbeing

We follow the National Curriculum, including requirements to teach science, which would include the elements of sex education contained within the Primary Science curriculum. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals.

Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons. Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information.

The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

RSE is lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

Definition of Relationships and Sex Education

Relationship and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality, sexual health, healthy lifestyles, diversity and personal identity. When we use the term 'relationships' in this policy we refer to both online and offline relationships. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life. Through RSHE in church schools, pupils will have the chance to learn about how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect. It involves a combination of sharing information and exploring issues and values. Some aspects are taught in science, and others are taught as part of Wellbeing (PSHE).

Statutory RSHE Elements (2025 Updates)

Relationships Education:

- Families and people who care for me: Including diverse family structures
- Caring friendships: Qualities of healthy friendships, resolving conflict, and seeking help
- Respectful relationships: Tackling misogyny, stereotypes, and promoting equality
- Online relationships: Safe use of technology, risks of AI deepfakes, influencers, and privacy
- Being safe: Boundaries, consent, and how to report concerns

Physical Health and Mental Wellbeing

- Mental wellbeing: Recognising emotions, managing grief, loss, and loneliness
- Internet safety and harms: Online gaming, scams, monetisation, and addictive behaviours
- Physical health and fitness: Benefits of exercise and healthy choices
- Healthy eating: Nutrition and balanced diets –
Drugs, alcohol and tobacco: Age-appropriate awareness
- Health and prevention: Personal hygiene, dental health, and illness prevention
- Basic first aid: How to respond to common injuries
- Changing adolescent body: Puberty and correct anatomical terminology

Personal Safety Strand

- Road safety
- Railway safety (including level crossings)
- Water safety (including Water Safety Code)
- Public space awareness

Safeguarding and Inclusion

- Financial exploitation
- Safe learning environments for sensitive topics
- Parental consultation: Schools must engage parents and share curriculum content

Sex Education:

The Department of Health set out its ambition for all children and young people to receive high quality relationship and sex education in its statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019). This policy also reflects guidance given under the Children and Social Work Act 2017. **RSE is not about the promotion of sexual activity.**

At Ruskington Chestnut Street, any content that might be regarded as Sex Education: learning about human body parts, growth, puberty and reproduction will be taught through the Science Curriculum. Parents do not have the right the excuse their children from this aspect of the curriculum.

At Ruskington Chestnut Street Church of England Primary School, we have decided that it is important to include conception to year 5-6 pupils to protect and prepare the children in our community. Parents/carers **do** have the right to excuse their children from this aspect of Sex Education (see below for more information).

Policy Development

This policy has been developed in consultation with staff, students and parents and approved by the Governing Body members. The consultation and policy development process involved the following steps that draws upon the DfE guidance: Relationships and sex education (RSE) and health education.

This policy has been developed in consultation with all stakeholders, including Governing Body members, staff, pupils and parents/carers and the following steps were taken:

- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – the policy was sent to all parents, and they were invited to send feedback or speak to the Executive Headteacher, Head of School and RSHE lead.
- Pupil voice – we listened to what exactly pupils want from their
- RSHE Ratification – once amendments were made, the policy was shared with governors and ratified

Curriculum Design: Cambridgeshire PSHE Alignment

Our RSHE curriculum is delivered through the **Cambridgeshire Primary Personal Development Programme**, ensuring full statutory compliance and a structured, progressive approach.

Core Strands

Our curriculum is built around four key strands:

1. **Myself and My Relationships**
 - Emotions, friendships, anti-bullying
 - Family relationships and managing change
 - Respect and empathy
2. **Healthy and Safer Lifestyles**
 - Physical health, diet and exercise
 - Online safety and digital behaviour
 - Drugs, alcohol and risk management
 - Statutory RSE content
3. **Citizenship**
 - Rights, responsibilities and British Values
 - Diversity, equality and inclusion
 - Community awareness and tolerance
4. **Economic Wellbeing**
 - Financial education
 - Aspirations and careers
 - Understanding the wider world

Primary Personal Development Programme

We deliver RSHE through a **two-year rolling programme** using Cambridgeshire units:

- Beginning and Belonging
- Rights, Rules and Responsibilities
- Managing Change
- Working Together

This ensures progression and revisiting of key concepts as pupils mature.

Curriculum Delivery Approach

Lessons are:

- Interactive (circle time, discussion, role-play)
- Inclusive and adaptive
- Linked to safeguarding themes
- Reinforced through assemblies and whole-school ethos

Our Curriculum Aims

Through RSHE, we aim to:

- Provide a safe, respectful environment for discussion
- Develop confidence, self-esteem and resilience
- Promote mental, physical and emotional wellbeing
- Teach correct vocabulary to support safeguarding
- Prepare pupils for puberty and transition
- Develop understanding of relationships, diversity and equality
- Challenge stereotypes and discrimination
- Promote British Values and the Protected Characteristics
- Equip pupils with skills to manage risk, including online
- Support pupils in becoming responsible citizens

Delivery of RSHE

RSHE is delivered:

- Weekly through PSHE lessons
- Through Science (biological content)
- Supported by RE (values and beliefs)
- Reinforced through assemblies and wider curriculum

Staff:

- Deliver content sensitively and professionally
- Adapt for SEND and individual needs
- Monitor progress and wellbeing
- Respond to safeguarding concerns
- Maintain a safe environment for questions (e.g. whisper box)

Inclusion and Safeguarding

Our RSHE curriculum:

- Reflects diverse families and identities
- Promotes equality and respect
- Is accessible to all pupils including SEND
- Provides safe discussion spaces
- Trains staff to handle sensitive topics and disclosures

We uphold safeguarding through:

- Clear reporting systems
- Preventative education
- Digital safety awareness
- Strong pastoral support

Working with Parents

The school aims to work in partnership with parents when planning and delivering relationship and sex education. This is achieved through:

- Consulting parents over the development of the policy through information events and sharing policies and documentation
- Involving parents in viewing resources and discussing the RSHE curriculum
- Supporting parents in helping children cope with the emotional and physical aspects of growing up

- Making alternative arrangements for pupils who are withdrawn from RSHE lessons

Parental Right to Withdraw from Sex Education

Parents/guardians do not have the right to withdraw their children from Relationships Education. Elements of Sex Education are included in the Primary Science Curriculum and parents/guardians do not have the right to withdraw their children from the Science Curriculum. Parents have the right to withdraw their children from the non-science elements of Sex Education within RSHE. Requests for withdrawal should be put in writing to the Head of School. We will invite you to talk through your concerns, review the materials we use and explain our rationale. Withdrawing your child from Sex Education remains a statutory right as a parent or legal guardian.

Monitoring and review

The Executive Headteacher, Head of School and RSHE Subject Leader will carry out monitoring on PSHE and RSE elements as part of the whole school monitoring schedule.