# Relationships Education, Sex Education and Health Education Policy (RSHE) OAKWOOD JUNIOR SCHOOL

***'Every child is a learner and can achieve'.***




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| Approved by: | |
| Date Approved: | October 2026 |
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| Version: | 2 |

We as a school consider our equality duties under the Equality act 2010. The general duties are to:

- Eliminate discrimination,
- Advance equality of opportunity
- Foster good relations

This policy understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

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## Relationships and Sex Education and Health Education Policy (RSHE)

### 1) Introduction

This policy has been written in accordance with the statutory guidance from the Department for Education issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996. This policy contains information on how our school will meet its legal duties, with which schools must comply, when teaching Relationships Education, Relationships and Sex Education and Health Education (RSHE).

The RSHE (England) Regulations Sept 2026, make RSHE compulsory for all pupils receiving primary education.

For the purpose of this policy, **"relationships and sex education"** is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

For the purpose of this policy, **"health education"** is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

### 2) Development of the Policy

This policy has been developed by working in Partnership with schools in Derby City (Appendix 1). A core focus of this partnership was seeking and gaining the views of local religious and community groups, ensuring representation of the protected characteristics of the Equality Act 2010.

### 3) Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of RSHE. Similarly, we also understand how important parents' views are in shaping the curriculum.

Parents are provided with the following information:

- The content of the relationships Education, Relationships and Sex Education and Health curriculum (found in the pupil induction pack and on the school website)
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

Parents will be informed annually through the school website about the content of the RSHE taught in each year group. Parents will be given the opportunity to discuss the content with the class teacher. Parents will be informed when their child will be learning about Sex Education.

https://www.oakwoodjuniorschool.co.uk/pshe-rshe

## 4) Curriculum Content

RSHE focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. We understand our responsibility to deliver a high-quality, age-appropriate RSHE curriculum for all our pupils

## 5) Relationships Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships and the prevention of sexual violence and sexual harassment between children and young people, with particular reference to:

*https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf*

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| Caring Relationships | • How important friendships are in making us feel happy and secure, and how people choose and make friends<br>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties<br>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded<br>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right<br>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed |

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| Respectful Relationships | • The importance of respecting others, even when they are very different from them (for example physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs<br>• Practical steps they can take in a range of different contexts to improve or support respectful relationships<br>• The conventions of courtesy and manners<br>• The importance of self-respect and how this links to their own happiness<br>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority<br>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help<br>• What a stereotype is, and how stereotypes can be unfair, negative or destructive<br>• The importance of permission-seeking and giving in relationships with friends, peers and adults<br>• That people sometimes behave differently online, including by pretending to be someone they are not<br>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous |
| | • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them<br>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met<br>• How information and data is shared and used online |

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| Being safe | • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)<br>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe<br>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact<br>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know<br>• How to recognise and report feelings of being unsafe or feeling bad about any adult<br>• How to ask for advice or help for themselves or others, and to keep trying until they are heard<br>• How to report concerns or abuse, and the vocabulary and confidence needed to do so<br>• Where to get advice e.g. family, school and/or other sources |
| Families | • That families are important for children growing up because they can give love, security and stability<br>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives<br>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care<br>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up<br>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong<br>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed (DfE guidance) |

## 6) Sex and Health Education

The aim of teaching pupils about their sexual and physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves

and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Areas which will be covered include:

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| Mental wellbeing | • Mental wellbeing is a normal part of daily life, in the same way as physical health.<br>• There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.<br>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.<br>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.<br>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.<br>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.<br>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.<br>• Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.<br>• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).<br>• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. |
| Internet safety and harms | • For most people the internet is an integral part of life and has many benefits.<br>• About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.<br>• How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.<br>• Why social media, some computer games and online gaming, for example, are age restricted.<br>• The internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. |

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| | • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.<br>• Know where and how to report concerns and get support with issues online |

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| Physical Health and Fitness | • Be aware of the characteristics and mental and physical benefits of an active lifestyle.<br>• The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.<br>• The risks associated with an inactive lifestyle (including obesity).<br>• How and when to seek support including which adults to speak to in school if they are worried about their health. |
| Health Eating | • What constitutes a healthy diet (including understanding calories and other nutritional content).<br>• The principles of planning and preparing a range of healthy meals.<br>• The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). |
| Drugs alcohol and tobacco | • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |
| Health and Prevention | • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.<br>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.<br>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.<br>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.<br>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.<br>• The facts and science relating to allergies, immunisation and vaccination. |
| Basic First Aid | • How to make a clear and efficient call to emergency services if necessary.<br>• Concepts of basic first-aid, for example dealing with common injuries, including head injuries. |
| Changing adolescent body | • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11 including physical and emotional changes.<br>• About menstrual wellbeing including the key facts about the menstrual cycle. |
| Sexual Violenec and Sexual Harrassment | • Ensuring that there is a zero-tolerance approach to sexual violence and sexual harassment within school. It is not acceptable, and will not be tolerated.<br>• Challenging physical sexualized behaviour (potentially criminal in nature). |
| | • Understanding that wider societal factors beyond the school, can create sexist stereotypes and everyday sexist language. |

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – which includes teaching about the main external parts of the human body, how the human body changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

At Oakwood Junior School, we **do not** teach pupils sex education beyond what is required of the science curriculum.

## 7) Delivery

RSHE is taught throughout the whole school curriculum using:

- Published scheme Jigsaw
- Science curriculum,
- Physical Education (PE),
- Computing
- Religious education (RE)

With additional supportive information from:

- Winston's wish
- Anti-Bullying Alliance  PSHE Association
- National Children's Bureau
- NSPCC
- National Online Safety
- South West Grid for Learning - SWGfL

Pupils will mainly be taught in their class groups. Single sex lessons may be used as and when deemed appropriate by the school. It is important to note that although separated groups may have different activities, the messages and information they receive will be consistent. It is important that children learn about all changes not just their own.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

## 8) Questions

Teachers will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner.

Teachers will apply the following principles:

- Clear ground rules will be established and set out for each session
- Pupil questions will be encouraged and opportunities to ask questions openly and in private e.g. post it notes/question boxes will be provided
- Clarity about the topics being taught will be shared with pupils

- If a child's question is not appropriate to answer in front of the class, the teacher will explain calmly that this is not part of today's discussion and will discuss later.
- Individual questions may be answered by the teacher at the end of the session.
- Some questions may be referred to the child's parents to provide an answer; in these circumstances the class teacher will make contact.

## 9) Training

All teaching staff will undergo training on a regular basis to ensure they are up-to-date with the RSHE programme and associated issues. Training may be delivered in briefings, staff meetings as well as by outside providers.

In addition to this, teaching staff and teaching assistants have completed training on sexual harassment and violence between children in schools and know to refer any matters to the Head and Senior Leadership Team.

## 10) Equality and Accessibility

The school creates a safe environment where all staff and children are respected and free to express their beliefs and opinions without fear of discrimination. The school understands its responsibilities in relation to the Equality Act 2010, specifically which it must not unlawfully discriminate against:

- Sex
- Race
- Disability
- Different religions or beliefs
- Age
- Lesbian, gay and bisexual and heterosexual people
- Gender reassignment
- Marriage and civil partnerships
- Pregnancy and maternity

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with Special Educational Needs and Disability (SEND) or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

The curriculum will be 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 a mum and a dad, blended families (step/half siblings), single parent families, LGBT parents, 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).

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

## 11) Monitoring and review

This policy will be reviewed in two years or sooner if legislation dictates, the next scheduled review date for this policy is **October 2028.**

## Appendix 1

**Consultation partners:**
Akaal Primary School
Arboretum Primary School
Dale Primary School
Firs Primary School
Hardwick Primary School
PearTree Infant and Walbrook Nursery School
Pear Tree Junior School
Shelton Infant School
St Chad's Church of England Nursery and Infant School
St James' Church of England Infant and Nursery School
St James' Church of England Junior School
Zaytouna Primary School
Derby City Council Education Officer Representatives
from:
The Muslim faith
The Sikh faith
Church of England
Methodist
Virtual School
Derbyshire LGBT+

## Appendix 2

**How Oakwood Junior School consulted parents in the development and delivery of the curriculum:**

Our school understands the important role parents play in enhancing their children's understanding of relationships and health. Parents' views are important in shaping the curriculum.
Parents are provided with the following information:

- The content of the RSHE curriculum
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

Parents are able to view the RSHE curriculum and policy on the school website. The policy and long term plan is part of the new pupil induction pack. Parents are informed by email/letter the term their child will be taught sex education.

## Appendix 3

**How Oakwood Junior School covers the statutory content of RSHE across the school's curriculum**

The school uses the published scheme, Jigsaw. A complete hard copy of the scheme and coverage is held by the RSHE/PSHE Lead and Head in school and is available to parents if requested.