

Relationships, Sex & Health Education (RSHE) ISP Whitstable



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1. The purpose of this policy

The purpose of a whole school Relationships, Sex and Health Education policy (RSHE) is to:

- Explain the definition, aims and objectives of RSHE.
- Describe what we teach and the approaches we use.

This policy helps ensure that the whole school community (children, parents/carers, adults, and governors) have a shared understanding of this important area of the curriculum. It is available to all on the school website or by request.

ISP School Whitstable values the personal development of all our children and will ensure our RSHE is regularly evaluated, taking into account the views of the school community and statutory guidance.

This is a working document which provides guidance and information on all aspects of Relationships, Sex and Health Education and aims to provide a secure framework within which our adults can work.

There are a number of strands, which are included in the RSHE curriculum across the school under the umbrella of Personal, Social, health and Economic (PSHE).

Definition:

Relationships Education: Relationships Education is a compulsory part of the curriculum for all Primary and Secondary schools from September 2020. The aim is to teach the fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships and relationships with other peers and adults.

Definition:

Health Education: Health Education is compulsory as part of the curriculum for all Primary and Secondary schools from September 2020. Health Education will be taught at ISP School Whitstable as part of our Personal, Social, Health and Economic Education (PSHE) curriculum. In addition to this, issues relating to Health and wellbeing will underpin teaching throughout the school curriculum in areas such as PE, SMSC, Religious Studies, First Aid, and Citizenship.

Health Education aims to give children the information they need to make good decisions about their own physical and mental health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise. Health Education covers 'Growing and Changing' including naming body parts and how our body changes during puberty, both mentally and physically. Progression of these themes occurs as children move into secondary school.

Definition:

Sex and Relationships Education: Sex and Relationships Education is a compulsory part of the curriculum for all Secondary schools from September 2020.

The aim of including Sex and Relationships Education in all primary school curriculums is to teach children about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of Personal, Social, Health and Economic Education (PSHE).

The term 'Relationships' in 'Relationships and Sex Education' stresses the approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and aims to develop self-esteem and the skills to manage relationships.

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline (Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance, Dept of Education, 2025)

2. Parents right to withdraw

- a) For primary aged children** - Parents can only withdraw their children from the non-science components of Relationships Education. Requests for withdrawal should be put in writing

3. Aims and Objectives

The overall objective of teaching Relationships, Health and Sex Education (RHSE) is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing.

Our aims are as follows:

- To make a significant contribution to the development of the personal skills needed by children to help them establish and maintain relationships. To enable young people to make responsible and informed decisions about their health and wellbeing.
- To help young people make responsible and well informed decisions about their lives. To support them through their physical, emotional and moral development and help them learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.
- For children to learn about what makes a happy and healthy relationship. In turn this will also help children to recognise a relationship which may be unhappy or abusive. Children can learn the effects of positive, and conversely negative relationships, upon their mental health. These relationships could relate to family members, partners or friends.
- To provide a framework in which sensitive discussions can take place in a safe and informative way. It is vital to ensure that children who may use alternative methods of communication have been provided with the necessary

vocabulary in order for them to effectively communicate their questions and needs.

- To prepare children for puberty and the physical and mental changes this may present. To give them an understanding of sexual development and the importance of health and hygiene.
- To help children develop feelings of self-respect, confidence and empathy.
- To create a positive culture around issues of sexuality and relationships.
- To teach children the correct vocabulary to describe themselves and their bodies.

Addressing Relationships and Sex Education has three main elements enabling children to:

- Explore their own and other peoples' attitudes and values.
- Develop and practice personal and social skills.
- Increase their knowledge and skills.

The Relationships, Health and Sex Education (RHSE) policy is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our children. We recognise the need to work as a whole school community to ensure a shared understanding of RHSE, its values and to deliver an effective programme that meets the needs of every one of our children.

4. Content

The curriculum content from the RSHE framework covers:

Families and people who care for me: friends, parents, siblings, partners, marriage and civil partnerships and how positive relationships can make us feel happy and secure. Respecting the differences in other children, recognising that family relationships can make us sad or feel unsafe.

Caring Friendships: Looking at the positive effects of happy friendships and relationships the importance of mutual respect and kindness. Characteristics of friendships that lead to happiness and security, managing conflict, recognising that sometimes we feel lonely.

Respectful and kind relationships: Importance of setting and respecting healthy boundaries, communicating effectively to manage conflict, the conventions of courtesy and manners, what a stereotype is, how to seek help and different types of bullying.

Online safety and awareness: Online risks, including material that may be circulated, where to go for advice, the importance of exercising caution about sharing information, how to critically evaluate online relationships and sources of information and strategies for resisting peer pressure

Being safe: Appropriate boundaries, the concept of privacy, that each person's body belongs to them, responding safely to adults that they may encounter, how to report abuse and asking for advice.

Intimate and sexual relationships, including sexual health: This will build upon modules taught in Relationships and Health Education /PSHE in Primary. The emphasis in Primary will be on recognising and building a variety of positive relationships and friendships and the positive effect that these friendships can have upon our mental health. In Science, children will be learning the different names for body parts, both external and internal. There should be a smooth transition in teaching from primary to secondary where some children will learn how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. They can learn that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.

All teaching must be accessible and relevant to each individual child. Whilst all children in Primary will take part in regular PSHE lessons, children for whom it is appropriate to follow the RSE curriculum in greater depth will do so with familiar adults. In these cases, the class leader and PSHE/RSHE Lead along with other relevant staff members, will work together to plan a scheme of work most relevant to the individual child. Before commencing teaching, the scheme will be discussed with parents so that amendments and additions can be made and the parent can continue to work on the concepts with their young person at home.

Adults will have regular opportunities to discuss how to best support a child who may have sensitive / private questions. The aim will be to help the children receive the correct information rather than to seek out less reliable or safe sources such as the internet, peers or unsuitable adults.

Relationships Education

Relationships Education provides the building blocks needed for positive and safe relationships including with family, friends and online. The children will be taught what a relationship is, what friendship is, what family means and who can support them. The notion of treating one another with kindness, consideration and respect in a safe environment will continue to underpin all that we teach at ISP School Battle throughout the curriculum across the whole school day including during our three community meetings each day.

Regular PSHE / Relationships Education sessions will cover the following areas:

- families and people who care for me
- caring friendships
- respectful, kind relationships
- online safety and awareness
- being safe

Health Education:

The aim of teaching Health education is to provide children with the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

Health Education will be taught specifically through PSHE lessons.

In addition to PSHE lessons, the foundation principles of Health Education will also be taught through:

- Weekly PE lessons – children take on challenges, experience success, feel the physical and mental benefits of exercise. These may be outside of the school E.G swimming
- Science modules – Children learn the names of different body parts and about life cycles. They learn about how our bodies change as we age.
- Topic Weeks – Topic weeks including Internet Safety Week
- Whole School events such as Children in Need Day, Sport and Comic Relief, World Book Day
- Outdoor adventures – Children work as a team, experience a variety of outdoor activities, enjoy the outdoor environment throughout the different seasons by spending time on the beach
- Outdoor Pursuits Challenges - Children are supported to challenge themselves, to try new hobbies and leisure pursuits, to work as a team, to learn qualities such as perseverance, to experience success,
- Learning to recognise moods and emotions through Zones of Regulation
- Weekly Emotional Literacy sessions

The programme content has been produced, drawing from a variety of sources with the main ones listed below:

- The PSHE Association.
<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>
 - Pol – Ed

5. Planning and Delivery

- Schools are free to determine how to deliver the content set out in this guidance, in the context of a broad and balanced curriculum.
- Schools will retain freedom to determine an age-appropriate, developmental curriculum which meets the needs of young people and is developed in consultation with parents. Where appropriate this may also require a differentiated curriculum. Schools have specific duties to increase the extent to which disabled children can participate in the curriculum. (Dept for Education 2025)
- With regards to children with Special Educational Needs, the Government guidelines state that Relationships Education, RSE and Health Education must

be accessible for all children. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

- In line with the SEND code of practice, Schools should also be mindful of preparing for adulthood outcomes

6. Parental Involvement

Parents have a vital role in guiding and teaching their children about all aspects of relationships. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships and are their greatest role model.

Many of the aspects covered within our PSHE / RSHE Curriculum will be naturally occurring elements of everyday family life and it is our task at ISP School, Whitstable to draw out and build upon the experiences of each child to develop their understanding and knowledge in these areas.

These areas of learning are taught within the context of family life, taking care to celebrate the rich varieties of family units of which our children may be part. Such units may include single parent families, LGBT parents, families headed by Grandparents, foster and adoptive parents. We will also ensure sensitivity around children who may have a different structure of support around them, for example, looked after children or young carers.

All schools should work closely with parents when planning and delivering these subjects. Parents should be given every opportunity to understand the purpose and content of RSHE. With this in mind the school will provide the following opportunities for all parents;

- Termly information on what their child will be taught and opportunities to discuss with the class staff or Deputy Head Teacher.
- To understand the law around which aspects of these subject areas parents can choose to withdraw their children from. All children have the right to take part in Relationships Education because it is important that they receive this content, covering topics such as friendships and how to stay safe. If parents wish to withdraw their children from these lessons they are able to do so. Parents are not able to withdraw their children from any part of the science curriculum.
- To request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the Deputy Head Teacher to discuss the request with parents to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Such discussions will be documented.
- To discuss, provide input and approve RSE programmes planned for their child. If a child discloses something of concern to their tutor this will be noted and dated and the tutor will follow the school's safeguarding procedure.

7. Policies relating to Relationships Education and RSE

Safeguarding Policy:

8. Staff Training

All staff will receive training upon the changes made to teaching Relationships, Health and Sex Education (RHSE) and Relationships and Sex Education (SRE). Training will be delivered by the schools PSHE/RSHE Lead and/or Deputy Head Teacher and will cover:

- ISP School, Whitstable RSE Policy
- The law around teaching RSHE
- The aims and objectives for teaching RSHE
- An outline of the programme content
- The implementation of the programme
- A discussion around RSHE

Training that is specific to delivering the more personal/intimate aspects of RSE will be delivered by an external professional, if required. Full training will be repeated to all staff once every two years. The RSHE lead will provide a shorter version of training for new staff as part of their initial training.

9. Useful Guidance, Programmes and Information Sites

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams.

[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers July 2025](#)

Understanding Relationships and Health Education in your child's primary school: a guide for parents Dept for Education

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

The PSHE Association's Programme of Study document covers the key concepts, skills and topics at different key stages which should be covered as part of a comprehensive programme.

<https://pshe-association.org.uk/>

Training staff on teaching the mental health modules as part of the RSHE Curriculum

<https://www.gov.uk/guidance/teaching-about-mental-wellbeing>

Relationships Education and Relationships and Sex Education (RSE) NEU guidance for members in England

<https://neu.org.uk/advice/classroom/relationships-sex-and-health-education-rshe>

Assessment:

Books

Debates

Formative Assessment – Behaviour Watch

Monitoring:

The RSE programme is monitored by:

- Implementation plans
- Teacher learning walks
- Community Meetings
- SMSC Gridmaker
- Child feedback appropriate

Working with outside agencies

Appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE.