

Relationships, Sex and Health Education (RSHE) policy

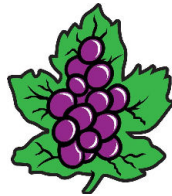
Kerem School including the EYU

Approved by: Whole governing body

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Kerem School (This policy applies to the Early Years Foundation Stage)

Relationships, Sex and Health Education Policy

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1. Aims

The aims of relationships and sex education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Teach issues around RSHE whilst embracing the school's Jewish ethos and values.

2. Statutory requirements

As an independent primary school, we must provide relationship education to all pupils as per section 34 of the Children and Social Work Act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

This policy is written in line with statutory requirements set out in *'Relationships Education, Relationships and Sex Education (RSHE) and Health Education (Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers), July 2025.*

At Kerem, we teach RSHE as set out in this policy.

A copy of this policy is available to anyone who requests it and is published on the school's website.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

Review – A designated member of staff or working group gathered and reviewed all relevant information, including national and local guidance, statutory requirements and best practice.

Staff Consultation – All members of staff were given the opportunity to review the draft policy and provide feedback and recommendations. The policy was developed in line with statutory requirements to consult parents, make the policy accessible, and ensure that it reflects the needs and values of the school community.

Parent and Stakeholder Consultation – Parents and other relevant stakeholders were invited to contribute to the development of the policy, including through a meeting where the proposed approach and content were shared and discussed.

Pupil Consultation – Pupils' views were sought to better understand their needs, experiences and expectations in relation to RSHE, and to ensure that the policy and provision are responsive to their perspectives.

Ratification – Following consultation and amendments, the final policy was presented to the governing body for approval and formally ratified.

4. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. Older pupils will also learn about puberty and reproduction.

RSHE involves a combination of sharing information and exploring issues and values.

RSHE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born
- For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Some elements of the RSHE curriculum are taught within the Science curriculum, the Computing curriculum or as discrete lessons from external sources e.g Specialist E-Safety providers, Road Safety Workshops etc

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Positive relationships, including positive masculinity, emotional expression, conflict resolution, and respectful relationships.
- Online Safety, including online relationships, AI, deepfakes, harmful influencers, online financial harms (gaming, scams), privacy, consent, and data.
- Being safe, including safety around roads, railways, water, and in public spaces.
- Our changing body, including puberty
- Reproduction.
- Financial Wellbeing

(For more information about our RSHE curriculum, see Appendices 1 and 2.)

These areas of learning are 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 single-parent families, LGBTQ+ 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).

In the Early Years Foundation Stage, RSHE is delivered in an age-appropriate manner and is embedded within the statutory EYFS framework, particularly within the areas of Personal, Social and Emotional Development (PSED), Communication and Language, and Understanding the World. Teaching is rooted in play-based learning and everyday interactions, enabling children to develop secure relationships, emotional literacy and a positive sense of self.

Children are supported to recognise and name their feelings, develop empathy and respect for others, and understand the importance of kindness, sharing and cooperation. They are taught to build positive relationships with peers and adults, to express their needs appropriately and to begin to understand boundaries in friendships and play.

EYFS practice also promotes children's understanding of personal safety, including awareness of private body parts, the concept of consent in an age-appropriate way, and the importance of speaking to a trusted adult if they feel worried or unsafe. Children learn about healthy routines, personal hygiene, and the foundations of physical and emotional wellbeing.

Teaching reflects the diversity of families and communities and is delivered in a way that is inclusive, respectful and consistent with the school's Jewish ethos and values. Ongoing observation and assessment inform planning and ensure that provision meets the developmental needs of all children.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSHE policy, and hold the Head Teacher to account for its implementation.

7.2 The Head Teacher

The Head Teacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE
- All class teachers are responsible for teaching RSHE at Kerem
- Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Head Teacher.

Staff are also responsible for ensuring that any resources used:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches

- Are sensitive to pupils' experiences and won't provoke distress

7.4 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

In order to ensure inclusivity, we will:

- Give careful consideration to the level of differentiation needed
- Considers the diverse range of pupils and adapt content as appropriate
- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example, a whole-class setting, small groups or targeted sessions, 1-to-1 discussions, and digital formats

8. Parents' right to withdraw

Parents **do not** have the right to withdraw their children from relationship education.

Parents have the right to withdraw their children from the non-statutory/non-science (human reproduction) components of sex education within RSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head Teacher.

Children who have been withdrawn from sex education must still attend school. Alternative provision will be made for them whilst their class is in the lesson that they have been withdrawn from.

9. Training

Staff are trained on the delivery of RSHE as part of our continuing professional development calendar.

10. Monitoring arrangements

The delivery of RSHE is monitored by the Deputy Head with responsibility for pastoral care through:

- Monitoring of planning/curriculum maps
- Liaison with Science and PSHE Leads
- Learning walks

Pupils' development in RSHE is monitored by class teachers in conversation with pupils. Teachers will share any concerns they have about a child's development with the Deputy Head with responsibility for pastoral care.

This policy will be reviewed by the Deputy Head with responsibility for pastoral care annually. At every review, the policy will be approved by the Safeguarding and Wellbeing Committee and the Education and Standards Committee of the governing body.

Appendix 1: RSHE Curriculum Overview (please see separate document for the full curriculum)

By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	1. That families are important for children growing up because they can give love, security and stability. 2. 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. 3. That the families of other children, 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. 4. 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. 5. That marriage and civil partnerships represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships	1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online relationships	1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 16), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.

	4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being safe	1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.
Our changing bodies	1. How our bodies change from being a baby through to adulthood and into old age. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. 2. The correct names for different parts of the body including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts 3. That every person is unique and that bodies may have the same parts but look different 4. The physical changes that happen in puberty (hair growth, growth of breasts, voice change, growth spurt) and how these can impact our emotions. 5. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress 6. The importance of hygiene and modesty once you have reached puberty. 7. That some children may want more privacy regarding their bodies and that all children need to respect this. 8. The PANTS rule (see Being Safe) and the idea that certain parts of our body are considered more private than others (and that this may differ according to families and culture).

Appendix 2: NON-STATUTORY SEX EDUCATION FOR Y6

TOPIC	PUPILS SHOULD KNOW
The human reproductive system	The names of the internal and external organs of the human reproductive system and their purpose. What the menstrual cycle is and why women have periods When girls can expect to start their periods, how often they will occur and how long they will last How to manage periods and the different sanitary products that are available The emotional changes that can happen alongside the menstrual cycle How and where sperm are produced and their purpose. What an erection is and why males get erections. What a wet dream is and what boys can expect to happen and when.
How babies are conceived.	The technical aspects of how the sperm reaches the egg. (This is taught within a religious Jewish framework - children are taught that sexual intercourse is for couples in a loving relationship) What happens once a sperm has fertilised an egg. How a baby grows. How a baby is born. (This is touched on very briefly) The topic of IVF is touched upon in the context that not all people are able to conceive naturally, but it is not taught in detail. The topic of same gender couples having babies is touched upon in the context that if a couple is unable to conceive naturally, there are other ways they are able to have children. It is not discussed in any detail. The topic of transgender women or men having babies is not discussed unless a pupil specifically asks a question about it. In that case, honest, factual, biological responses are given based on reliable and recognised sources e.g 'If a transgender man still has a womb, they may be able to carry a baby to term' Please note that all diagrams shown are technical drawings rather than photographs and that Sex Education is taught from a scientific point of view.

*Lessons on puberty and Sex Education in Y5 and Y6 are taught in single-sex groups. The teachers are mindful of the Jewish Ethos of the school, and children are taught that 'sexual intercourse happens within a loving relationship such as marriage'.

Appendix 3: HEALTH AND WELLBEING CURRICULUM OVERVIEW

(This curriculum is taught as part of our PSHE &/or Science curriculum)

By the end of primary school, pupils should know:

TOPIC	PUPILS SHOULD KNOW
General wellbeing	1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2. The importance of promoting general wellbeing and physical health. 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. That isolation and loneliness can affect children, and the benefits of seeking support. 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing, and how to seek help for themselves or others. 8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. 9. Where and how to seek support (including recognising the triggers for seeking support), including who 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). 10. That it is common to experience mental health problems, and early support can help.
Wellbeing Online	1. That for almost everyone, the internet is an integral part of life. Pupils should be supported to think about the positive and negative aspects of the internet. 2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high-quality in-person relationships, looking at the pros and cons of different ways of using online connections. 3. The benefits of limiting 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. 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.

	6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted. 10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online.
Physical health and fitness	1. The characteristics and mental and physical benefits of an active lifestyle 2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity. 3. The risks associated with an inactive lifestyle, including obesity. 4. How and when to seek support, including which adults to speak to in school if they are worried about their health.
Drugs, alcohol, tobacco and vaping	The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products, such as nicotine pouches.
Healthy eating	1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. Understanding the importance of a healthy relationship with food. 3. The principles of planning and preparing a range of healthy meals. 4. 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)
Health protection and prevention	1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. 4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.

	5. About personal hygiene and germs, including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal safety	1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic first aid	1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2. Concepts of basic first aid, for example, dealing with common injuries and ailments, including head injuries.

APPENDIX 4: Parent form: Withdrawal from Sex Education within RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
I confirm that I will still send my child to school on the day that sex education lessons are happening.			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Head Teacher signature	