

Billinghay CE Primary School
Relationships, Sex and Health Education (RSHE) Policy

September 2026

STEP 1: Policy Overview and Statutory Context

At Billinghay CE Primary School, we recognise that high-quality Relationships, Sex and Health Education (RSHE) is essential to pupils' personal development, wellbeing, and safety. RSHE supports children to develop the knowledge, skills, and attitudes they need to form positive relationships, manage emotions, stay healthy, and make informed decisions as they grow.

This policy sets out the school's approach to RSHE in line with statutory guidance and reflects our commitment to safeguarding, inclusion, and promoting pupils' physical and mental wellbeing.

This policy has been developed in accordance with:

- The Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (DfE)
- Keeping Children Safe in Education
- The Equality Act 2010

In primary schools:

- Relationships Education is statutory
- Health and Wellbeing Education is statutory
- Sex Education is not statutory beyond the National Curriculum for Science

STEP 2: Definition and Scope of RSHE

RSHE is made up of three interrelated components.

Relationships Education (Statutory)

Relationships Education supports pupils to develop healthy, respectful relationships. This includes learning about:

- Families and people who care for me

- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe, including boundaries, consent, and safeguarding in an age-appropriate way

Health and Wellbeing Education (Statutory)

Health Education supports pupils to understand how to maintain their physical and mental wellbeing. This includes:

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

There is no right of withdrawal from Health Education.

Sex Education (Non-Statutory)

Sex Education, where taught beyond the statutory science curriculum, is:

- Carefully planned and age-appropriate
- Delivered sensitively and inclusively
- Clearly communicated to parents and carers

Additional sex education does not include explicit teaching about sexual activity. Parents and carers have the right to withdraw their child from non-statutory sex education.

See Appendix 3, Withdrawal Letter Template

STEP 3: Curriculum Organisation and Delivery

RSHE is taught as part of the school's planned PSHE curriculum and is delivered regularly across the academic year. Lessons are taught by class teachers and are timetabled within the school week, ensuring consistent and age-appropriate coverage for all pupils.

In RSHE (and PSHE), we use the 1Decision programme supplemented with the use of books identified in the long-term overview, which we call our 'Educate and Celebrate' books. We also use Embrace Challenges from the Lincolnshire Ethnic

Minority Service which help to provide life experiences, outside of Billingham so that our children have the knowledge, compassion and respect for difference and diversity. In this way, we strive to foster collaborative, respectful and adaptable learners within our school.

Our RSHE curriculum therefore:

- Meets statutory Relationships and Health Education requirements
- Provides a progressive, story-led curriculum
- Supports curriculum sequencing and progression
- Includes teacher guidance and assessment opportunities

RSHE is taught regularly and reinforced through cross-curricular links, including:

- Science (statutory elements)
- Computing (online safety)
- Assemblies and whole-school themes

Teachers may adapt sequencing or revisit content in response to emerging pupil needs, such as safeguarding concerns or wellbeing issues.

See Appendix 1 – Curriculum Overview

STEP 4: Inclusion, SEND and Equality

RSHE is delivered in line with the Equality Act 2010 and promotes respect for difference and diversity. Teaching is inclusive and reflects the needs of all pupils.

For pupils with special educational needs or disabilities (SEND), RSHE is adapted to ensure accessibility by:

- Using clear and consistent language and visuals
- Breaking learning into smaller steps
- Providing additional scaffolding or repetition
- Considering pupils' emotional and developmental needs, use pre-teach strategies if needed

STEP 5: Safeguarding and Safe Learning Environment

RSHE is delivered within a safe, supportive, and respectful learning environment where pupils feel able to participate and ask questions appropriately.

To support this:

- Ground rules are agreed with pupils at the start of RSHE lessons to promote respect, confidentiality, and appropriate discussion
- Correct and age-appropriate terminology is used sensitively by staff
- Teaching approaches such as distancing techniques are used where appropriate, allowing scenarios and examples to be discussed without personalising experiences
- Opportunities are provided for pupils to ask questions in a range of ways, including anonymous question boxes or written questions, to reduce pressure and support pupil confidence
- Personal disclosures are not encouraged during lessons, and pupils are reminded that sensitive concerns should be shared with a trusted adult
- Pupils are signposted to trusted adults and support systems within the school for further help or discussion

All RSHE teaching is underpinned by the school's safeguarding procedures. Any disclosures or concerns arising from RSHE lessons are handled in line with the Safeguarding and Child Protection Policy.

STEP 6: Roles, Responsibilities and Staff Training

Leadership and Governance

- The Headteacher has overall responsibility for RSHE provision
- The Governing Body approves this policy and monitors its implementation
- The PSHE/RSHE Lead oversees curriculum planning, progression, and staff support

Teaching and Support Staff

Staff delivering RSHE:

- Follow the agreed curriculum
- Create a safe and respectful learning environment
- Respond appropriately to pupil questions and disclosures

Staff Training

Staff involved in the delivery of RSHE receive appropriate training and ongoing support to ensure confidence, consistency, and safeguarding compliance. This includes induction support, access to guidance and resources, and updates linked to statutory changes or emerging pupil needs.

STEP 7: Parental Engagement and Communication

We value open and transparent communication with parents and carers and recognise the important role they play in supporting their child's RSHE learning. The school works in partnership with parents and carers to ensure RSHE is delivered in a clear, sensitive, and age-appropriate way.

The school will:

- inform parents and carers about the RSHE curriculum, including the themes covered and how learning is delivered
- provide opportunities for parents and carers to view RSHE curriculum content
- respond to questions, feedback, or concerns in a timely, respectful, and supportive manner
- offer discussion with appropriate members of staff where further clarification or reassurance is needed

Parents and carers have the right to request withdrawal of their child from non-statutory sex education taught beyond the National Curriculum for science. There is no right of withdrawal from Relationships Education or Health Education. Any requests for withdrawal are managed sensitively, in line with statutory guidance, and in discussion with parents or carers to ensure the child's wellbeing and educational needs remain central.

See Appendix 2 – link to the Parent/Carer Zone on the 1Decision website

STEP 8: Monitoring, Evaluation and Review

RSHE is monitored and evaluated to ensure it remains effective, relevant, and responsive to pupils' needs. Monitoring focuses on the quality of provision, pupil understanding, and the impact of learning over time.

This includes:

- **Pupil voice**, gathered through discussion, reflection activities, and feedback, to understand pupils' experiences, confidence, and understanding of RSHE themes. Pupil voice is used to inform curriculum development and ensure learning reflects pupils' needs and lived experiences.
- **Assessment and progress tracking**, using age-appropriate, non-judgemental methods such as discussion outcomes, written reflections, and teacher observations as well as knowledge organisers. Assessment

information is used to identify strengths, gaps in understanding, and areas requiring reinforcement.

- **Teacher reflection**, where staff review lesson delivery and pupil responses to inform future planning and adapt teaching where necessary.
- **Leadership monitoring**, including curriculum reviews, lesson visits where appropriate, and scrutiny of planning and assessment information to ensure consistency, progression, and statutory coverage across the school.

Monitoring and evaluation of RSHE takes place on a planned and regular basis and is led by the PSHE/RSHE Lead, with oversight from senior leaders. Findings from monitoring activities are used to inform curriculum review, staff training, and future planning, ensuring continuous improvement.

Links to Other Policies

This policy should be read alongside the following:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Online Safety Policy
- Equality Policy
- SEND Policy
- Anti-Bullying Policy

This RSHE policy has been developed by the school's senior leadership team in consultation with the PSHE/RSHE Lead and with reference to statutory guidance and safeguarding requirements. Where appropriate, the views of staff, parents and carers, and pupils have been considered to inform the content of the policy.

The policy is approved by the Governing Body and is reviewed annually, or sooner if statutory guidance or local circumstances change.

As part of the review process, the school will:

- review updates to statutory RSHE guidance and related safeguarding documentation
- consider feedback from pupils through pupil voice activities
- seek feedback from staff involved in the delivery of RSHE
- provide parents and carers with opportunities to view the policy and submit feedback, in line with consultation requirements
- make amendments where necessary to ensure the policy remains relevant, compliant, and responsive to pupils' needs
- Following review, any significant changes to the policy will be shared with parents and carers.

Date approved: _____

Review date: _____

Headteacher signature: _____

Chair of Governors signature: _____

Appendices

- Appendix 1: Curriculum Overview
- Appendix 2: www.1decision.co.uk/resources/parent-carer-zone
- Appendix 3: Withdrawal letter template

Appendix 1: Curriculum Overview

PSHE / Relationships Education Overview 2026-27

In Relationships Education/PSHE, we use 1Decision supplemented with the use of books identified in the long-term plan, which we call our 'Educate and Celebrate' books. We also use Embrace Challenges from the Lincolnshire Ethnic Minority Service which help to provide life experiences, outside of Billinghay so that our children have the knowledge, compassion and respect for difference and diversity. In this way, we strive to foster collaborative, respectful and adaptable learners within our school.

Each 1Decision theme/unit should be 1 or 2 lessons. Therefore if you have 3 or even 4 themes in a big term, that should be a maximum of 6 or 8 lessons respectively, giving you the room to deliver the Embrace Challenges, Picture Book sessions and enrichment Days/Themes

This plan has been amended and updated (September 2026) to follow new statutory guidance and therefore, better include themes of fire, water and travel safety as well as first aid, all within the 'Fire Safety/First Aid' unit



	AUTUMN	SPRING	SUMMER
PSHE/RSHE/Personal Development Whole School Enrichment Days and Themes	Lincolnshire Day (early October) Black History Month lessons in October Children in Need Day (November) Anti-bullying week and themes (November)	Safer Internet Day (February) Careers/Science Week in March	RSE Day in June Enterprise Stalls and Summer Gala in July
PSHE/ Relationships Ed <i>Red Arrow Class</i> <i>Mrs Clarke and Mrs Willett</i> <i>Reception</i> <i>2026-2027</i>	1 Decision Keeping and Staying Safe (Settling in, hand washing. Cover fire, water and travel safety) Powerful Knowledge: How do I keep myself safe and happy in school? Relationships (Friendships, feelings and emotions) Being a good friend Powerful Knowledge: How can I be a good friend? 'Educate and Celebrate Books' to share and discuss with the class: Not like the Others Mommy, Mama and Me Red Rockets and Rainbow Jelly Happy to be Me	Computer Safety. Safer Internet Day Powerful Knowledge: Who helps me when I'm on the computer or tablet at home? In school? Keeping and Staying Healthy (healthy eating, sun safety, people who help us) Powerful Knowledge: How do I try and keep healthy and when do I brush my teeth?	Being Responsible (road safety, stranger danger) Powerful Knowledge: How can I stay safe in busy places, like the supermarket? Our World (difference and diversity) Powerful Knowledge: What makes me unique? What does the word 'family' mean? NSPCC 'Talk Pants' lesson to carry out this term PANTS resources for schools and teachers NSPCC Learning NSPCC Learning

PSHE / Relationships Ed <i>Vulcan Class</i> <i>Mrs McCaffrey</i> <i>Year 1</i> <i>2026-2027</i> <i>Following Year 1</i> <i>1Decision resources</i>	1 Decision Year 1 Feelings and Emotions (jealousy) Powerful Knowledge: How do we experience feelings and emotions in our bodies? Who can support us with our feelings and emotions? Relationships (friendships) Anti-bullying week and themes – Whole School (November) Powerful Knowledge: How can you show that you care about special people and special things? What types of relationships are there? What can we do if we fall out with our friends? Embrace Challenge 1: Black history Month, Author- Nathan Bryon 'Educate and Celebrate Books' to share and discuss with the class: The Family Book Amazing BOOK FOR EVERYONE/ALL YEAR GROUPS: The Great Big Book of Families	Computer Safety (Online bullying) Safer Internet Day Powerful Knowledge: What are the positives and negatives of being online? Who could you talk to if you experience unkindness online? Our World Powerful Knowledge: What do all families have in common? What things grow on Earth? Embrace Challenge 2: Race and Ethnicity – Skin colour	Keeping and Staying Healthy (washing hands) Powerful Knowledge: How can you stay healthy and why is it important to wash our hands? Keeping and Staying Safe (Road safety) Powerful Knowledge: How can we stay safe from the sun's rays/in a vehicle/crossing the road? To include Fire Safety unit too. Powerful Knowledge: Who can help us keep safe? What is an emergency? What is a hoax call? Being Responsible Powerful Knowledge: What are you responsible for and how can you help to prevent accidents? What new things may you be responsible for as you grow? Embrace Challenge 8: Being different NSPCC 'Talk Pants' lesson to carry out this term PANTS resources for schools and teachers NSPCC Learning NSPCC Learning
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PSHE / Relationships Ed <u>Spitfire Class</u> Mrs Beck and Mrs Smithson Year 2 and 3 2026-2027 <u>Following Year 2</u> <u>1Decision resources</u>	1 Decision Year 2 Keeping and Staying Safe (tying shoe laces, safety around the home) <i>Powerful Knowledge: Can you think of any situations where rushing/being impatient could cause an accident? Should we trust everyone we know?</i> To include Fire Safety unit too. <i>Powerful Knowledge: What could we do if an item of our clothing caught fire? If you were being encouraged to take part in a dangerous activity, what could you do? What should we do if we see something dangerous in our home?</i> Feelings and Emotions (worry, anger) <i>Powerful Knowledge: Why is it important to talk about your worries with someone? How can we control the feeling of anger?</i> Relationships (friendships, bullying, body language) <i>Powerful Knowledge: How might someone feel if they are being bullied and what could you do to help? What things do friends disagree about? What can we do if we fall out with friends?</i> Embrace Challenge 4: Race and Ethnicity – Refugees and Right of the Child	Computer Safety. Safer Internet Day <i>Powerful Knowledge: What types of information can you share online? Are there types of images that you shouldn't share online?</i> Keeping and Staying Healthy (Healthy Eating, brushing teeth) <i>Powerful Knowledge: What foods keep us healthy and why is it important to brush our teeth?</i> Embrace Challenge 7: Discussing Beliefs	Our World <i>Powerful Knowledge: How can we look after our pets, our belongings, our garden plants? Why do we need money? How do we receive it and how can we spend or save money?</i> Being Responsible <i>Powerful Knowledge: What are your best qualities? Who helps you at home, at school, and in the community? Can you name something you'd like to get better at?</i> Embrace Challenge 9: Discussing Race and Ethnicity NSPCC 'Talk Pants' lesson to carry out this term PANTS resources for schools and teachers NSPCC Learning NSPCC Learning
'Educate and Celebrate Books' to share and discuss with the class: Isaac and his Amazing Asperger Superpowers The Great Big Book of Families			

PSHE / Relationships Ed <u>Hurricane Class</u> Mrs Smith and Ms Hall Year 4 and 5 2026-2027 <u>Following Year 4</u> <u>1Decision resources</u>	1 Decision Year 4 Keeping and Staying Safe – Cycle safety <i>Powerful Knowledge: How can we keep safe at home, in school, and in the community? How can we stay safe when riding a bike?</i> To include First Aid unit too. <i>Powerful Knowledge: What could trigger an asthma attack? How could you help someone who is choking? What is an epi-pen?</i> Being Responsible – Coming Home on Time <i>Powerful Knowledge: Why do we have rules and why is it important to be on time? How can we be responsible?</i> Feelings and Emotions – Jealousy <i>Powerful Knowledge: How can you manage the feeling of jealousy? Name some benefits of having different types of friends?</i> Embrace Challenge 1: Black History Month – a lesson on Mary Seacole (adapted from Embrace)	Computer Safety – Online bullying Safer Internet Day <i>Powerful Knowledge: What are the positives and negatives of using computers and being online? If someone is being bullied online, what could you do? How can you keep yourself safe online?</i> Keeping and Staying Healthy – Healthy Living <i>Powerful Knowledge: What different food types do we need to grow healthily?</i> Embrace Challenge 2: Why do we have different skin colour?	Growing and Changing – appropriate touch <i>Powerful Knowledge: What types of relationships are there? What can make a relationship healthy or unhealthy? What is the difference between secrets and surprises?</i> The Working World – Chores <i>Powerful Knowledge: What chores could you be responsible for at home? Can you name any skills that may be required for a future job?</i> A World Without Judgement – Breaking down barriers <i>Powerful Knowledge: How can we challenge stereotypes? How are we all different? How can we respect and others?</i> Embrace Challenge 8: Race and Ethnicity – Being different NSPCC 'Talk Pants' lesson to carry out this term PANTS resources for schools and teachers NSPCC Learning NSPCC Learning
'Educate and Celebrate Books' to share and discuss with the class: Julian is a Mermaid Piggybook BOOK FOR EVERYONE/ALL YEAR GROUPS: The Great Big Book of Families			

PSHE / Relationships Ed <u>Typhoon Class</u> Mrs Waller and Mrs H Atkinson Year 5 and 6 2026-2027 <u>Following Year 6*</u> <u>1Decision resources</u>	1 Decision Year 6 Keeping and Staying Healthy – Alcohol <i>Powerful Knowledge: What effects can alcohol have on your body? If you or anyone you know is struggling with a mental health issue, what could you do?</i> Being Responsible – Stealing <i>Powerful Knowledge: Can you describe the meaning of consent? Can you explain a time where you may need to seek permission?</i> Feelings and Emotions – Worry <i>Powerful Knowledge: Who could you talk to and what could you do to try and manage a difficult emotion? How can you manage feelings of worry?</i> Embrace Challenge 1: Black History Month – a lesson on Rosa Parks (adapted from Embrace)	Computer Safety – Making Friends online Safer Internet Day <i>Powerful Knowledge: Why are there age restrictions on certain apps and games? If you wanted to meet an online friend in real life, how could you make sure you were safe? How can you keep yourself and others safe online?</i> A World Without Judgement – British Values <i>Powerful Knowledge: Can you name any of the British Values? Can you name one or more of your school values? How can we challenge stereotypes?</i> Embrace Challenge 5: Traveller Culture and Heritage	Keeping and Staying Safe – Water Safety <i>Powerful Knowledge: Why should we take notice of warning/danger signs? How can we stay safe around open water, such as a river or a lake?</i> To include First Aid unit too. <i>Powerful Knowledge: What should you do if you think someone is having a heart attack? How could you treat a minor burn/scald? How could you spot a fractured/broken bone?</i> Growing and Changing – Conception <i>Powerful Knowledge: Name 3 parts of the male and female reproductive system? What is the legal age of consent to have sexual intercourse? *(Split Y5 and Y6 children here. Y5 to do Y5 1Decision puberty lesson(s))</i> The Working World – In app Purchases <i>Powerful Knowledge: How can you help your family save money? Can you explain how we can spend money via technology?</i> Embrace Challenge 8: Race and Ethnicity – Different forms of racism <i>*Additional lesson to take place during the Summer Term: <u>County Lines lesson</u> from <u>The Oak National Academy</u></i> www.thenational.academy
	'Educate and Celebrate Books' to share and discuss with the class: I am not a Label Rosie Revere Engineer BOOK FOR EVERYONE/ALL YEAR GROUPS: The Great Big Book of Families		This lesson consists of slides, starter quizzes and exit quizzes. Please note it is a KS3 lesson so may need adapting a little to suit our pupils NSPCC 'Talk Pants' lesson to carry out this term PANTS resources for schools and teachers NSPCC Learning NSPCC Learning

Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parents/carers		Date	

Reason for withdrawing from sex education within relationships and sex education	
Any other information you would like the school to consider	
Parent/carer signature	

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	