



CARNFORTH COMMUNITY PRIMARY SCHOOL

Relationships, Sex and Health Education Policy

RSHE

This policy is to be read alongside our PSHEE Curriculum Policy.

Aims

This policy explains how we teach children to build safe, respectful, and positive relationships with others, following the updated 2026 RSE guidance from the Department for Education (DfE).

What is RSHE?

Primary school Relationships, Sex and Health Education mainly focuses on Relationships Education and Health Education with non-statutory recommendations about if, how and when to teach Sex Education.

Relationships and Health Education

Primary schools should focus on helping pupils understand and build positive relationships, including friendships, family connections, and interactions with others. Children should learn what relationships are, who supports them, and how to treat others with kindness, respect, honesty, and fairness. They should develop an understanding of personal space, boundaries, and safe versus unsafe behaviour, which lays the foundation for later learning about consent. Teaching should highlight healthy relationship traits so pupils can recognise both positive and negative situations. It should also address online behaviour and safety, helping children understand how information is shared and used. Lessons should reflect the diversity of family structures without judgement and support all pupils' backgrounds.

Schools should encourage personal qualities such as resilience, kindness, honesty, and responsibility, while also promoting mental wellbeing through strong friendships. Pupils should learn how to recognise and report abuse, understand their right to safety, and know how to seek help, while being reassured that abuse is never their fault.

Sex Education

Sex Education is not statutory at primary school, however the DfE continues to recommend that all primary schools should have a sex education programme that suits the age and stage of the children. This should help both boys and girls understand the changes that happen during growing up. It should also teach, in a simple way, how babies are made and born, based on what they learn in science. It does not include teaching sexual activity.

Our Approach

At Carnforth Community Primary School RSHE lessons are all taught discreetly within our PSHEE lessons and cover statutory content for primary school. This is done through a spiral curriculum approach and is always done at an age-appropriate, and where necessary developmental-appropriate, level. We always consider the age and developmental stage of all learners, any special educational needs or disabilities and the backgrounds, cultures and beliefs of individuals or groups.

RSE lessons are always taught by a qualified teacher or appropriate external provider.

The learning within our PSHEE curriculum, including RSHE content, is also taught indirectly through everyday interactions and in the moment learning opportunities.

Children may ask questions about relationships or growing up during PSHEE lessons. These are always handled carefully and sensitively by staff through

- Giving clear and age-appropriate answers, only
- Decide if questions are better answered privately or shared / discussed with parents or carers first
- Telling the child when they will learn the answer to that question in their learning journey.

Working with parents is such an important part of RSHE.

At Carnforth Community Primary School we often seek feedback from parents regarding new and updated information, curriculum changes and policy changes.

Parents are also informed ahead of sensitive RSE lessons to give opportunity for families to discuss lesson content at home, for parents to raise concerns with staff regarding lesson content and discuss this and for parents to request lesson resources if they wish.

Parents have access to the Family Support page within our PSHEE Curriculum website through Coram Scarf, our PSHEE curriculum provider.

Content

By the end of Primary School children will have covered learning within five main areas, ensuring all statutory content is taught.

➤ Families and People Who Care for Me

Children learn that:

- Families are important because they provide love, care and stability
- Families can look different (for example single parents, grandparents, foster or adoptive families, same-sex parents)
- What matters most is care, commitment and kindness
- Marriage and civil partnerships are recognised as formal commitments
- It's okay to talk to a trusted adult if family relationships make them feel unhappy or unsafe

The focus is on helping children feel secure and understand that all loving families deserve respect.

➤ Caring Friendships

Children are taught:

- Why friendships matter and how friendships begin
- What a healthy friendship looks like (kindness, honesty, including others)
- That friendships sometimes have disagreements, and how to repair them
- How to manage conflict without violence
- That feeling lonely sometimes is normal
- How to recognise unhealthy friendships and ask for help

This supports emotional development and helps children form positive social skills.

➤ Respectful and Kind Relationships

Children learn:

- To consider other people's feelings and needs
- How to set and respect healthy boundaries
- How to express feelings clearly and calmly

- The difference between being assertive and being controlling
- The importance of self-respect and self-esteem
- That everyone deserves respect, including those who are different
- What bullying is, including online bullying, and how to report it
- What stereotypes are and why they can be harmful

This builds confidence, empathy and resilience.

➤ **Online Safety and Awareness**

Children are taught how to:

- Be respectful online, just as they would be in real life
- Stay safe when using the internet and social media
- Understand that people may not always be who they say they are online
- Recognise harmful or upsetting content
- Know that sharing images or information online can be permanent
- Use privacy settings and protect personal information
- Get help if something online makes them feel worried or unsafe

This prepares children for the digital world in a practical, protective way.

➤ **Being Safe**

Children learn:

- That their body belongs to them
- The difference between safe and unsafe contact
- What personal boundaries are, both offline and online
- That some secrets should not be kept if they affect safety
- How to recognise when something doesn't feel right
- How and who to tell if they feel unsafe
- That it is never a child's fault if something inappropriate happens
- To keep asking for help until someone listens

This is about safeguarding, confidence and knowing how to get support.

Monitoring and Evaluation

RSHE is taught as part of PSHEE and is monitored by the PSHEE Subject Leader along with the Curriculum Lead and Headteacher.

Monitoring of all subjects at Carnforth Community Primary School is done through an annual process ensuring that subject leaders have opportunity to:

- Discuss their subject with staff and children, identifying and planning for gaps and strengths

- Observe lessons and offer support where needed
- Analyse data on a termly basis
- Review and adapt the curriculum when and where necessary

Action plans along side data analysis are carried out termly and inform planning and support going forward.

Withdrawal from PSHEE and RSE lessons

Parents cannot withdraw their child from PSHEE or statutory RSE lessons.

Parents can withdraw their child from any sex education lessons that go beyond the science national curriculum for primary school. At Carnforth Community Primary School we only deliver these sessions in Year 6, and these are usually delivered by a trained professional from SCARF. A letter is always sent out ahead of these sessions to give parents time to consider and discuss with school staff any concerns or wishes to withdraw their child.

This policy is written by the PSHEE Subject leader through consultation with staff, pupils and parents as well as the guidance from the Department for Education.

This policy will be approved by the Headteacher and Governing Body of Carnforth Community Primary School.

Policy Written: June 2026

Policy review date: June 2027