

FALCONHURST SCHOOL

Relationships, Sex and Health Education

POLICY

‘Good for all and harms none’

Healthy relationships, confident choices and safer lives — on and offline.



Policy owner	Headteacher / RSHE lead
Monitoring responsibility	Full Governing Body
Approved by	Full Governing Body
Date adopted	September 2026
Next review	September 2027
Review cycle	Annual, or sooner if guidance changes
Key guidance	DfE statutory RSHE guidance in force from 1 September 2026

1. Purpose and scope

Falconhurst School provides Relationships Education and Health Education for every pupil and delivers age-appropriate sex education in addition to the statutory science curriculum. This policy explains what is taught, how it is sequenced and delivered, how parents are involved, and how the school keeps teaching safe, inclusive and responsive.

Our values of Courage, Ambition, Determination and Success support pupils to build respectful relationships, make informed choices, challenge prejudice and ask for help. The principle 'Good for all and harms none' underpins a whole-school culture in which sexism, misogyny, sexual harassment, bullying and abuse are never dismissed as banter or an inevitable part of growing up.

2. Statutory and guidance framework

As a maintained primary school, Falconhurst must provide Relationships Education under section 34 of the Children and Social Work Act 2017 and Health Education under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019. The school must have regard to the Department for Education's statutory guidance effective from 1 September 2026.

The school also has regard to the Education Act 1996; Equality Act 2010 and Public Sector Equality Duty; statutory science curriculum; Keeping Children Safe in Education 2026; SEND Code of Practice; Human Rights Act 1998; Online Safety Act 2023; and current safeguarding and data-protection requirements.

What is compulsory in primary school

Relationships Education and Health Education are compulsory. Relevant biological content in the science curriculum is compulsory. Parents may not withdraw a child from these areas. Additional primary sex education is not compulsory; Falconhurst provides it because carefully sequenced teaching helps pupils understand puberty, conception and birth before transition to secondary school.

3. Aims and guiding principles

Falconhurst's RSHE curriculum enables pupils to:

- form healthy, caring and respectful relationships in person and online;
- recognise and communicate boundaries, respect privacy and understand that their body belongs to them;
- identify unsafe, controlling, discriminatory or abusive behaviour and report concerns until they are heard;
- understand diverse families and treat others with dignity and respect;
- prepare for puberty and understand age-appropriate facts about human reproduction, health and hygiene;
- think critically about online content, influence, stereotypes and commercial or manipulative messages;
- recognise sexism, misogyny and other prejudice, challenge harmful ideas safely and seek adult help; and
- develop accurate vocabulary, confidence, empathy, resilience and help-seeking skills.

Teaching is positive, factual, age- and stage-appropriate, carefully sequenced and accessible. Staff avoid language that normalises harmful behaviour, assumes boys are perpetrators or girls are victims, or places responsibility on a child to prevent abuse.

4. Definitions and curriculum boundaries

4.1 Relationships Education

Relationships Education teaches the building blocks of positive relationships: families and people who care for us; caring friendships; respectful relationships; online relationships; and being safe.

4.2 Health Education

Health Education includes mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid, and the changing adolescent body. Puberty and menstrual wellbeing are taught to all pupils in an inclusive way.

4.3 Science and primary sex education

The statutory science curriculum includes life cycles, reproduction in some plants and animals, and changes as humans develop to old age. Falconhurst's additional primary sex education, normally in Years 5 and 6, teaches how a baby is conceived and born in a factual, sensitive and age-appropriate way. The school makes clear to parents which content is science, Relationships or Health Education, and which is additional sex education.

5. Curriculum design and sequencing

RSHE is taught mainly through PSHE using the SCARF programme, with relevant learning in science, computing, PE, RE and the wider curriculum. Published schemes are a resource, not the curriculum itself: staff check every lesson and adapt it to Falconhurst pupils, this policy and current statutory guidance.

Teaching starts with feelings, trusted adults, kind friendships, privacy and simple boundaries, then revisits these ideas with increasing depth. It is planned before pupils are likely to encounter particular risks and is responsive to safeguarding trends, pupil questions and local need without introducing pupils to harmful material.

Phase	Core learning	Online and gender-related learning
EYFS	Feelings; families; turn-taking; kind and unkind behaviour; correct names for body parts; privacy; trusted adults; asking for help.	Simple device rules; tell an adult about upsetting content; toys, jobs and interests are for everyone.
Key Stage 1	Caring friendships; different families; permission and personal space; safe and unsafe secrets; bullying; basic health and body changes.	Kindness online; private information; content may be untrue or upsetting; fair treatment and challenging 'boys/girls cannot' stereotypes.
Lower Key Stage 2	Healthy and unhealthy friendships; assertiveness; pressure; privacy; puberty preparation; discrimination; reporting concerns.	Online identity, persuasion, privacy settings, permanence and reporting; sexist language and stereotypes; respectful disagreement.

Phase	Core learning	Online and gender-related learning
Upper Key Stage 2	Puberty and menstrual wellbeing; body autonomy; respectful boundaries; harmful behaviour; conception and birth in additional sex education; transition.	Critical evaluation of influencers and algorithms; pressure to share images; harmful or sexualised content; misogynistic ideas; manipulated/AI-generated images; how to block, report and seek help.

6. Online relationships, harmful content and misogyny

Pupils may encounter harmful content before adults expect them to. Falconhurst therefore teaches protective knowledge and critical thinking in a way that is proportionate to pupils' age, maturity and lived experience.

- Online relationships must involve the same kindness, respect, boundaries and permission as relationships offline.
- People and content online may be false, edited, commercially influenced or designed to provoke. Pupils learn to pause, check, question and seek help.
- The minimum age for most social media services is currently 13. Pupils learn why age limits, privacy and location settings matter, and that information, images and videos may be copied and circulated.
- Pressure to share personal or naked images is never acceptable. Pupils should not respond or forward an image; they should tell a trusted adult and will not be blamed or punished for asking for help.
- Staff challenge sexist and misogynistic ideas, language and conduct rather than labelling or shaming the child expressing them. Teaching develops positive ideas of masculinity and femininity and makes clear that most boys and men are respectful.
- Older primary pupils learn that some influencers and online communities promote distorted ideas about women, girls, relationships, power or violence. Staff do not name or link to harmful creators or content.
- Pupils learn that AI-generated or manipulated images and videos may be convincing and harmful, and that creating or sharing humiliating or sexualised images is unsafe and may be illegal.
- If pupils are known to have encountered pornography or other sexual content, the school may address its harmful and unrealistic messages in a carefully planned, age-appropriate way, informing parents in advance of any departure from the published curriculum where safeguarding permits. Pornography is never shown or used as a teaching resource.

Safeguarding response

A child who reports harmful online content, image-sharing pressure, sexualised behaviour, harassment or abuse is listened to, reassured that they have done the right thing and told what will happen next. Staff record and report the concern immediately to the designated safeguarding lead in line with the Safeguarding and Child Protection Policy. The child is never blamed.

7. Delivery and safe classroom practice

RSHE is normally taught by appropriately trained school staff. Teachers establish ground rules, use distancing techniques and fictional scenarios, avoid personal disclosure, and never ask pupils to share private experiences. Correct scientific vocabulary is introduced sensitively from EYFS alongside familiar words where helpful.

Questions are answered honestly and briefly at an appropriate level. Staff may defer a question to consult the RSHE lead or safeguarding team, or invite a private conversation. A question box may be used. Staff will not promise confidentiality and will follow safeguarding procedures if a question or comment raises concern.

Pupils may pass on a classroom question or activity, but this is not the same as parental withdrawal. Staff provide a safe alternative way to access the intended learning and remain alert to repeated avoidance or distress.

8. Equality, diversity and inclusion

Teaching complies with the Equality Act 2010 and is inclusive of pupils' sex, race, disability, religion or belief, sexual orientation, gender reassignment and family circumstances. Pupils learn that families may include single parents, same-sex parents, grandparents, adoptive or foster parents and carers, among other structures. No family is presented as less valid or worthy of respect.

Content and delivery are adapted for pupils with SEND and other additional needs using concrete language, visuals, repetition, pre-teaching, smaller groups or individual work where appropriate. Adaptation preserves essential safeguarding knowledge and prepares pupils for adulthood. The school recognises that some pupils with SEND may be especially vulnerable to exploitation, abuse and harmful sexual behaviour.

9. Safeguarding and harmful sexual behaviour

RSHE is part of safeguarding but does not replace a safeguarding response. Staff are alert to disclosures, sexualised language or behaviour, peer-on-peer abuse, domestic abuse, exploitation, grooming, coercion, discrimination and online harm. Sexual harassment and harmful sexual behaviour are not dismissed as banter, curiosity or an inevitable part of growing up.

From early primary, pupils learn to identify prejudice, navigate boundaries with kindness, respect body autonomy and seek help. Any concern is reported to the designated safeguarding lead. Where teaching is planned in response to a known incident or trend, leaders consider affected pupils, parent communication, staff expertise and whether specialist advice is needed.

10. Parents, carers and curriculum transparency

Parents and carers are the first educators of their children. The school consults them when developing or materially changing the policy and curriculum, publishes the current policy free of charge, and gives advance information about additional sex education and other sensitive units.

All RSHE materials are available for parents to view on request. Copyright restrictions may mean supervised viewing rather than providing copies. The school explains the purpose, context and age suitability of materials and informs parents in advance of any planned deviation from the published curriculum, unless doing so would create a safeguarding risk.

11. Use of resources and external organisations

The RSHE lead checks that resources are accurate, age- and stage-appropriate, inclusive, evidence-informed, compatible with safeguarding and equality duties, and free from political or commercial bias. Material is considered in the context of the whole sequence, pupils' experiences and the risk of distress or inadvertent signposting to harm.

An external organisation may enhance learning but does not replace the teacher or transfer the school's responsibility. The school checks the organisation, named presenter, content, materials, data and image practices, safeguarding arrangements and impartiality in advance. A teacher remains present and may pause or end a session.

12. Roles and responsibilities

12.1 Governing Body

The Governing Body approves the policy, holds the headteacher to account for implementation and monitors curriculum coverage, parent engagement, inclusion, staff confidence and safeguarding themes.

12.2 Headteacher and RSHE lead

The headteacher ensures consistent statutory provision and decides parental withdrawal requests. The RSHE lead maintains the curriculum, checks resources, supports and trains staff, coordinates parent consultation, monitors teaching and responds to emerging needs with the DSL.

12.3 Staff

Staff deliver planned content sensitively, model respect, challenge prejudice and harmful language, make reasonable adaptations, monitor learning and report safeguarding concerns immediately. Staff who feel unable to teach an aspect must raise this promptly with the headteacher; they may not omit required learning.

12.4 Pupils

Pupils are expected to respect agreed ground rules, listen to others, avoid personal comments and seek help when worried. Pupil voice informs review but does not expose pupils to personal or intrusive questioning.

13. Parents' right to withdraw

There is no right to withdraw from Relationships Education, Health Education or statutory science. A parent may request withdrawal from some or all additional primary sex education.

The request should be made in writing to the headteacher. The headteacher will discuss the request, explain the nature and purpose of the curriculum and the benefits and possible effects of withdrawal, clarify which content remains compulsory, and document the decision. In primary school the request will be granted. The school provides purposeful, appropriate education during the withdrawn lesson and does not isolate, shame or disadvantage the pupil.

14. Training, assessment and monitoring

Relevant staff receive induction and ongoing training in curriculum content, safe facilitation, handling questions, online and gender-related harms, SEND adaptation and safeguarding. Specialist advice is sought where needed.

Teachers assess learning through discussion, observation, low-stakes tasks and pupil reflection; they do not assess pupils' private experiences or family values. The RSHE lead monitors planning, coverage, work, pupil voice, parent feedback and safeguarding trends. The policy is reviewed annually and sooner following statutory change, a significant incident or evidence that provision needs improvement.

Appendix A — End-of-primary statutory Relationships Education

By the end of primary education, pupils should know the following. Teaching is sequenced and adapted so pupils build towards these outcomes.

Area	Core outcome
Families and people who care for me	Families can look different but should provide love, security and stability; characteristics of healthy family life; marriage/civil partnership as legal commitments; how to recognise unsafe family relationships and seek help.
Caring friendships	How friendships support happiness; characteristics of healthy friendships; how to form and maintain them; how to manage conflict and recognise when a friendship is making them unhappy or unsafe.
Respectful relationships	Respect, courtesy, boundaries and preferences; self-respect and kindness; stereotypes and prejudice; bullying and bystander responsibilities; permission and privacy; practical steps to improve or end relationships safely.
Online relationships	The same principles apply online; people may behave differently or pretend to be someone else; critical evaluation of online relationships and sources; image and information sharing; privacy, permanence, harmful content and where to report or seek support.
Being safe	Body ownership and boundaries; appropriate and inappropriate contact; safe and unsafe secrets; recognising pressure, control, abuse or other harmful relationships; how and where to report concerns and keep telling until heard; the victim is never to blame.

Appendix B — Request for withdrawal from additional sex education

To be completed by parent/carer and sent to the headteacher. The school will arrange a discussion and retain a record of the decision.

Pupil name	
Class / year group	
Parent/carer name	
Content from which withdrawal is requested	
Reason for request (optional)	
Parent/carer signature and date	
Headteacher discussion / decision / date	
Alternative education arranged	

Reference framework

Department for Education: Relationships Education, Relationships and Sex Education and Health Education statutory guidance (effective 1 September 2026); Keeping Children Safe in Education 2026; National curriculum in England: science programmes of study; Equality Act 2010; SEND Code of Practice: 0 to 25 years.