

Relationships Education, Relationships and Sex Education (RSE) and Health Education policy



We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. All staff are expected to uphold and promote the fundamental principles of British values, and as such, the schools within our collaboration are fully committed to safeguarding and promoting the welfare of all our pupils including protection against radicalisation. We therefore aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Our core purpose, values and ethos is embodied in our mission that everyone takes:

P= personal

R= responsibility

I = in

D= delivering

E= excellence

Frequency of Review: Yearly

Reviewed and approved by: The Combined Committee of the Governing Body

Date: Autumn 2026

Date of Next Review: Autumn 2027

Reviewer: David Gleave, Sam Sheridan

Signed:  (Chair of Governing Body)

Date: 07/10/2026

1. Introduction

Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.

2. RSHE at Holgate

At Holgate, we recognise that effective RSHE contributes significantly to:

- ✓ pupils' personal development
 - ✓ behaviour and attitudes
 - ✓ safeguarding culture
 - ✓ emotional wellbeing and resilience
 - ✓ readiness for secondary education
 - ✓ equality of opportunity
 - ✓ positive relationships and respect for others
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- Our RSHE curriculum is taught through our Talking Points scheme, which is carefully planned, ambitious for all learners and responsive to the needs of our community.
 - Our Talking Points scheme is a tool to ensure that our next generation of children are educated and supported to not only celebrate diversity but to protect themselves and others against discrimination, inequality and racism, creating a fair and just society.
 - We continuously strive for new ways to holistically interweave equality and diversity throughout our daily practices, and our Talking Points scheme serves as a driving force for such values.
 - Through the promotion of oracy and early language development, awareness of locality, the inclusion of protected characteristics and the positive values it instils, Talking Points and its teachings helps pupils develop a sense of aspirations and ambitions for their future world.
 - The planning incorporates debates and discussion points driven by specifically targeted story books. Pupils are encouraged to voice their own opinions while respecting and being sensitive towards others.
 - Within the Talking Points scheme there is a clear link to British Values where appropriate to deepen understanding.

- At Holgate, RSHE and its values/teaching is integrated in all aspects of school life and is linked into Collective worship, the school and classroom environment, class assemblies and class reading books.

3. Statutory Context

This policy reflects current statutory requirements for primary schools in England from September 2026.

Primary schools must teach:

- **Relationships Education**
- **Health Education**
- **National Curriculum science (including human development content)**

Sex education **beyond** National Curriculum Science is non-statutory in primary schools. Where taught, parents/carers may request withdrawal. At Holgate, we **do not** teach the children anything above and beyond the Health Education Curriculum or Science Curriculum. Therefore, requests for pupil withdrawal are not deemed necessary.

Relationships education: content to be covered by the end of primary school

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Health education: content to be covered by the end of primary

- 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

National Curriculum science (specifically human development to be covered by the end of primary)

Animals, including humans

Statutory requirements

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Living things and their habitats

Statutory requirements

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

Animals, including humans

Statutory requirements

Pupils should be taught to:

- describe the changes as humans develop to old age.

4. How Talking Points is taught

- Talking Points lessons are taught by staff once a fortnight in a timetabled lesson across the year. Pupils learn in their usual classes, in mixed sex groupings. To ensure all pupils feel comfortable and to reduce anxiety and embarrassment when learning about a range of topics, we create a safe learning environment based around being respectful, open, confidential and kind. Teachers also provide opportunities for pupils to ask questions in whole class lessons, small groups, on a 1:1 or anonymously through the Worry Monster. Teachers will answer pupil's questions factually and honestly in an age-appropriate way and respond to any disclosures following the school's safeguarding procedures and child protection policy which can be found on the school website or requested from the school office.
- Our Pastoral team, SENCo and PSHE lead are available to support pupils who experience difficulties. Relevant leaflets, websites and posters can be shared to refer pupils, and their families, to sources of help and advice, alongside suitable books which can be found in the library. Each year group from EYFS to Year 6 have 3 or 4 questions per half term which are introduced through a very accessible children's book. The nature of the lessons helps develop articulation and language skills in all learners and the use of the pre/post assessment, differentiated challenges and extension questions continues to drive self-reflection and evaluation skills.
- The school creates a safe environment where all staff and children are respected and free to express their beliefs and opinions without fear of discrimination. Moreover, the school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:
 - Age
 - Sex or sexual orientation
 - Race
 - Disability
 - Religion or belief
 - Gender reassignment
 - Pregnancy or maternity
 - Marriage or civil partnership
- The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships and health education, and the program is designed to be inclusive of all pupils. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the program to pupils with SEND or other needs.

The content for each year group can be found in [Appendix a](#)

5. Policy Development

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

1. An invite was sent to all parents to learn about the new 2026 RSHE curriculum and discuss new content
2. Two members of staff led a working group of parents and support staff to discuss the RSHE curriculum and make recommendations.
3. A working party of children were asked to comment about the curriculum, and a questionnaire was developed for their classes on the new content.
4. Staff were given the opportunity to look at the policy and make recommendations
5. The policy was shared with governors and ratified

6. Safeguarding

- Teachers are aware that effective RHSE, which brings an understanding of what is and what is not appropriate in a relationship, may lead to a disclosure of a child protection issue. In this situation, teachers will report this to the school's designated safeguarding leads or one of the deputies, in line with our safeguarding policy.
- When teaching, staff encourage the use of correct vocabulary for genitals as this ensures pupils can accurately describe inappropriate touching, should they ever need to seek help about this.
- Visitors from external agencies supporting the teaching of RHSE will be required to provide their DBS checks before working with pupils and will not be left alone with children at any time. Their lesson content will be checked by the PHSE leader or class teacher to ensure that it is age appropriate and in line with our school's policy and ethos.

7. SCARF (external provider)

- It is a statutory requirement for primary schools to deliver Health and Relationships Education. The DfE also recommends that all schools deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings. At Holgate, RSE is taught as an integral part of our Talking Points curriculum, and some elements are also taught by an outside provider called SCARF.
- [Coram Life Education](#) is the provider of the SCARF RSHE curriculum and wellbeing resources. As a leading UK charity, they specialize in PSHE (Personal, Social, Health and Economic) education for primary schools, supporting over 50,000 teachers and 600,000 pupils.
- A trained facilitator from SCARF will deliver an hour-long lesson to each class based on the statutory content in the health curriculum as laid out below:

Developing bodies

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, 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. 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.

- The content for each year group is as follows:

Key Stage One Teaching:

In Year 1, the learning outcomes are:

- Identify parts of the body that are private;
- Describe ways in which private parts can be kept private;
- Identify people they can talk to about their private parts.

In Year 2, the learning outcomes are:

- Identify which parts of the human body are private;
- Explain what privacy means;
- Understand the difference between appropriate and inappropriate touching.

Key Stage Two Teaching:

In Year 3, the learning outcomes are:

- Growing up;
- Changes that happen;
- Name some of the body parts of a female and male body;
- Keeping ourselves safe;
- Personal boundaries.

In Year 4, the learning outcomes are:

- Know and understand correct terminology of reproductive organs and external sexual body parts;
- Begin to understand the idea of body ownership;
- Know a range of appropriate responses to unwanted touch;
- Menstruation.

In Year 5, the learning outcomes are:

- Recognise that the thought of puberty can be exciting for some people and scary for others;
- Understand that only certain people have permission to see their private parts;
- What do we mean by consent;
- Menstruation.

In Year 6, the learning outcomes are:

- Understand what is meant by puberty;
- Menstruation;
- Know how male and female bodies change during puberty;
- Have thought about ways to approach challenges linked to puberty;
- Know where to get help if it is needed.

8. Parental concerns and the right to withdraw

- Parents have the right to request that their child be withdrawn from some, or all, of the non-statutory Sex Education taught in school, but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education.
- At Holgate, we only teach the statutory content as outlined in **Section 7**, therefore parents cannot request that their child is withdrawn from any part of the lessons.
- Parents are invited to view our resources and discuss any concerns with staff. Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about school's approach help increase confidence in the curriculum. We promote this through offering parents the opportunity to join working parties to have their say in the curriculum design. We also hold regular class assemblies where parents get to view the children's work in RSHE and ask questions about its content.

9. Monitoring and Evaluation

RSHE provision is monitored through lesson observations, pupil feedback and assessment, parent consultation and staff CPD along with ongoing monitoring and reviewing of planning and external providers of content. The Senior Leadership Team reports annually to governors on the effectiveness of RSHE provision, and the policy is reviewed annually.

Appendix a

EYFS RHE BOOKS AND TALKING POINTS QUESTIONS		
Suggested term to be taught in	Book	TP Question
Autumn 1	I'm special, I'm me (F1 & F2)	How am I special?
	When I'm feeling Happy (F1 & F2)	What makes you feel happy?
	When I'm feeling Sad (F1 & F2)	What makes you feel sad?
Autumn 2	When I'm feeling Angry (F1 & F2)	What makes you feel angry?
	Talking is not my Thing (F2 only)	How do we communicate with each other?
	My Family and other Families (F1 and F2)	In what ways are we different?
Spring 1	It's not Fair (F2 only)	What does it mean to be fair?
	Join in and Play (F1 & F2)	How do I play nicely with others?
	Say Sorry Sidney (F2 only)	When should I say sorry?
Spring 2	Which Food Will You Choose (F1 & F2)	Why is trying new food important?
	Welcome to our World (F2 only)	What are children like in other countries?
	Ruby Finds a Worry (F1 & F2)	How do I deal with a worry?
Summer 1	Monkey needs to listen (F2 only)	Why is it important to listen carefully?
	Mine (F1 & F2)	What does sharing mean?
	But Why Can't I? (F2 only)	Why are rules important?
Summer 2	My Body Belongs to me (F2 only)	Where can we touch?
	Tom's special talent (F1 & F2)	What is my special talent?
	All are welcome (F1 & F2)	What does different mean?

YEAR 1 RHE BOOKS AND TALKING POINTS QUESTIONS		
Suggested Term to be taught in	Book	TP Question
Autumn 1	Love is a family	Who is in my family?
	Under the love umbrella	Who are my important people?
	Whoever you are	What makes a good person?
	Coming to England	In what ways are we the same as or different to each other?
Autumn 2	Augustus and his smile	What makes me happy?
	My yellow balloon	What does sad feel like?
	Bella's rules	Why do we have rules?
Spring 1	Thank you Omu	Is it kind or unkind?
	Tease Monster	Is teasing ever okay?
	No means no	What should I do if I don't like it?
	The Class Vote	Why is it important that everyone gets to have their say?
Spring 2	The huge bag of worries	What does worry feel like?
	No dragons for tea	How do I keep safe?
	George's dragon at the fire station	What should I do in an emergency?
Summer 1	I don't want to wash my hands	When should I wash my hands?
	Rosa's Bus	Are all people treated the same?
	A chair for my mother	What should I do with money?
	Mommy, Mama and me	What do you need for a loving family?
Summer 2	Peter's chair	How can I be more grown up?
	Giraffes can't Dance	Do I always have to be the best?
	Rules of Summer	Why do we need rules?
	RSE	PSHE Association

YEAR 2 RHE BOOKS AND TALKING POINTS QUESTIONS

Suggested term to be taught in	Book	TP Question
Autumn 1	Get up and go	Why should I exercise?
	Confidence is my superpower	How can I be more confident?
	Coming to England	In what ways are we the same as or different to each other?
Autumn 2	Do not lick this book	Can I stop myself being ill?
	In my heart	What does angry feel like?
	Hats of Faith	Why do people wear religious headwear?
Spring 1	What happened to you?	What does disabled mean?
	The Class Vote	Why is it important that everyone gets to have their say?
	The selfish crocodile	How do I make you feel?
Spring 2	Here we are	How can I save the planet?
	I will not ever never eat a tomato	What if I don't like vegetables?
	And Tango makes three	Who can be parents?
Summer 1	The Steves	How do I compromise?
	My body! What I say goes!	What does private really mean?
	When a dragon comes to stay	Is it right or wrong?
Summer 2	Never talk to strangers	Who can I trust?
	Rosa's Bus	Are all people treated the same?
	Ruby's worry	Should I keep a secret?
	Webster's email	Am I safe online?
	The dinosaur department store	What are you aiming for in life?
	Rules of Summer	Why do we need rules?
	RSE	PSHE Association

YEAR 3 RHE BOOKS AND TALKING POINTS QUESTIONS

Suggested term to be taught in	Book	TP Question
Autumn 1	Gregory the terrible eater	What can I do to be healthy?
	Crab and Whale	How can you have a balanced lifestyle?
	Coming To England	In what ways are we the same as or different to each other?
Autumn 2	Roxy The Raccoon	How can we make our community more inclusive?
	The Paper Bag Princess	Are girls and boys treated the same?
	Come and tell me	What should you tell your grown-ups?
Spring 1	Two monsters	What does it mean to be fair?
	The day the crayons quit	What are my rights and responsibilities?
	Honesty is my superpower	Why is it important to tell the truth?
Spring 2	The Class Vote	Why is it important that everyone gets to have their say?
	Mixed – An Inspiring story about colour	How do I make sure I am respectful?
	My Mummy Marches	How can I stand up for my beliefs?
Summer 1	The hug	What can you do if someone else is sad?
	Fergal is fuming	How can I affect other people's mood?
	Rosa's Bus	Are all people treated the same?
Summer 2	The Lion inside	What do I do if I have concerns about something?
	In the swamp by the light of the moon	What is a community?
	Rules of Summer	Why do we need rules?
	Through my window	I am proud of where I live because...
	My two grannies	What are different cultures?
	RSE	PSHE Association

YEAR 4 RHE BOOKS AND TALKING POINTS QUESTIONS

Suggested term to be taught in	Book	TP Question
Autumn 1	The bear, the piano, the dog and the fiddle	What's the feeling I have?
	I hate everything	What do I do when my friend is cross?
	The squirrels who squabbled	How do I compromise?
	Coming To England	In what ways are we the same as or different to each other?
Autumn 2	Charlie is broken	What is first aid?
	Mini Rabbit not lost	What is a risk?
	Chicken clicking	How do I stay safe online?
Spring 1	The world needs more purple people	How do we create a kinder world?
	Your mind is like the sky	What can I do about negative thoughts?
	David gets in trouble	What does <u>owning</u> up mean?
	The Class Vote	Why is it important that everyone gets to have their say?
Spring 2	Miles is the boss of his body	What are my personal boundaries?
	Stardust	What's an aspiration?
	Ruby's wish	What is gender equality?
	If a bus could talk	Are all people treated the same?
Summer 1	The king who banned the dark	What worries me in the world?
	Along came a different	What is discrimination?
	The bad seed	What does it mean to be anti-social?
Summer 2	What can a citizen do?	How do I support my community?
	RSE	PSHE Association
	Rules of Summer	Why do we need rules?
	My Uncle's Wedding	What is a marriage?

YEAR 5 RHE BOOKS AND TALKING POINTS QUESTIONS

Suggested term to be taught in	Book	TP Question
Autumn 1	Incredible You	What do you want to achieve in life?
	No smoking, no drinking, no drugs	How do I make good choices about my health?
	Silly Billy	How can your mind get ill?
	Coming To England	In what ways are we the same as or different to each other?
Autumn 2	The storm whale	How do I make sure I am a good friend?
	Oliver and Patch	How do I make sure I do the right thing?
	The Koala who could	How does change make you feel?
Spring 1	Big Boys Cry	What is toxic masculinity?
	Let the children march	What could you do if you're not happy with something?
	The Class Vote	Why is it important that everyone gets to have their say?
	Grandad's island	What is loss and how can we deal with it?
Spring 2	Just kidding	What is the difference between joking and being mean?
	King and King	What is an equal relationship?
	I'm a girl	What is a gender stereotype?
Summer 1	The Adventures of a Plastic Bottle	What are environmental issues?
	How to be a lion	How do I challenge someone else's views?
	Rosa's Bus	Are all people treated the same?
	Tight times	What is debt?
Summer 2	RSE	SCARF
	Say Something	What is an upstander?
	Rules of Summer	Why do we need rules?
	I am Jazz	Is it okay to be different?

YEAR 6 RHE BOOKS AND TALKING POINTS QUESTIONS

Suggested term to be taught	Book	TP Question
Autumn 1	A new coat for Anna	How do you look after your money?
	I am vape	What are the dangers of vaping?
	After the fall	What things can affect my mental health?
	Coming To England	In what ways are we the same as or different to each other?
Autumn 2	The sea saw	How do I cope when I am heartbroken?
	But it's just a game	What can I do to break a habit?
	The Day the War Came	How does a war affect people?
Spring 1	Goldilocks	What things should you not post/send on the internet or phone?
	I dare you	What should you do if someone dares you?
	The Class Vote	Why is it important that everyone gets to have their say?
	Malala's magic pencil	What would you speak out about?
Spring 2	Pansy Boy	What is homophobia?
	Tango makes 3	Who can be parents?
	No More Knives or County Lines	Why do people commit crime?
Summer 1	Sam tells stories	Why do people tell lies?
	But I read it on the internet	What is fake news?
	If a Bus Could Talk	Are all people treated the same?
Summer 2	Troll stinks	What is a cyber bully?
	The Juice Box Bully	How do you stand up to bullies?
	RSE	SCARF
	The Rules of Summer	Why do we need rules?