# Spa Academy Askern

# Relationships, Sex and Health Education (RSHE) Policy

*For publication and implementation from September 2026*

| VERSION | AUTHOR | SUMMARY OF CHANGES | DATE PUBLISHED | DATE OF REVIEW |
|---|---|---|---|---|
| 4.0 | ET | Existing Spa Academy RSE Policy updated to note forthcoming statutory guidance. | September 2025 | September 2026 |
| 5.0 | PSHE Lead | New RSHE Policy written to align with the DfE Relationships, Sex and Health Education statutory guidance for introduction on 1 September 2026.<br>Headteacher: Mrs Housley<br>Lead: PSHE Lead; Governance: Governors / Trustees | September 2026 | September 2027 |

This policy should be read alongside the school's safeguarding, behaviour, anti-bullying, online safety, equality and SEND policies. It has been written for a junior primary academy context and covers the statutory Relationships Education and Health Education curriculum, the school's approach to non-statutory primary sex education, and links with PSHE, Science and wider school provision.

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# 1. Legal Requirements

## 1.1 Subject Definitions

At Spa Academy Askern, Relationships, Sex and Health Education is taught as part of a planned, progressive approach to personal development. The policy uses the term RSHE because the school teaches statutory Relationships Education and Health Education, and also provides age-appropriate non-statutory sex education in Key Stage 2 as part of a carefully sequenced curriculum. The school's wider PSHE curriculum includes the knowledge, skills, language and values that help pupils to understand themselves, respect others, stay safe, make healthy choices and prepare for the opportunities, responsibilities and experiences of later life.

Relationships Education is compulsory in all primary schools. It teaches pupils about families, friendships, respectful relationships, online relationships and being safe. It helps pupils understand the features of positive, caring relationships and how to recognise when a relationship, interaction or situation is unsafe or unhealthy. Relationships Education includes learning about personal boundaries, privacy, consent in everyday contexts, trusted adults, reporting concerns, and respect for difference.

Health Education is compulsory in all state-funded primary schools. It teaches pupils about mental wellbeing, physical health and fitness, healthy eating, drugs, alcohol, tobacco and vaping, health protection and prevention, basic first aid, online safety and harms, personal safety, and the physical and emotional changes associated with growing up. Puberty is part of statutory Health Education and parents/carers do not have the right to withdraw pupils from this content.

Sex Education is not compulsory in primary schools, except for elements that form part of the National Curriculum for Science. Spa Academy Askern chooses to teach a carefully planned, age-appropriate sex education programme because it supports safeguarding, prepares pupils for puberty and transition to secondary school, and helps pupils learn factual information from trusted adults rather than from unreliable sources. Sex education at Spa Academy Askern includes age-appropriate learning about human reproduction, how babies are conceived and born, and how to ask for help when pupils are worried or confused.

Science is a statutory subject. Parents/carers do not have the right to withdraw pupils from National Curriculum Science content, including learning about the human body, external body parts, life cycles, puberty, and reproduction in animals and plants where these are taught through Science.

## 1.2 School's Legal Duty

Spa Academy Askern is required to provide a curriculum that promotes pupils' spiritual, moral, cultural, mental and physical development and prepares pupils for the opportunities, responsibilities and experiences of later life. This duty is set out in the Education Act 2002 and, for academies, through the Academies Act 2010 and academy funding agreements.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 make Relationships Education and Health Education compulsory in primary schools. The Department for Education published revised statutory guidance in July 2025 for introduction from 1 September 2026. Spa Academy Askern will have regard to this statutory guidance and will implement this policy and curriculum in line with the requirements that apply from September 2026.

The policy is also informed by, and should be read in conjunction with, current safeguarding guidance, including Keeping Children Safe in Education, Working Together to Safeguard Children, the Prevent Duty, the Equality Act 2010, the Public Sector Equality Duty and the National Curriculum for Science. Where the statutory guidance says schools should do something, Spa Academy Askern will follow that expectation unless there is a clear, defensible and documented reason for an alternative approach.

The governing body and trustees must ensure that the school's RSHE policy is available to parents/carers, that parents/carers are consulted on the policy and on non-statutory sex education content, and that the curriculum is appropriate for pupils' age, stage of development, religious background, SEND and safeguarding needs. The Headteacher, Mrs Housley, has overall responsibility for ensuring that statutory requirements are met. The PSHE Lead coordinates the curriculum and supports staff with implementation.

### 1.3 Distribution of this Policy

This policy will be shared with Governors / Trustees, senior leaders, teaching staff, support staff and specialist external providers involved in RSHE delivery. It will be available to parents/carers through the school website and on request from the school office. New staff will be directed to this policy as part of induction, particularly where their role includes teaching, supporting or supervising pupils during PSHE, Science, pastoral support, assemblies or wider personal development activities.

Parents/carers will be signposted to the policy when consultation takes place, when the curriculum is reviewed and before any non-statutory sex education sessions are delivered. The school will also make curriculum summaries and relevant parent information available so that families understand what is taught, when it is taught, and how they can continue age-appropriate conversations at home.

## 2.0 RSHE in Practice: Outcomes, Delivery and Curriculum

### 2.1 Values and Outcomes

At Spa Academy Askern, RSHE is rooted in the school's commitment to helping every pupil become safe, healthy, respectful, confident and well-prepared for the next stage of education and life. RSHE is not treated as an isolated subject. It is part of the wider culture of the academy and is reinforced through relationships between adults and pupils, behaviour expectations, assemblies, safeguarding practice, pastoral support, curriculum texts, enrichment and everyday school routines.

The school recognises that pupils learn best when they feel safe, valued and able to ask questions without embarrassment. RSHE lessons are therefore taught within a clear framework of respect, dignity, factual accuracy, age appropriateness and safeguarding. Pupils are taught that everyone has the right to be treated with kindness and respect, that their body belongs to them, that trusted adults can help, and that they should continue to seek help if they are worried and have not been heard.

The intended outcomes of RSHE at Spa Academy Askern are that pupils will:

- understand the features of safe, positive and respectful relationships with family members, friends, peers and adults;
- recognise when a relationship, online interaction or situation may be unsafe, unhealthy or unkind;
- know how to seek help from trusted adults in school, at home and through appropriate external support;
- develop emotional literacy, resilience and strategies to support their mental wellbeing;
- understand how physical health, sleep, hygiene, exercise, food choices and time outdoors support wellbeing;
- learn factual, age-appropriate information about puberty, the human body and reproduction so that they are prepared for growing up;
- understand the risks linked to the internet, harmful online content, grooming, exploitation, bullying, misogyny and discriminatory behaviour;
- learn that bullying, prejudice, harassment and abuse are never acceptable and that concerns should be reported;
- develop respect for difference, including different families, cultures, beliefs, abilities and protected characteristics;

- build the confidence to make informed choices and to contribute positively to the school and wider community.

Our approach is underpinned by the following principles:

- **Equality:** not every child needs the same support; our aim is that every pupil can access learning and achieve safe, positive outcomes.
- **Respect:** pupils learn to value themselves and others, including people whose lives, families or beliefs differ from their own.
- **Honesty:** content is taught factually and accurately, using correct vocabulary and age-appropriate explanations.
- **Sensitivity:** lessons are planned and adapted with awareness of pupils' experiences, maturity, SEND, culture, faith and safeguarding needs.
- **Safety:** the curriculum contributes directly to safeguarding by helping pupils recognise risk, speak out and seek help.
- **Partnership:** the school works with parents/carers as children's first educators and keeps families informed about curriculum content.
- **Empowerment:** pupils are given knowledge, language and strategies that help them make safer, healthier choices.

## 2.2 Subject Curriculum

Spa Academy Askern uses a curriculum model that brings together BigTalk Education, selected Jigsaw PSHE units, the National Curriculum for Science and No Outsiders. This model has been chosen so that pupils receive a broad, coherent and progressive curriculum that meets statutory requirements and reflects the needs of a junior primary school. It avoids unnecessary duplication and ensures that puberty and reproduction are taught through the most appropriate strands of the curriculum.

The Jigsaw PSHE curriculum is used for five units only: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me and Relationships. The Jigsaw Changing Me unit is not used. Puberty, human development and reproduction are taught through BigTalk Education sessions and the National Curriculum for Science, supported by carefully planned follow-up where needed.

The curriculum also uses No Outsiders to support pupils' understanding of equality, diversity, respect, inclusion, different families and the importance of challenging prejudice and discrimination. This work is delivered through assemblies, class discussion and selected texts as part of the school's wider commitment to preparing pupils for life in modern Britain.

The Science curriculum provides statutory teaching about the human body, life cycles, health, puberty and reproduction in animals and plants where relevant. Science content is taught factually and objectively using scientific vocabulary. Where Science overlaps with RSHE, teachers make clear links while maintaining the distinct purpose of each subject.

The following curriculum overview sets out the core components of the model:

| Curriculum component | Purpose within RSHE | Delivery approach |
|---|---|---|
| BigTalk Education | Specialist delivery of age-appropriate Relationships Education, puberty and non-statutory primary sex education, including body vocabulary, personal safety and reproduction where appropriate. | Delivered through planned sessions by BigTalk Education, with school staff present to support safeguarding, continuity and follow-up. |
| Jigsaw PSHE: Being Me in My World | Class community, identity, rights, responsibilities, democracy, choices and contribution. | Weekly PSHE lessons led by class teachers. |

| Curriculum component | Purpose within RSHE | Delivery approach |
|---|---|---|
| Jigsaw PSHE: Celebrating Difference | Respect for difference, bullying, stereotypes, prejudice, empathy and inclusion. | Weekly PSHE lessons, assemblies and wider personal development work. |
| Jigsaw PSHE: Dreams and Goals | Aspirations, perseverance, resilience, teamwork, achievement and future possibilities. | Weekly PSHE lessons and wider curriculum links. |
| Jigsaw PSHE: Healthy Me | Mental wellbeing, healthy choices, exercise, sleep, hygiene, medicines, drugs, alcohol, tobacco, vaping and personal safety. | Weekly PSHE lessons, Science links and safeguarding curriculum. |
| Jigsaw PSHE: Relationships | Families, friendships, conflict resolution, communication, loss, online relationships and recognising unhealthy relationships. | Weekly PSHE lessons, pastoral support and behaviour curriculum links. |
| National Curriculum Science | Human body, external body parts, life cycles, puberty, health, reproduction in animals and plants where required by the National Curriculum. | Science lessons taught by class teachers as statutory curriculum content. |
| No Outsiders | Equality, respect, belonging, inclusion, protected characteristics, diverse families and preparing pupils for life in modern Britain. | Assemblies, selected texts, discussion and whole-school culture. |

Special note on scientific vocabulary: within our school we use correct scientific language for body parts, including genitals, in a calm, factual and safeguarding-focused way. Pupils are taught that families may use different words at home, but in school we use accurate vocabulary so that children can describe concerns clearly if they ever need help. This supports safeguarding and reduces confusion, shame and misinformation.

The curriculum is carefully adapted for Spa Academy Askern's context. Teachers consider pupils' age, maturity, previous learning, SEND, language needs, personal circumstances and safeguarding information before teaching sensitive content. Adaptations may include pre-teaching vocabulary, smaller-group support, visual resources, additional processing time, alternative recording methods and careful seating arrangements. Adaptation does not mean removing statutory content from pupils who are entitled to learn it; it means ensuring the content is accessible and safe.

## 2.3 Delivery of Relationships, Sex and Health Education

RSHE is delivered through a whole-school approach. Class teachers deliver weekly PSHE lessons because they know their pupils well and can connect learning to the school's values, behaviour curriculum, safeguarding messages and wider class routines. Science is taught through the planned Science curriculum. Assemblies and No Outsiders work reinforce key messages about respect, inclusion and community. Specialist external providers are used for specific elements of the RSHE curriculum where specialist knowledge, carefully designed resources or external facilitation strengthen safeguarding and curriculum quality.

Spa Academy Askern works with BigTalk Education for the delivery of planned Relationships, puberty and non-statutory sex education sessions. BigTalk Education provides age-appropriate sessions using the Growing Up Safe approach. School staff are present during these sessions so that they understand the content, can support pupils appropriately, can manage any safeguarding concerns immediately and can reinforce key learning throughout the year.

The delivery model ensures that pupils do not receive a one-off message that is disconnected from the rest of school life. Learning from specialist sessions is revisited through PSHE, Science, safeguarding conversations and pastoral support. Questions that arise after sessions are managed by trained school staff in line with this policy.

The school's RSHE curriculum is delivered using the following principles:

- lessons are age-appropriate, developmentally appropriate and sequenced so that knowledge builds over time;
- content is factual, balanced and presented without promoting any particular lifestyle, political view or commercial product;
- teachers use correct vocabulary and explain concepts clearly, without unnecessary detail;
- ground rules are established so that pupils understand respect, listening, privacy and the limits of confidentiality;
- distancing techniques are used where appropriate so that pupils do not feel pressured to share personal experiences;
- staff are alert to signs of distress, confusion, safeguarding concerns or disclosures;
- follow-up support is available for pupils who need further explanation or pastoral support;
- parents/carers are informed in advance of non-statutory sex education content and can view materials on request.

In Years 3 and 4, sessions are usually taught in mixed groups. In Years 5 and 6, some content may be taught in separate groups where this is judged to support pupil confidence and discussion. However, the core content is the same for all pupils unless a specific adaptation is required for an individual pupil's needs. Decisions about groupings will be made by the school, taking account of safeguarding, dignity, equality, pupil needs and parental consultation. Where a pupil has a specific need linked to gender, SEND or vulnerability, the school will consider the most appropriate arrangement in discussion with parents/carers and relevant staff.

The school keeps records of curriculum delivery and will make reasonable arrangements for pupils who miss essential RSHE sessions, particularly where the learning relates to safeguarding, puberty, personal safety or transition. This may include small-group catch-up, individual support or carefully planned class follow-up.

## 2.4 Equality

Spa Academy Askern is committed to meeting the Equality Act 2010 and the Public Sector Equality Duty. RSHE is taught in a way that does not discriminate against pupils and that fosters good relations between people who share protected characteristics and those who do not. The protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The curriculum presents difference positively and teaches pupils that everyone has the right to be treated with dignity and respect. Pupils learn that families can take many forms, including families with a mum and dad, single-parent families, same-sex parent families, adoptive families, foster families, kinship care families, blended families, families headed by grandparents or other relatives, families from different cultures and religions, and service families. Teaching about families focuses on love, care, stability, security and responsibility.

The school actively challenges stereotypes that limit pupils' aspirations or contribute to disrespectful attitudes. This includes challenging outdated ideas about what boys and girls can do, be, enjoy or achieve. Pupils learn that qualities such as courage, kindness, leadership, strength, creativity and care are human qualities, not qualities that belong to one sex. Age-appropriate teaching also addresses how prejudice, bullying, sexual harassment, misogyny and harmful online content can affect people's safety and wellbeing.

No Outsiders supports the school's work on equality and inclusion. Through carefully chosen texts, assemblies and discussions, pupils learn that people are different and belong together. This approach is linked to the school's wider safeguarding and behaviour expectations: discriminatory language, bullying, harassment, prejudice and abuse are never acceptable and must be reported.

The school respects the religious backgrounds and beliefs of families. RSHE is taught factually and objectively, with sensitivity to the range of beliefs within the school community. Pupils may learn that people hold different beliefs and values, while also being taught clearly about the law, safeguarding, equality and the right of every person to be safe and respected.

Pupils with SEND are entitled to high-quality RSHE. The school recognises that some pupils with SEND may be more vulnerable to abuse, exploitation, bullying, social isolation or online risk. Teachers and support staff adapt teaching so that pupils can access the key messages. The SENCO, PSHE Lead and class teachers work together where additional planning is needed.

### 2.5 Children's Questions

Spa Academy Askern wants pupils to feel able to ask questions in a safe, respectful and age-appropriate way. Children are best protected when they can seek accurate information from trusted adults rather than relying on peers, social media, search engines or other unreliable sources. At the same time, not every question is suitable for a whole-class response and some questions may need to be answered individually, redirected to parents/carers, or treated as safeguarding concerns.

Teachers and specialist external providers use professional judgement when responding to questions. Responses should be brief, factual, age-appropriate and consistent with the planned curriculum. Staff should not give unnecessary detail, share personal views, ask pupils to disclose personal experiences or enter into debate that is not suitable for the pupil's age or stage. If a question indicates possible harm, abuse, exposure to inappropriate material, online grooming, sexual harassment, coercion, exploitation or neglect, safeguarding procedures must be followed immediately.

Where pupils ask questions that go beyond the planned curriculum, staff may:

- give a short factual answer if it is appropriate for the age and context;
- explain that the pupil will learn more about the topic when they are older;
- suggest that the pupil talks with their parent/carer and inform the parent/carer where appropriate;
- speak with the pupil individually if the question should not be addressed in front of the class;
- seek advice from the PSHE Lead, Headteacher or safeguarding team before responding;
- record and report the matter as a safeguarding concern where required.

If a pupil has been withdrawn from non-statutory sex education and asks a question about the withdrawn content, staff will respond sensitively and will not teach the withdrawn content to that pupil. The school will inform parents/carers so that they can follow up at home. Pupils who are withdrawn from sex education will still receive statutory Relationships Education, statutory Health Education and Science content.

## 3.0 Parental/Carer Engagement

Spa Academy Askern recognises that parents and carers are children's first educators in many areas of relationships, health, values and growing up. The school's role is to provide accurate, age-appropriate and safeguarding-focused education that complements, rather than replaces, conversations at home. Partnership with families is particularly important where content is sensitive, where pupils have additional needs, or where families have questions linked to faith, culture or personal values.

The school will consult parents/carers when developing and reviewing this policy and before finalising the detailed content of non-statutory sex education. Consultation may include parent meetings, written information, curriculum summaries, opportunities to view resources, surveys, website updates and direct conversations with the PSHE Lead or Headteacher. Governors / Trustees will be informed of consultation outcomes as part of the policy approval process.

Parents/carers will be given clear information about:

- what is taught as statutory Relationships Education;
- what is taught as statutory Health Education, including puberty;
- what is taught through National Curriculum Science;
- what is taught as non-statutory primary sex education;
- when specialist external providers are used and what their role is;
- how the school adapts teaching for age, maturity, SEND and safeguarding needs;
- how to view teaching materials and ask questions;
- the parental right to withdraw from non-statutory sex education only.

Before specialist sessions that include non-statutory sex education, parents/carers will receive information about the session aims and content. The school will provide opportunities for parents/carers to view relevant materials, ask questions and discuss any concerns. Pupils will be encouraged to talk with their parents/carers about what they have learned, and parents/carers will be supported to continue age-appropriate conversations at home.

If parents/carers have concerns, they should contact the class teacher in the first instance or the PSHE Lead. Where a concern relates to curriculum content, withdrawal, safeguarding or individual pupil needs, the Headteacher may also be involved. The school aims to respond through open, respectful discussion, sharing information and explaining the safeguarding and educational rationale for the curriculum.

## 3.1 Withdrawal Procedure

Parents/carers do not have the right to withdraw pupils from statutory Relationships Education. Parents/carers do not have the right to withdraw pupils from statutory Health Education, including puberty education. Parents/carers do not have the right to withdraw pupils from National Curriculum Science, including content about the human body, life cycles, puberty and reproduction where these form part of the Science curriculum.

Parents/carers do have the right to withdraw their child from non-statutory sex education taught outside the National Curriculum for Science. In primary schools, the Headteacher must comply with a parent/carer's request to withdraw their child from sex education beyond the Science curriculum. Spa Academy Askern will make the distinction between statutory and non-statutory content clear in parent communications.

The withdrawal process is as follows:

- Parents/carers should read the policy and curriculum information provided by the school.
- Parents/carers are encouraged to attend the information meeting or arrange to view materials before making a decision.
- Parents/carers who still wish to withdraw their child must make the request in writing using the form in Appendix 2 or by writing to the Headteacher.
- The Headteacher or PSHE Lead will offer a meeting to discuss the request, clarify which content is statutory and non-statutory, and consider the potential implications for the pupil.
- The school will confirm the withdrawal arrangement in writing and will make appropriate alternative provision for the pupil during the withdrawn session.
- The request will be recorded securely and reviewed if the curriculum or the pupil's circumstances change.

The school will never make parents/carers feel pressured to agree with non-statutory sex education. However, the school will explain the benefits of the planned curriculum, including preparation for puberty, transition, safeguarding and protection from misinformation. Where a pupil is withdrawn, the school will take care to avoid stigmatising the pupil or drawing unnecessary attention to the decision.

## 4.0 Confidentiality

All staff, Governors / Trustees, specialist external providers and relevant volunteers must understand how confidentiality works within RSHE. Pupils should feel that PSHE and RSHE lessons are safe spaces for questions and discussion, but they must also understand that adults cannot promise absolute confidentiality. If a member of staff is worried that a child is at risk of harm, has been harmed, is harming someone else or has disclosed something that raises a safeguarding concern, the information must be shared with the Designated Safeguarding Lead or deputy in line with the school's safeguarding procedures.

At the start of RSHE lessons, teachers establish ground rules. These include listening respectfully, not using unkind language, not sharing private information about others, using correct vocabulary, asking questions appropriately, and understanding that adults may need to share information if someone is unsafe. Staff should use distancing techniques so that pupils can discuss scenarios without having to share personal experiences.

If a pupil begins to make a disclosure during a lesson, staff should respond calmly, avoid asking leading questions, reassure the pupil that they have done the right thing by speaking, and explain that the information must be passed to people who can help keep them safe. The disclosure should be reported and recorded immediately in line with the safeguarding policy. Staff must not investigate the concern themselves.

## 5.0 Causes for Concern and Disclosures

RSHE has a significant safeguarding role. Lessons about bodies, boundaries, online safety, friendships, consent, privacy, emotional wellbeing, bullying, discrimination, grooming and abuse can prompt pupils to recognise concerns or disclose experiences. This is an important protective function of the curriculum and must be managed carefully.

All staff delivering or supporting RSHE must follow the school's safeguarding and child protection procedures. Specialist external providers must have appropriate safer recruitment checks and must be briefed on the school's safeguarding procedures before working with pupils. They must report concerns immediately to school staff and provide written information where required.

Through RSHE pupils are taught to:

- recognise safe and unsafe situations, including online and offline risks;
- understand that abuse is never a child's fault;
- know the difference between secrets and surprises, and when information must be shared;
- understand privacy, personal boundaries and that their body belongs to them;
- identify trusted adults and know how to seek help more than once if needed;
- report bullying, discriminatory behaviour, sexual harassment, coercion, grooming and exposure to harmful content;
- understand that online information, images and contacts may be unsafe or misleading;
- know how and when to contact emergency services or ask an adult for urgent help.

All safeguarding concerns must be passed without delay to the Designated Safeguarding Lead or deputy DSL. The school's Designated Safeguarding Lead is the Headteacher, Mrs Housley. Deputy DSL arrangements are detailed in the school's safeguarding policy and on internal safeguarding information for staff. If a concern involves an allegation against a member of staff or adult working with pupils, the school's allegations management procedures must be followed immediately.

If a specialist external provider identifies a safeguarding concern during RSHE delivery, the concern must be shared face to face with the school's safeguarding team as soon as possible and followed up in writing. The school remains responsible for safeguarding decisions, records and onward referrals.

# 6.0 Monitoring and Evaluation

The quality and impact of RSHE at Spa Academy Askern will be monitored as part of the school's wider curriculum, safeguarding and personal development evaluation. Monitoring is not limited to checking whether lessons have taken place. It considers whether pupils know more, remember more and can use their learning to keep themselves and others safe, healthy and respected.

The PSHE Lead, working with the Headteacher, senior leaders and Governors / Trustees, will monitor RSHE through a range of activities, which may include:

- reviewing curriculum plans and mapping against statutory guidance;
- checking that Jigsaw units are used as agreed and that the Changing Me unit is not used;
- reviewing Science planning where it overlaps with RSHE;
- monitoring delivery records for specialist external provider sessions;
- learning walks and lesson visits where appropriate;
- reviewing pupils' work, reflections, floor books or class records;
- pupil voice to understand pupils' knowledge, confidence and experience of RSHE;
- staff feedback about confidence, training, resources and support needs;
- parent/carer feedback from consultation and information events;
- analysis of behaviour, bullying, safeguarding, online safety and wellbeing information where relevant.

Assessment in RSHE is primarily formative. Teachers check pupils' understanding through discussion, questioning, responses to scenarios, reflection tasks, role play, written work and observation of how pupils apply learning in the classroom and wider school life. Assessment focuses on knowledge, vocabulary, attitudes, skills and confidence. It does not require pupils to disclose personal experiences.

The impact of RSHE will be evaluated by considering whether pupils can identify trusted adults, explain how to report concerns, describe respectful relationships, recognise bullying and discrimination, use correct vocabulary, understand key health messages, make safe choices online and offline, and demonstrate respect for difference. Findings from monitoring will inform staff training, curriculum adaptation, policy review and reports to Governors / Trustees.

Feedback from specialist external provider sessions, including staff observations, pupil questions and parent/carer feedback, will be reviewed by the PSHE Lead and Headteacher. Where pupils ask repeated questions or show misunderstanding, the school may plan follow-up teaching, parent communication or pastoral support.

# 7.0 School Roles Relating to RSHE

## 7.1 Governors / Trustees

Governors / Trustees are responsible for strategic oversight of RSHE. They must ensure that the school meets statutory duties, that this policy is in place, that it is available to parents/carers, and that implementation is monitored. Governors / Trustees should be satisfied that the policy and curriculum are age-appropriate, inclusive, evidence-informed, safeguarding-focused and consistent with the Equality Act 2010.

Governors / Trustees are responsible for:

- approving this policy and ensuring it is reviewed regularly;
- ensuring parents/carers are consulted on the policy and on non-statutory sex education;
- ensuring parents/carers are clear about statutory content and the right to withdraw from non-statutory sex education only;
- monitoring implementation and impact through reports from the Headteacher and PSHE Lead;

- ensuring RSHE is linked appropriately to safeguarding, equality, SEND, behaviour and online safety;
- supporting leaders to secure appropriate training, resources and curriculum quality;
- challenging leaders where there are gaps in compliance, delivery or consultation.

### 7.2 The Headteacher

The Headteacher, Mrs Housley, has overall responsibility for implementing this policy and ensuring the school meets statutory RSHE duties. The Headteacher is responsible for ensuring that RSHE is delivered safely, that staff are supported, that parents/carers are consulted, that safeguarding procedures are followed and that Governors / Trustees receive appropriate information about the curriculum and its impact.

The Headteacher is responsible for:

- ensuring statutory Relationships Education and Health Education are taught to all pupils;
- ensuring National Curriculum Science content is delivered as required;
- ensuring non-statutory sex education is clearly identified and communicated to parents/carers;
- responding to withdrawal requests from non-statutory sex education;
- ensuring specialist external providers are appropriately selected, briefed and monitored;
- ensuring safeguarding concerns arising from RSHE are managed in line with policy;
- ensuring staff have access to training and resources;
- reporting to Governors / Trustees on policy implementation and curriculum quality.

### 7.3 PSHE Lead

The PSHE Lead has operational responsibility for coordinating RSHE across the school. The PSHE Lead supports staff, maintains curriculum documentation, leads policy review, liaises with specialist external providers, coordinates parent/carer information and contributes to monitoring and evaluation.

The PSHE Lead is responsible for:

- keeping up to date with statutory guidance and good practice in RSHE;
- ensuring curriculum mapping demonstrates coverage of statutory requirements;
- supporting teachers to deliver PSHE and RSHE confidently and consistently;
- ensuring the Jigsaw units used by the school are delivered as agreed and the Changing Me unit is not used;
- working with the Science lead where Science content overlaps with RSHE;
- coordinating specialist external provider sessions and ensuring staff understand follow-up expectations;
- organising parent/carer information and opportunities to view materials;
- monitoring teaching, pupil voice, assessment information and curriculum impact;
- advising on adaptations for pupils with SEND or additional vulnerabilities;
- supporting annual policy review and reporting to senior leaders.

### 7.4 All Staff

All staff contribute to RSHE because pupils learn about relationships, health, safety and respect through the whole school environment. Staff should model respectful communication, challenge unkind or discriminatory behaviour, reinforce safeguarding messages, and respond appropriately to questions, worries and disclosures.

All staff are responsible for:

- understanding this policy and the parts of the curriculum relevant to their role;
- delivering or supporting RSHE in line with agreed plans and guidance;
- using correct vocabulary and age-appropriate explanations;
- maintaining respectful lesson ground rules and a safe classroom climate;

- adapting learning so that pupils can access key messages;
- not promising confidentiality and following safeguarding procedures immediately;
- challenging bullying, prejudice, misogyny, sexual harassment and discriminatory language;
- reinforcing positive relationships, wellbeing and safety messages throughout school life;
- seeking support from the PSHE Lead, SENCO, safeguarding team or senior leaders when needed.

# 8.0 Additional Policy Information

## 8.1 Policy Production and Review

This policy has been produced for Spa Academy Askern using the structure and numbering of the previous Spa Academy Relationships and Sex Education Policy, while updating the content to reflect the wider RSHE curriculum model and the Department for Education statutory guidance for introduction from 1 September 2026. It has also been informed by strong practice in PSHE and RSHE policy writing, including clear explanation of statutory and non-statutory content, safeguarding, equality, parent/carer engagement and curriculum monitoring.

The policy will be reviewed annually, or sooner if there are changes to statutory guidance, safeguarding requirements, curriculum provision, specialist external provider arrangements, local context or pupil need. The next scheduled review will be September 2027. The review will be led by the PSHE Lead and Headteacher, with oversight from Governors / Trustees.

Policy review will consider:

- statutory guidance and legal requirements;
- curriculum mapping and evidence of coverage;
- feedback from pupils, parents/carers, staff and Governors / Trustees;
- safeguarding, behaviour, bullying and wellbeing information;
- updates to Jigsaw PSHE, Science, No Outsiders and specialist external provider materials;
- the accessibility of RSHE for pupils with SEND and vulnerable pupils;
- the effectiveness of consultation and communication with families.

## 8.2 Linked Policies

This policy should be read alongside the following Spa Academy Askern policies and curriculum documents:

- Safeguarding and Child Protection Policy;
- Behaviour Policy;
- Anti-Bullying Policy;
- Online Safety / E-Safety Policy;
- Equality and Diversity Policy;
- SEND Policy;
- Health and Safety Policy;
- Science Policy and Science curriculum documentation;
- PSHE curriculum overview and progression documentation;
- No Outsiders assembly and curriculum materials;
- Visitor and External Speaker guidance, where applicable.

RSHE also links closely with Reading, Religious Education, Computing, PE, Science, assemblies, pastoral provision, safeguarding curriculum, behaviour curriculum and enrichment. Teachers are encouraged to make meaningful links where these strengthen pupils' understanding of respectful relationships, health, wellbeing, safety and inclusion.

## 8.3 Approval of Policy

This policy is approved by Governors / Trustees and will be implemented by Spa Academy Askern from September 2026. It will be made available to parents/carers and staff and will be reviewed in line with section 8.1.

| | |
|---|---|
| **Policy title** | Relationships, Sex and Health Education (RSHE) Policy |
| **School** | Spa Academy Askern |
| **Headteacher** | Mrs Housley |
| **Lead** | PSHE Lead |
| **Governance approval** | Governors / Trustees |

# Appendix 1: Spa Academy Askern RSHE Curriculum Delivery Overview

Appendix 1 sets out how Spa Academy Askern delivers Relationships, Sex and Health Education through BigTalk Education, selected Jigsaw PSHE units, National Curriculum Science and No Outsiders. It replaces the previous appendix and is written specifically for Spa Academy Askern's junior primary context. It identifies the main planned content and the status of each element so that parents/carers can clearly see which parts are statutory and which parts are non-statutory sex education.

| Year group | Main planned RSHE content | Delivered through | Statutory status | Notes for parents/carers |
|---|---|---|---|---|
| Year 3 | Correct scientific names for body parts; private areas of the body; personal boundaries; safe and unsafe touch; trusted adults; recognising happy, safe and risky situations; respectful friendships; belonging and difference; healthy choices; online safety foundations. | BigTalk Education; Jigsaw Being Me in My World, Celebrating Difference, Healthy Me and Relationships; Science; No Outsiders. | Relationships Education and Health Education are statutory. Science content is statutory. Any sex education beyond Science is non-statutory. | Sessions are taught in an age-appropriate way. The focus is safeguarding, vocabulary, personal safety and confidence to ask for help. |
| Year 4 | Building on Year 3: different families; similarities and differences; body changes linked to growing up; emotional changes; personal hygiene; respectful relationships; conflict resolution; stereotypes; bullying; healthy habits; safe online behaviour; introductory factual learning about reproduction where delivered through specialist sessions. | BigTalk Education; Jigsaw units used by the school; Science; No Outsiders. | Relationships Education, Health Education and Science are statutory. Non-statutory sex education may include age-appropriate reproduction content beyond Science. | Parents/carers will be informed before sessions containing non-statutory sex education and may request withdrawal from that element only. |
| Year 5 | Puberty and emotional changes; menstruation; physical changes for boys and girls; personal hygiene; coping with feelings; body ownership; boundaries; online safety, grooming and harmful content; respectful friendships and families; stereotypes, prejudice and discrimination; factual learning about conception and development in the womb where delivered through specialist sessions. | BigTalk Education; Jigsaw units used by the school; Science; No Outsiders. | Puberty is statutory Health Education. Science content is statutory. Non-statutory sex education may include conception and birth beyond Science. | Content prepares pupils before or as changes occur. Some sessions may be delivered in separate groups, but the key learning is provided for all pupils. |

| Year group | Main planned RSHE content | Delivered through | Statutory status | Notes for parents/carers |
|---|---|---|---|---|
| Year 6 | Consolidating puberty and reproduction knowledge; preparing for secondary school; healthy relationships; managing pressure; consent and boundaries in age-appropriate contexts; online risks including grooming, image sharing and harmful content; mental wellbeing; asking for help; equality and respect; transition. | BigTalk Education; Jigsaw units used by the school; Science; No Outsiders. | Relationships Education and Health Education are statutory. Science content is statutory. Non-statutory sex education may include conception, pregnancy and birth beyond Science. | Parents/carers will be consulted before final year primary sex education content. This supports transition, safeguarding and protection from misinformation. |

The Jigsaw Changing Me unit is not used at Spa Academy Askern. Puberty and reproduction are delivered through BigTalk Education and Science to avoid duplication and to ensure that content is taught by the most appropriate curriculum route.

Withdrawal applies only to non-statutory sex education taught outside the National Curriculum for Science. Parents/carers cannot withdraw pupils from Relationships Education, Health Education, puberty education within Health Education, or Science.

The school will make detailed session information available to parents/carers before non-statutory sex education is delivered. Materials can be viewed in school by arrangement with the PSHE Lead or Headteacher.

## Appendix 2: Parent/Carer Withdrawal Request Form

This form should be used only where a parent/carer wishes to withdraw their child from non-statutory primary sex education. It does not apply to Relationships Education, Health Education, puberty education within Health Education, or National Curriculum Science.

| | |
|---|---|
| **Pupil name** | |
| **Class / year group** | |
| **Parent/carer name** | |
| **Date of request** | |
| **I request that my child is withdrawn from the following non-statutory sex education session/content:** | |
| **Reason for request, if you wish to provide one:** | |
| **Parent/carer signature** | |
| **School response / arrangements agreed** | |

The school will offer a discussion before confirming withdrawal arrangements. A copy of the completed form will be retained securely by the school.