



POLICY · CURRICULUM & LEARNING

Relationships, Health and Sex Education (RHSE) Policy

September 2026

ABOUT THIS POLICY

What and when we teach about relationships, families, growing up and staying healthy — at age-appropriate levels across Reception to Year 6. In line with the statutory 2026 Relationships, Sex and Health Education guidance.

The full policy follows from the next page.

We want every child to be curious, have big dreams and be prepared for an exciting future.

01273 453176 · office@sgprimary.co.uk

Headteacher: Mrs Naomi Doble · Swiss Gardens Primary School, a maintained school in West Sussex



Relationships, Health, and Sex Education (RHSE) Policy

September 2026

Introduction

At Swiss Gardens Primary School, we believe that Relationships, Health, and Sex Education (RHSE) is essential to prepare pupils for life, equipping them with the knowledge, skills, and attributes to make safe, healthy, and fulfilling choices. RHSE supports pupils' personal, social, moral, and emotional development, fostering resilience, self-worth, respect, kindness, and integrity.

This policy has been developed in line with the statutory Relationships Education, RSE, and Health Education guidance 2026, the PSHE Association recommended programme of study, and along side school practice and policy referring to safeguarding, inclusivity, and pupil wellbeing. It applies to all pupils from Reception to Year 6.

Policy Aims

Our RHSE programme aims to equip pupils with the knowledge, skills, and understanding they need to develop healthy relationships, including those within families, friendships, and online interactions. It provides age-appropriate education about puberty, reproduction, menstruation, and sexual health, while promoting mental and physical wellbeing, healthy lifestyles, and strategies to manage risk. Pupils are supported to recognise and respond safely to abuse, bullying, peer pressure, and online risks. The programme fosters an understanding of diversity, equality, and respect for all identities, including LGBTQ+ people and a range of cultural, faith,

and family structures. It develops media literacy, critical thinking, and the ability to evaluate influences on choices. Learning is structured progressively from Reception through Year 6, ensuring pupils build knowledge and skills that prepare them for secondary education and the responsibilities, opportunities, and experiences of later life.

Curriculum and Organisation

RHSE is delivered as an integrated part of PSHE, taught progressively across all year groups, ensuring pupils build on prior knowledge. Relationships and Health Education is taught through a whole-school approach. This includes embedding learning across the curriculum, using assemblies, theme days/weeks, pastoral time, and visits from external visitors and specialists. We recognise that learning about relationships, health, and wellbeing is reinforced by consistent messages throughout school life and supported by parents and carers. It is structured in line with the PSHE Association recommended programme of study around three key themes:

1. **Relationships Education** – covering friendships, families, respect, consent, boundaries, and online relationships.
2. **Health Education** – covering mental and physical health, healthy habits, puberty, reproductive health, drugs, alcohol, and personal safety.
3. **Living in the Wider World** – covering digital and media literacy, financial understanding, community responsibility, and personal safety.

Sex Education, which includes topics such as sexual intercourse, contraception, and reproduction beyond basic puberty education, is delivered in Years 5 and 6. Parents are informed in advance when these lessons will take place and may choose to withdraw their child from these specific sessions in line with statutory guidance.

This coverage ensures a coherent, progressive approach that prepares pupils for the opportunities, responsibilities, and experiences of later life.

Inclusion and Equality

All teaching is inclusive, reflecting diverse families, cultures, and identities. Pupils learn to respect differences in gender, sexuality, culture, faith, and ability, and to challenge harmful stereotypes and discrimination. Lessons are adapted for pupils with SEND to ensure accessibility, and resources are reviewed to represent positive diversity across all protected characteristics.

Parental Engagement and Withdrawal

Parents and carers are kept informed through termly curriculum overviews. Where appropriate, the school may invite parents to review resources ahead of teaching (for example, Year 5 and Year 6 sex education). Parent feedback and discussion are actively encouraged, and parents are encouraged to talk with their children at home to reinforce learning.

Withdrawal from non-statutory sex education is managed in line with statutory guidance. Parents wishing to withdraw their child should contact the headteacher to discuss concerns and the process. All other RHSE content is mandatory and cannot be withdrawn from.

Safeguarding and Support

RHSE is closely linked to and taught in line with the school's Safeguarding Policy. Through lessons, assemblies, pastoral support, and cross-curricular learning, pupils develop the knowledge and skills to:

- Recognise unsafe situations.
- Understand and maintain healthy boundaries.
- Respond safely to abuse or peer-on-peer harm.

Age-appropriate content includes online safety, recognising healthy and unhealthy relationships, consent, FGM awareness, forced marriage, and respecting personal boundaries.

All staff are trained to identify, respond to, and report safeguarding concerns in line with statutory guidance. Pupils are taught who their trusted adults are and how to seek help if they feel unsafe or worried. Learning is progressive, reinforced throughout the school year, and embedded across all areas of school life, ensuring pupils gain confidence in recognising risks and accessing support.

Assessment and Review

Pupil learning in RHSE is assessed through a range of methods, including class discussions, reflective activities, practical demonstrations, role-play, pupil voice surveys, work samples, and peer and self-assessment. The curriculum, lessons, and resources are reviewed regularly to ensure they remain up-to-date, inclusive, and compliant with statutory requirements. This policy is reviewed every two years by the Subject Lead, Senior Leadership Team, and Governors, with input from parents and the wider school community where appropriate, to ensure it continues to meet the needs of all pupils.

Review Date: Spring 2026 for implementation Autumn 2026 (in line with changes to statutory guidance)

Reviewed by: C.Davies

Next Review: Academic Year 2028/29