



TEMPLE LEARNING ACADEMY (PRIMARY PHASE) RELATIONSHIPS AND SEX EDUCATION (RSE) and HEALTH EDUCATION POLICY

Draft - pending Governor ratification.

Name of School: Temple Learning Academy

Member of staff responsible: Lyndsey Durn and Lauren Durn

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Reviewed: September 2026

Date of next review: September 2027

AIMS

This policy sets out the purpose, nature and management of RSHE taught in Temple Learning Academy (Primary Phase). RSHE is part of the wider Personal Development (PD) Curriculum and supports children in developing knowledge, skills, attitudes and values that will:

- contribute to the wider PD vision and align with the school's CORE Values of Courage, Opportunity, Respect and Excellence.
- contribute to the spiritual, moral, social, mental and physical development of children
- help to prepare children for the responsibilities and experiences of adult life
- provide a framework in which sensitive discussions can take place now and as they get older
- help children develop feelings of self-respect, confidence and empathy
- help children form healthy and respectful relationships
- help children manage changing bodies and feelings in a safe, informed way
- help children understand how to keep physically and mentally healthy
- keep children safe in the modern digital world
- help children to understand and respect the diversity of others
- create a positive culture around issues of sexuality and relationships
- teach children the correct vocabulary to describe themselves and their bodies
- support children in making responsible decisions and how to act with integrity and kindness



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This policy aligns with the updated statutory guidance: *Relationships Education, Relationships and Sex Education (RSE) and Health Education* published 15 July 2025, which is statutory from 1 September 2026. (GOV.UK)

STATUTORY REQUIREMENTS

As a Primary setting, we must provide relationships education to all children. Under UK law:

- Relationships Education is mandatory in all primary schools. (GOV.UK)
- Health Education is also mandatory across primary and secondary phases. (GOV.UK)
- Relationships & Sex Education (RSE) content will be required according to the new guidance from September 2026. Schools should start preparing now. (GOV.UK)
- Parents have the right to know what is being taught and to request withdrawal of their child from the sex education elements (outside of the science curriculum), though not from Relationships Education or Health Education. (GOV.UK)

At Temple Learning Academy (Primary) we choose to follow the National Curriculum, which is enhanced through our whole school Personal Development Offer. We are required to teach the elements of sex education contained in the science curriculum. In teaching Relationships and Sex Education (RSE), we are required to have regard to the 2025 guidance. At Temple Learning Academy (Primary), we teach RSE as set out in this policy.

NEW / UPDATED FEATURES FROM THE MOST RECENT RSHE GUIDANCE

These are things introduced or emphasised in the most recent guidance:

- Pupil engagement is central: curriculum should be relevant, age-appropriate, sequenced and responsive to pupils' needs. (sexeducationforum.org.uk)
- Parent / Carer engagement and transparency: schools must consult parents, share resources, ensure parents know what will be taught. (sexeducationforum.org.uk)
- Skills as well as knowledge: More emphasis on building emotional regulation; coping with hurt, disappointment; resilience etc. (sexeducationforum.org.uk)
- Healthy relationships from early years: including teaching about respect, consent, understanding boundaries, body part names, privacy etc. (sexeducationforum.org.uk)



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- Inclusion and equality: including content that reflects different family arrangements, LGBT+ lives, avoiding reinforcement of stereotypes, positive masculinity and femininity. (sexeducationforum.org.uk)
- Safeguarding and modern issues: online safety; consent in digital contexts; issues like sextortion, deepfakes; lawful definitions such as biological sex, gender reassignment; mental health and well-being. (sexeducationforum.org.uk)

POLICY DEVELOPMENT

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

1. Review – the PD Leader collated all relevant information including relevant national and local guidance to review the existing RSE Policy.
2. SLT and Governor consultation – The policy has been shared with the Senior Leadership Team and Governors for review.
3. Staff consultation – all school staff *have been* given the opportunity to look at the policy and make recommendations.
4. Parent/stakeholder consultation – parents and pertinent involved parties (MAT, Virtual School) have been invited to provide feedback on the policy.
5. Pupil consultation – *we have investigated* what exactly pupils want from their RSHE.
6. Ratification – once amendments *are* made, the policy *will be* shared with governors again and ratified.

DEFINITION OF RSE

RSHE is lifelong learning about relationships, healthy lifestyles, sexual health, sexuality, diversity and personal identity for the emotional, social, cultural and moral development of children. It is to be firmly embedded within our framework for PSHCE and the National Curriculum (2014) for Science.

Children need to be given accurate information and opportunities to develop positive beliefs, values and attitudes to enable them to understand differences and respect themselves and others. RSHE at Temple Learning Academy (Primary) also serves for the purpose of preventing and challenging prejudice. It gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.



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WHY IS RSHE AT TEMPLE LEARNING ACADEMY PRIMARY IMPORTANT?

High quality RSHE helps create safe school communities in which children can grow, learn and develop positive, healthy behaviour for life. We work hard on building and maintaining a community which develops positive relationships and exemplifies our school's values—Courage, Opportunity, Respect and excellence. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Technology is evolving at a tremendous pace. The need to protect children and young people from inappropriate online content, cyber-bullying and exploitation is a growing concern. A comprehensive RSHE programme can support in addressing these.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty and young people want to learn about relationships.
- Schools have a statutory obligation to promote their children's wellbeing (Children Act, 2004) and to prepare children and young people for the challenges, opportunities and responsibilities of adult life (Education Act, 1996). A comprehensive RSHE programme has a positive impact on children's health and wellbeing, their ability to achieve and can play a crucial part in meeting these obligations.

POLICY CONTENT

CURRICULUM

The RSHE curriculum at Temple Learning Academy (Primary) is structured and sequenced so that learning builds year on year. Key elements will include:

- Relationships Education topics: families & people who care for me; caring friendships; respectful relationships; online relationships; being safe.
- Health Education topics: physical health & fitness; mental wellbeing; growing up / changing bodies; human reproduction as per science curriculum; hygiene; safety (including online safety).
- Sex Education in upper Key Stage 2 (Years 5 & 6) may include conception, birth and related topics, taught sensitively and scientifically; parents will be consulted before these lessons.



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Please see our Personal Development Offer which outlines the whole school curriculum in more detail:

[Temple Learning Academy - Red Kite Learning Trust - Personal Development](#)

TEACHING & LEARNING PRINCIPLES

- Lessons are age-appropriate, sensitive, inclusive and delivered with clarity.
- Staff will use a safe environment where children feel able to ask questions, express themselves and discuss respectfully.
- External speakers/resources will be used only if they meet the school's quality criteria, are fact-checked and parents can view materials.

At Temple Learning academy (Primary), we use a range of teaching strategies (based on the DfE's Sex and Relationship Education Guidance (Ref 0116/2000)) to enable staff to help children to develop confidence in talking, listening and thinking about RSHE include:

Establishing ground rules - A set of ground rules will help to create a safe environment for discussions:

- o Nobody will have to answer a personal question
- o Nobody will be forced to take part in a discussion
- o Only correct names for body parts will be used
- o Meanings of words will be explained in a sensible and factual way

Distancing techniques - Teachers can avoid embarrassment and protect children's privacy by depersonalising discussions through scenario role play, use of puppets, characters from story books or other distancing techniques.

Managing difficult questions - Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting through the ground rules and every class has a question or worry bag available for children to ask written questions, which teachers can address in lessons or with individuals as appropriate. However, we understand that children of the same age can be at different developmental stages or have different needs (including where these pertain to a Special Educational Need or Disability) and there will be times when children ask questions within RSHE lessons that fall outside the scope of content for their year group. Given the ease of access to the internet, children whose questions go unanswered, may turn to inappropriate sources



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of information, so in such circumstances, teachers will take account of the differences and consider the best method of response. This could include a 1:1 or small group discussion with the child(ren) or be deferred to parents to respond where appropriate. Other issues around questions we will keep in mind are:

- If a teacher doesn't know the answer to a question, it is important to acknowledge this and to suggest that this will be researched and returned to later.
- If questions raise concerns about potential abuse or indicate the child needs further support, the teacher should follow Temple Learning Academy's Child Protection procedures.

Discussion and project learning - Research into what makes RSHE lessons effective shows that discussion and topic work is beneficial to learning and that active learning is most effective when children are working in groups. The use of circle time is suggested.

Reflection - Reflection is crucial for learning as it encourages children to consolidate what they have learned and to form new understanding, skills and attitudes. Teachers can help children reflect on their learning by effective questioning such as:

- What was it like taking part in the discussion today?
- What did you learn from others, especially those who had a different experience or belief from your own?
- What do you think you will be able to do because of this discussion?
- What else do you need to think or learn about?

Monitoring Arrangements

Children's development in RSHE is assessed by class teachers as part of our internal assessment systems. Assessment will be planned from the beginning as an integral part of teaching and learning. It will provide regular opportunities for children to give and receive feedback on their progress and achievements, helping them to identify what they should do next. Children will be involved in discussion about learning objectives and desired outcomes and be involved through self-assessment and peer- assessment. The PD Leader is responsible for monitoring and evaluating the provision of RSHE in school and for reporting the results to the Principal.

PARENTAL RIGHTS & INVOLVEMENT

- Parents/carers have been consulted on the RSHE policy and any changes.



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- Available to view: RSHE policy, resources, planned materials.
- Parents have the right to withdraw their child from sex education elements (outside of science) in primary; the school will explain what is involved in these parts.

In our experience, parents welcome the sex education lesson being taught in school by a teacher who has developed a positive and respectful relationship with the children over the course of the academic year; however, parents have the right to withdraw their child from all, or part, of sex education, which is not part of the statutory Health and Relationships Education curriculum or National Curriculum for Science, 2014.

Parents are always informed of upcoming RSHE lessons and reminded of their right to withdraw their child from the sex education aspect, should they wish to do so. Parents wishing to exercise this right are invited to contact the Principal or PD Leader via email to the school office. Alternative learning will be given to children who are withdrawn from sex education.

INCLUSION, SEND AND DISADVANTAGED PUPILS

At Temple Learning Academy (Primary), we are committed to ensuring that all children, regardless of background, need or ability, are able to access a high-quality RSHE curriculum that is:

- Inclusive,
- Respectful of diversity, and
- Tailored to individual needs.

HOW WE ENSURE INCLUSION:

a. Differentiation and Personalisation

- Lessons are adapted based on children's individual learning needs and abilities.
- Use of visuals, simplified language, structured frameworks and social stories for children with autism, ADHD, speech and language difficulties and other SEND.
- Children may access content in smaller groups or via pre/post-teaching with support staff.
- Planning considers cognitive load, attention span and emotional readiness.

b. Scaffolded Emotional Literacy



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- Targeted emotional literacy sessions (e.g. using resources like Zones of Regulation or nurture groups) support children in understanding feelings, relationships and appropriate behaviours.

c. Access to Additional Adults

- Where appropriate, Learning Assistants or Pastoral Advocates may provide 1:1 or small group support during RSHE lessons for children needing more guidance or emotional reassurance.

d. Cultural and Economic Sensitivity

- Examples and resources are selected to reflect the diverse cultural backgrounds of our school community.
- Lessons acknowledge and include the realities of children from disadvantaged backgrounds, including experiences such as domestic instability, housing insecurity, trauma, or lack of digital access.

e. Use of Pupil Voice and Feedback

- Children with SEND and those from vulnerable groups are included in pupil voice activities to shape RSHE provision that feels relevant, respectful and safe.

f. Staff Training and CPD •

Staff receive training on:

- o Delivering RSHE to children with SEND.
- o Adapting resources to support cognitive, emotional and communication needs.

Safe Spaces and Trusted Adults

- Children are encouraged to speak to trusted adults if they have questions or feel uncomfortable.
- Dedicated spaces (e.g. The Hub, The Nest) are used to debrief or support individual children when needed.

g. Partnership with Parents and Carers

- For children with SEND or other vulnerabilities, the school will work closely with families to ensure:
 - o Clarity around what will be taught.



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- o Any adaptations or sensitivities are addressed in advance.
- o Families are supported in continuing conversations at home.

SAFEGUARDING & LEGAL REQUIREMENTS

- All RSHE lessons are delivered in line with our safeguarding policy. Staff will be alert to disclosures or signs of abuse, with clear referral routes.
- Teaching will reflect the law: biological sex, gender reassignment, consent, marriage law, sexual offences etc. Teachers should not present contested or ideological views as facts. (sexeducationforum.org.uk)

Child Protection - It is the responsibility of the school to support its children and carry out its functions with a view to safeguarding and promoting the welfare of pupils (s.175 2002 Education Act). In fulfilling this duty, schools must have regard to guidance around safeguarding and Ofsted is clear that schools must have a preventative programme that enables children to learn about safety and risks in relationships.

- RSHE plays a vital part in meeting Temple Learning Academy Primary's safeguarding obligations as children are taught the knowledge they need to recognise and report abuse, including emotional, physical and sexual abuse. This is taught by focusing on boundaries and rights to privacy such as the NSPCC 'Pants' campaign, ensuring children know they have rights over their own bodies. This extends to understanding boundaries in friendships both on and offline, as well as healthy and unhealthy relationships.

Children are taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages, we balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. As part of a wider and comprehensive Personal Development programme, this knowledge supports the safeguarding of our children.

Confidentiality - Whilst children and young people have the same rights to confidentiality as adults, no child should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff with designated responsibility for Child Protection. The Designated person will then, in line with the school's Child Protection policy, act as appropriate. Children will be



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made aware of circumstances where confidentiality cannot be maintained. Staff should ensure when making notes that they are factual and based on evidence in line with the Freedom of Information Act (2000), not supposition.

ROLES AND RESPONSIBILITIES

The PD Leader - The school has a PD Leader who is responsible for all aspects of the subject including RSHE. In respect of RSHE, responsibilities are to:

- ensure that all staff are confident in the skills to teach and discuss RSHE issues
- consider the needs of all children and any specific issues that might need to be addressed at Temple Learning
- consult with children to inform RSHE provision
- have access to appropriate training
- monitor and advise on organisation, planning and resource issues across the school
- ensure procedures for assessment, monitoring and evaluation are included.
- ensure all children can access the learning and are included.
- review / update the policy on a two-year cycle or sooner if necessary.

The Governing Board - The governing board will review and ratify the RSHE policy and hold the Principal to account for its implementation.

The Principal - The Principal has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Principal's responsibilities in respect of RSHE are to:

- liaise with the PD Leader to ensure RSHE is taught consistently across the school • keep the governing body fully informed of issues and progress in RSHE
- support the PD Leader in managing requests to withdraw pupils from non-statutory components of RSHE (see section 'Parents' right to withdraw')
- act upon any concerns, especially safeguarding concerns, which may arise from child disclosure during RSHE sessions.

Staff - Class teachers - are responsible for teaching RSHE at Temple Learning Academy Primary. Teachers do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the PD Leader or Principal. Teachers are responsible for:



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- delivering RSHE in a respectful, sensitive way, modelling positive attitudes to RSHE
- monitoring progress and responding to the needs of individual children
- responding appropriately to children whose parents wish them to be withdrawn from the non- statutory components of RSHE
- maintain confidentiality
- adapt to the class needs

Children - children are expected to engage fully in RSHE and when discussing issues related to RSHE, treat others with respect and sensitivity well as the Golden Rules.

Parents/Carers – We recognise that parents/carers are key people in teaching their children about sex, relationships and growing up. The school is willing to provide advice and support for parents/carers as necessary.

External agencies - Whilst the responsibility for organising and delivering most, if not all, of the RSHE programme rests with the school, there may be times when an external contributor can add value and bring to the classroom additional experience, skills or knowledge that teachers may not always have. However, they may not possess the skills of organising teaching and learning. It is essential to always ensure that a teacher is present when an external contributor is working with children. Visiting speakers and theatre groups can be used to complement the school's Personal Development programme.

LINKS WITH OTHER POLICIES

This policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Equal Opportunities Statement
- Positive Behaviour Policy
- Online Safety / E-Safety Policy
- SEND Policy
- Science Curriculum Policy