Codicote C of E Primary School
Policy for Relationships, Sex and Health Education

This policy was written in May 2026, by the staff in consultation with governors and parents and in line with statutory curriculum requirements. It is taught alongside the Personal, Social and Health Education curriculum.

Context

The purpose of this document is to provide for teachers, parents and governors a clear summary of the role of (RSHE) within the broad education offered at Codicote Church of England Primary School.

We recognise that Relationships and Sex Education is a highly sensitive subject and therefore, take all stakeholders views into account when planning and delivering the content. We believe that effective RSHE makes a significant contribution to the development of the skills needed by pupils to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Vision and Ethos

As a Church of England primary school, our approach to Relationships, Sex and Health Education (RSHE) upholds the belief that every child is made in the image of God and is deeply valued. This aligns with C of E RSHE guidance, which frames personal development through dignity, respect, compassion and loving relationships.
Our policy reflects this, supporting children in learning to:

- Value themselves and others.
- Understand healthy, loving, and respectful relationships.
- Recognise their responsibilities in the school, community and wider world.

Statutory Requirements

The school follows the DfE statutory guidance for Relationships Education, Relationships and Sex Education and Health Education, revised for implementation on 1 September 2026. This guidance applies to all schools and must be adhered to under the Education Act 2002 and 1996.
Key statutory components include:

- **Relationships Education** (compulsory in primary).
- **Health Education** (compulsory in primary).
- **Sex Education** (non-statutory at primary, except the Science curriculum element).

Our Whole-School RSHE approach

We use the PSHE 3–11 programme as our core curriculum for PSHE and statutory RSHE. This:

- Provides a **spiral, progressive curriculum** from EYFS to Year 6.
- Is fully aligned with statutory RSHE guidance and mapped to national outcomes.
- Offers resources that create a consistent whole school approach.
- Embeds **mindfulness,** supporting emotional regulation and wellbeing.

The key units address all required statutory content: Wider World, Health and Wellbeing, Relationships.

Curriculum Content

Church School Distinctiveness

Within a Christian framework, we emphasise:

- Commitment, trust, forgiveness and service as relational values.
- Respect for all families, including same-sex parents, consistent with statutory guidance.
- Scriptural principles such as *"loving your neighbour"*, supporting inclusion and compassion.

Relationships Education (Statutory)

This is delivered mainly through the key themes of: Relationships, Celebrating Difference, and Being Me in My World.
These include:

- Family diversity, including families that "look different" and should be respected.
- Friendships, conflict resolution, loneliness and respect.
- Understanding healthy and safe relationships, including how to access help and support.

Health Education (Statutory)

Taught mainly through the key themes of: Health, Wellbeing Online, Physical Health and Fitness, Healthy Eating, Drugs, Alcohol, Tobacco and Vaping, Health Protection and Prevention, Personal Safety, Basic First Aid and Developing Bodies - Health and Wellbeing, Wider World, and Relationships, covering:

- Mental wellbeing, resilience, emotional literacy
- Internet safety and online harms, consistent with 2026 DfE expectations.
- Physical health, hygiene, safe choices, basic first aid.
- Puberty and body changes (compulsory).

Sex Education (Non-Statutory in Primary)

Through Changing Me, we may teach age-appropriate content on human reproduction. Parents retain the right to request withdrawal from these lessons (not from statutory Science or Health).

Teaching and Learning Approach

Our approach integrates:

- Structured lesson format, promoting safety, calm reflection, and respectful discussion.
- Values such as dignity, compassion, respect and responsibility.
- Mindfulness practices, enhancing pupils' self-awareness and emotional regulation.

Staff receive training and CPD as available and where appropriate.

Inclusivity and Equality

We ensure teaching is inclusive and reflective of the school's Christian foundation and the diversity of the wider community.

- We promote respect for all families and identities.
- As a C of E school, we uphold equal rights
- Lessons are made accessible and/or adapted for SEND pupils following statutory RSHE expectations.

Safeguarding

RSHE directly supports safeguarding by enabling pupils to:

- Understand safe and unsafe relationships.
- Know correct body terminology and how to report concerns.
- Identify online risks, which the updated 2026 guidance highlights as critical.

This policy aligns with Keeping Children Safe in Education (KCSIE) principles.

Parental Engagement

In line with statutory duty:

- Parents are consulted on curriculum content and policy development.
- Requests for withdrawal from non-statutory sex education will be discussed sensitively and recorded.

Monitoring, Evaluation and Review

- The RSHE lead, SLT, and foundation governors monitor curriculum delivery.
- Reviews consider pupil voice, teacher feedback, diocesan guidance and statutory and advisory updates (which are continually refreshed to match RSHE requirements).
- The policy is reviewed annually or sooner if required by statutory changes.

Appendices

Appendix 1: Statutory content

Summary of Statutory Primary RSHE Content From September 2026

Statutory	
Relationships Education	
Families and people who care for me	Importance of families; characteristics of healthy family life; diversity of family structures; how to seek help.
Caring friendships	Characteristics of healthy friendships (trust, respect, kindness); managing conflict and loneliness; recognizing unhappy friendships.
Respectful relationships	Importance of self-respect; courtesy and manners; understanding stereotypes; recognising who to trust; bullying (including online).
Online relationships	Staying safe online; online relationships and online safety; recognizing risks; understanding that people can behave differently online; where to get help.
Being safe	Boundaries and privacy; appropriate and inappropriate contact; identifying unsafe situations; how to report concerns.
Statutory	
Health Education	
Physical health and fitness	Benefits of an active lifestyle; risks of inactivity; maintaining a daily active mile or similar routines.
Healthy eating	Characteristics of a poor vs. healthy diet; understanding calories; dental health; how to plan and prepare healthy meals.
Health and prevention	Personal hygiene (hand washing, tooth brushing); importance of sleep; sun safety; recognizing early signs of illness.
Basic First Aid	How to call emergency services; simple treatment for common injuries like burns or bleeding.
Hazards	Fire safety; road, rail and water safety;
Drugs, alcohol and tobacco	Facts about legal and illegal substances; risks of smoking/vaping; facts about alcohol. Recognising risks including vaping.
Body awareness & puberty	Physical and emotional changes during puberty. Understanding body parts and correct anatomical terminology; body changes; puberty including menstruation; keeping safe and recognising inappropriate behaviour.
Mental wellbeing	Mental wellbeing; emotions; resilience; self-regulation; managing change and loss including bereavement; asking for help; reducing stigma around mental health. Recognizing and naming emotions; daily practices for wellbeing (sleep, exercise); understanding common mental health issues.
Online safety & media literacy	Online risks and harms; inappropriate content; scams and fraud; gaming and monetisation; age restrictions; location settings; privacy, consent and personal data.

	Impact of screen time; benefits and risks of the internet; digital footprints; managing online information.
Non statutory	
Sex education beyond Science	
Human Reproduction	How a baby is conceived and born (beyond the Science National Curriculum).

Appendix 2: RSE Content

The grid below shows specific RSE learning intentions for each year group in the 'Growing Up' theme.

Year Group	Learning Intentions 'Pupils will be able to…'
1	Identify the parts of the body that make boys different to girls and use the correct names for these. Respect my body and understand which parts are private. Learn about The Underwear Rule.
2	Recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private. Tell you what I like/don't like about being a boy/girl. Learn about different types of families and stereotypes.
3	Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. Express how I feel when I see babies or baby animals.
	Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow. Express how I might feel if I had a new baby in my family.
	Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. Identify how boys' and girls' bodies change on the outside during this growing up process. Recognise how I feel about these changes happening to me and know how to cope with those feelings.
	Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up. Recognise how I feel about these changes happening to me and how to cope with these feelings.
4	Correctly label the internal and external parts of male and female bodies that are necessary for making a baby. Learn about the different parts of the male and female bodies and the part they play in the reproductive process. Explore how we change physically and emotionally as we grow and consider relationships and families. Understand that having a baby is a personal choice and express how I feel about having children when I am an adult.
	Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty

5	Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally. Understand that puberty is a natural process that happens to everybody and that it will be OK for me.
	Describe how boys' and girls' bodies change during puberty. Express how I feel about the changes that will happen to me during puberty. Learn about body image, stereotypes and substances that can be harmful to our bodies.
	Understand that sexual intercourse can lead to conception and that is how babies are usually made. How we take care of our bodies and understand consent and autonomy. Understand that sometimes people need IVF to help them have a baby. Appreciate how amazing it is that human bodies can reproduce in these ways.
6	Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally. Express how I feel about the changes that will happen to me during puberty
	Ask the questions I need answered about changes during puberty. Reflect on how I feel about asking the questions and about the answers I receive.
	Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. Recognise how I feel when I reflect on the development and birth of a baby.
	Understand how being physically attracted to someone changes the nature of the relationship. Understand how we grow and change physical and emotionally. Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this. Understand what it means to have a positive body image.

Appendix 3 overview by Year Group

Year Group	Wider World		Health and Wellbeing		Relationships	
EYFS	**Super Me** **Me and My World**	**How I feel**	**Look what I can do!** **Reach for the Stars**	**Being Safe**	**Positive relationships** **Working Together**	**My Body**
Year 1	**Aiming High** Celebrating strengths and positive attitude.	**Diverse Britain** Communities and the local environment.	**Think Positive** To develop confidence discussing thoughts, feelings and behaviours. Growing and naming body parts	**Safety First** Everyday hazards, risks and dangers.	**Team** Behaviour and Kindness	**Be Yourself** Positive qualities and individuality.
Year 2	**Money Matters** Where money comes from and how it can be used.	**One World** Families, school and homes.	**Growing Up** Naming body parts	**It's my body** How we take care of our bodies.	**VIP's** Developing positive and healthy relationships.	**Digital Wellbeing** Using the internet safely.
Year 3	**Aiming High**	**One World** Being an active global citizen.	**Think Positive** To develop confidence discussing thoughts, feelings and behaviours.	**Safety First** Everyday hazards, risks and dangers.	**Team** Feelings and emotions	**Digital Wellbeing** Using the internet safely.
Year 4	**Money Matters** Where money comes from and how it can be used.	**Diverse Britain** British values. Rules, the law, liberty, democracy.	**Growing Up** Labelling parts of male and female bodies. How we change physically and emotionally as we grow.	**It's my body** How we take care of our bodies. Body changes	**VIP's** Developing positive and healthy relationships.	**Be Yourself** Managing uncomfortable situations. Respectful relationships.
Year 5	**Aiming High** Achievements, aspirations and opportunities.		**Think Positive** To develop confidence discussing thoughts, feelings and behaviours.	**It's my body** How we take care of our bodies.	**VIP's** Developing positive and healthy relationships.	**Digital Wellbeing** Using the internet safely. **Be Yourself** We are all unique. Positive choices.
Year 6	**Money Matters** Currencies around the world. Budgets and spending.	**Diverse Britain** Local and National government. **One World** Sustainability, biodiversity, global warming and natural resources.	**Growing Up** How we grow and change physically and emotionally.	**Safety First** Risks, hazards and dangers inside and outside the home.	**Team** Positive qualities of a team. Respect and communication.	

Appendix 4: Links to further information:

Relationships Education, Relationships and Sex Education and Health Education guidance