



Dundale Primary School & Nursery

‘Learning, Exploring, Reaching for Success’

Personal Development Relationships, Sex & Health Education (RHE) Policy

Policy Review	
Review schedule	3 years
Date of Last Review	September 2026
Date of Next Review	September 2029

Dundale Primary School is committed to equality of opportunity for all pupils, staff, parents and carers. This policy has been written and reviewed with due regard to the Equalities Act 2010.

At Dundale Primary School, we believe the aim of RSHE is to provide children with age appropriate information, explore attitudes and values, and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration for the qualities of relationships within families.

We encourage consideration for others by promoting the Ridgeway Learning Partnership values of ***Belonging, Achieving, Flourishing*** and our school values of ***Inclusive, Respectful, Reflective, Active Learner, Ambitious, Resilient***.

Introduction

The teaching of Relationships Education at Dundale Primary School, using an integrated and consistent approach, is an important aspect of pupils' education. RSE includes: supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood. As well as body health and management.

We believe that the teaching of RSE should be shared with parents and be mutually supportive and complementary to what is taught in the family context. It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support children need to grow and develop. In this document, RSE relates to 'learning about physical, moral and emotional development' as stated in the Science National Curriculum. It is about understanding the importance of family life, stable and loving relationships, respect, love and care and promoting the value of tolerance. We do not use RSE as a means of promoting any form of sexual orientation.

The policy has been developed to ensure that staff and parents or carers, are clear about the statutory requirements regarding RSE and that the pupils receive their educational entitlement. Through implementation of this policy, the school will meet specific aspects of the legal and statutory requirements. Every child is entitled to receive RSE. It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision as required.

Aims of Dundale Primary School RSE & Health Education policy:

- To ensure that pupils receive sex education in the wider context of relationships.
- To promote the spiritual, moral, cultural, mental and physical development of all pupils.
- To prepare pupils for the opportunities, responsibilities and experiences of adult life.

Objectives for RSE & Health Education:

- To provide the knowledge, information and to define Relationship Education to all pupils at age appropriate levels;
- To clarify/reinforce existing knowledge and correct misconceptions;
- To raise pupils' self-esteem and confidence to empower them to make safe choices in the face of peer pressure, especially in their relationships with others;
- To learn to manage emotions and relationships confidently and sensitively;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To eliminate discrimination and to advance equality through teaching pupils that families vary (including single parent families, carers and LGBTQ);

- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support;
- To develop skills for a healthier safer lifestyle;
- To develop self-respect and empathy for others;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To respect and care for their bodies;
- To be prepared for puberty and adulthood.
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty
- Develop an understanding of the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory requirements

As a primary academy, we must provide **Relationships Education and Health Education to all pupils under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019**. We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum, including requirements to teach science. This includes the elements of sex education contained in the statutory science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to statutory guidance issued by the Secretary of State for Education. We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, Chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010).

Policy development

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

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers were given the opportunity to look at the policy and ask any questions
4. Ratification – once amendments were made, the policy was shared with governors and ratified

What we teach:

At Dundale Primary School, RSE is embedded in the PSHE / Personal Development curriculum and is taught via lessons that have been sequenced through a range of sources to ensure it is not only compliant with statutory guidance but also applicable to the context of our school. These resources include (but not limited to):

- Range of Stories and books linked to The Story Project
- PSHE Association
- LEANS Project
- Project Evolve

Delivery of RSE & PSHE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- General wellbeing
- Wellbeing online
- Physical health & fitness
- Healthy Eating
- Drugs, Alcohol, Tobacco & Vaping
- Health Protection & Prevention
- Personal Safety
- Basic First Aid
- Developing Bodies

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

Curriculum

The curriculum has been developed taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate and sensitive manner.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings.
- How a baby is born & life cycles

The curriculum will cover issues such as talking about emotions, online safety, body image, consent and harassment (in an age-appropriate way), stereotypes, respect and self-respect, tolerance and trust.

Areas of learning linked to relationships are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, Lesbian, Gay Bi- Sexual and Transgender (LGBT) parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The public sector equality duty, created under the Equality Act, also requires schools to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. At Dundale Primary School we also believe that we have a responsibility to normalise the diverse range of trusted people in children's lives.

The RSE coverage can be found at the end of this policy in Appendix A and also on the school website. Further information can be requested by parents by e-mailing admin@dundale.herts.sch.uk

Teaching RSE

Sex and Relationships Education is delivered through Science, RE, PSHE and literacy. RSE is taught by Teachers, Teaching Assistants and if appropriate, outside visitors such as the school nurse.

A range of teaching methods are used to teach RSE, which might include use of media clips, discussion, looking at case studies, drama and role play.

Sex and relationship education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

National Curriculum Science linked to RSE & Health

EYFS

There is direct reference within the EYFS Science curriculum as part of the "Understanding the World" strand which looks closely at similarities, differences, patterns and change, as well as an understanding of family customs and routines within communities.

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They are encouraged to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently

Key Stage 1

There is direct reference within Key Stage 1 Science to pupils learning about growing e.g. from baby to adult, and how to stay healthy.

Through work in Science, children learn about themselves (parts of the human body including skeletons), life cycles of animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health.

In RE & PSHE children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise a range of human emotions and ways to deal with them.

Key Stage 2

There is direct reference within Key Stage 2 Science to pupils learning about the human body and how to keep their bodies healthy. There is also a statutory requirement for pupils to learn about evolution and inheritance (in Year 6). At Dundale Primary School we believe that every child is entitled to receive RSE. It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision, if required, equipping them with the knowledge, skills and attitudes to make safe and healthy choices.

In Science children build on their knowledge of life cycles and learn about the basic biology of human reproduction. In upper KS2 they cover "Evolution and Inheritance" as a Science topic. In other areas of the curriculum, such as PSHE and PE, children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and PSHE, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They develop the skills needed to form relationships and to respect emotions and feelings of others. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Sex and relationship education focuses on the development of skills and attitudes (e.g. managing relationships, understanding their own emotions) not just the acquisition of knowledge.

Parental Consultation

The school informs parents when sensitive aspects of the sex and relationships programme are taught and provides opportunities for parents to view media clips and resources being used. The school aims to work in partnership with parents. This policy is reviewed every three years and parent's will be consulted as part of this review.

Parents' right to withdraw

- Parents do not have the right to withdraw their children from relationships education.
- Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. Currently we do not have any lessons on the curriculum that would come under this category.
- Children do not have the right to withdraw themselves from the non-science components of reproduction within RSE.
- Sex Education includes puberty, conception, reproduction and birth. All of these themes, with the exception of conception, are statutory and included in either Health Education or National Curriculum Science.
- Parents are welcome to communicate any queries regarding the teaching of RSE with their child's class teacher.

Child Protection / Confidentiality

Teachers and Teaching Assistants need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher / Designated Safeguarding Lead in line with the school's procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique allowing pupils to ask questions they might feel uncomfortable voicing aloud. Teachers will endeavour to answer questions as honestly and objectively as possible, avoiding personal references and employing professional distancing techniques. If asked a question they do not feel it is appropriate to answer within the classroom, provision is made to respond to the child individually. In some situations it may be appropriate to share information with parents/carers to allow them to support their child with issues raised in RSE sessions. Parent partnership is an important element of our RSE provision at Dundale Primary School.

Children with special needs

Teaching and resources will be differentiated as appropriate to address the needs of children with SEN, in order for them to have full access to the RSE curriculum.

Monitoring and Evaluation

Monitoring is the responsibility of the Head teacher and the Teachers with responsibility for RSE (Subject Leaders for PSHE and Science).

The school will assess the effectiveness of the aims, content and methods in promoting pupils' learning by lesson observation, sampling teachers' planning, talking to teachers and children and asking for feedback from parents.

The effectiveness of the RSE programme will be evaluated by assessing children's learning (through pupil voice and work sampling) and implementing change if required.

All members of staff receive training for safeguarding and child protection.

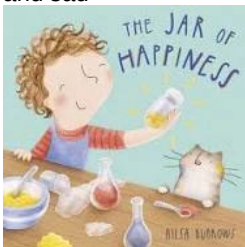
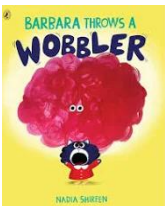
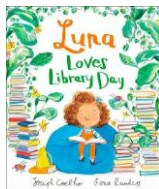
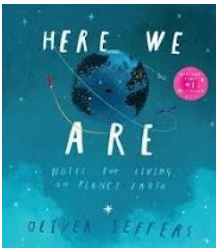
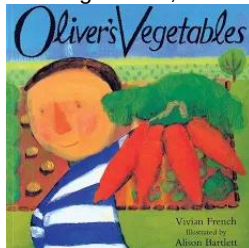
Helpful links and Resources

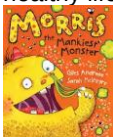
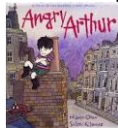
Expectations are set out in the Department for Education's guidance for schools on relationships education, RSE and health education.

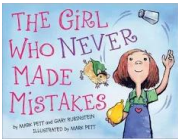
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

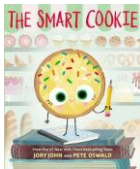
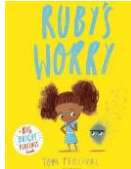
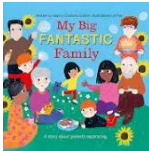
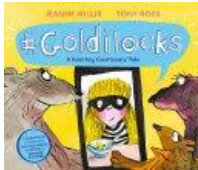
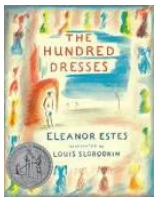
Appendix A Overview of PSHE Curriculum (including Relationship, Health & Sex Education) - Years 1-6

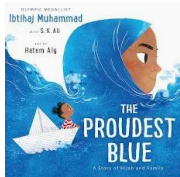
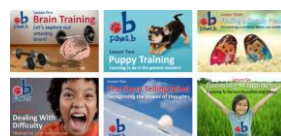
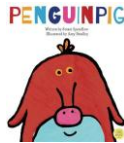
The Personal Development Curriculum (including RHSE) is a working document.

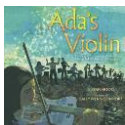
Early Years (see EYFS curriculum document for further links - PSED is also within the EYFS curriculum)		
Autumn	Spring	Summer
Dundale Way & Values - Respect, Inclusive	Dundale Way & Values - Active Learner, Ambitious	Dundale Way & Values - Reflective, Resilient
The Jar of Happiness A story about friendships and family and what makes us happy and sad 	Barbara Throws a Wobbler A book allowing for different emotions to be explored including feeling angry and calm. Discussions about treating people with kindness 	Luna Loves Library Day A book that promotes discussion about family and why they are important. What people do together as a family and how they show they love each other. Active listening skills and good manners also talked about. 
	Here We Are Promoting conversations about the world, looking after our environment and ourselves. 	Oliver's Vegetables Introducing aspects of a healthy lifestyle including importance of fruit and vegetables, drinking water and exercise 

Year 1		
Autumn	Spring	Summer
Dundale Way & Values - Respect, Inclusive	Dundale Way & Values - Active Learner, Ambitious	Dundale Way & Values - Reflective, Resilient
PSHE Ground Rules How we respect each other during our PSHE lessons	How do I keep safe around medicines? Thinking how to keep safe in relation to household products and medicines. Considering who helps us stay healthy.	Money Matters Thinking about different jobs people have and how to keep money save. Looking at wants and needs and talking how to keep track of spending
Morris the Mankiest Monster Looking at personal hygiene, how diseases can be spread and the importance of brushing teeth. Discussion about making healthy life choices. 	Online Safety - use of technology Thinking about what we use technology for and what it is useful for and when it may not be. What is the internet used for? 	Think Positive Discussing feelings and emotions and thinking about what make you happy and unhappy. Talking about personal achievements and goals. Exploring difficult feelings and how we can stay calm
Sameness & Difference - all equal Discussing how we all have similarities and differences	Angry Arthur Thinking about what appropriate and proportionate behaviour means. Looking at scales for emotions and understanding how to help someone. Discussing ways to relax 	STEM Week
All Different, All Special Thinking about our special qualities and that we are all good at something.		
Antibullying / Kindess Grows During Antibullying week looking at the quality kindness and how important it is. 		

Year 2		
Autumn	Spring	Summer
Dundale Way & Values - Respect, Inclusive	Dundale Way & Values - Active Learner, Ambitious	Dundale Way & Values - Reflective, Resilient
PSHE Ground Rules How we respect each other during our PSHE lessons	Online Safety - Chicken Clicking Thinking about how to stay safe online and what to do if something makes you feel uncomfortable. 	One World Considering who is important in our lives and why. Talking about different homes in the world and how they be different to ours. Discuss what an environment is and what natural resources. Think about what we like about the world and how we would feel if these things disappear
The Friendship Bench Looking at how people choose and make friends. What makes a good friend? How to make others feel welcome and included. What to do if a friend makes me unhappy. 	The Girl who never made mistakes Exploring how making mistakes can help with learning and about perseverance. 	STEM Week
Antibullying / Kindness Grows During Antibullying week looking at the quality kindness and how important it is. 		Aliens Love Underpants A child appropriate way of looking at different parts of the body, difference between boys and girls and how to understand about what physical contact is acceptable. Discuss about secrets and who to talk to if worried. 
What makes a family? Thinking about different sorts of families and who is our family. What do families do for us?		

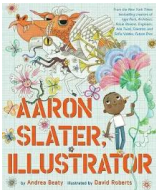
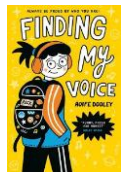
Year 3		
Autumn	Spring	Summer
Dundale Way & Values - Respect, Inclusive	Dundale Way & Values - Active Learner, Ambitious	Dundale Way & Values - Reflective, Resilient
I'm smart & positive Thinking out our own individuality and qualities and how we manage when we feel things are difficult. Discussing about setbacks and how to re-frame unhelpful thoughts 	Ruby's Worry Understanding that everyone experiences worries and how to get help if these become overwhelming. Looking at self-care techniques and who to go to. 	Faruq & Wiri Wiri - Healthy Eating & Aspirations Looking at balanced diets and preparing healthy meals. Considering how we decide our food choices. Thinking about what influences my goals and dreams for the future. 
Who am I and how do I express myself? What groups do I belong to and what does it mean to belong? Considering who I am and my own self-worth. What groups do I belong to and what behaviours make people feel valued and welcome and what don't. Looking at different types of families and qualities of families. Considering where things may be difficult for families and how to deal with these times. 	Online Safety - Goldilocks Revising online safety from last year and looking at the dangers of sharing too much information. Understanding what personal information is. 	One World Exploring the concepts of inequality and stereotypes and reflecting on what you can do to make the world a fairer place. Learning about climate change and its effects, fair trading practices and organisations that help. Learning about being a good global citizen.
The Hundred Dresses Considering the characteristics of a good friend and how to manage friendship problems. Exploring the impact of bullying and cyberbullying and what we can do to help. 	Being safe around medicines and healthy life choices (rotates every two years) Focussing on household products and medicines and how to use them safely. Looking at caffeine, alcohol, cigarettes and vapes and their associated risks and effects. How do we keep safe (rotates every two years) Visit to Milton Keynes Safety Centre to look at different outdoor safety scenarios and basic first aid	STEM Week

Year 4		
Autumn	Spring	Summer
Dundale Way & Values - Respect, Inclusive	Dundale Way & Values - Active Learner, Ambitious	Dundale Way & Values - Reflective, Resilient
Caring friendships and managing challenges Looking at what makes good friendship and understanding what those characteristics are. Talking through how friendships have ups and downs and how working through things friendships can be repaired and strengthened. Considering what trust is and who to go to if they are worried or feel uncomfortable.	The Proudest Blue Thinking about cultural heritage and showing respect to people that have different beliefs to me. Understanding about bullying and discrimination and the impact this may have. 	Mindfulness - Paws.be An introduction to basic mindfulness through the Paws.be programme. What are the different parts of our brain and how can we manage emotions. Training our brain and learning strategies to regulate. 
Online Safety - Penguin Pig Considering online friendships and sources of information including awareness of risk associated with people they have never met. Understanding about how data is shared online. Being safe online and understanding boundaries and who to go to for help. 	Money & Wellbeing Understand the role money plays in people's lives, attitudes people have towards it, different methods of payment and what influences people's decision about how money is spent. Understanding the importance of tracking and keeping money safe and basic budgets.	The Grand Hotel of Feelings Understanding that we have a range of feelings and that it is important to take notice of our emotions. Describing how we can experience different feelings at a time and how feelings may change as we grow up. What to do if my feelings feel too big to handle 
Antibullying Week Looking at focus for Anti-bullying week (e.g. 2026 is 'Break the Silence') and associated activities	Being safe around medicines and healthy life choices (rotates every two years) Focussing on household products and medicines and how to use them safely. Looking at caffeine, alcohol, cigarettes and vapes and their associated risks and effects. How do we keep safe (rotates every two years) Visit to Milton Keynes Safety Centre to look at different outdoor safety scenarios and basic first aid	Puberty (Girls) Understanding that our bodies are changing as we grow. Knowing how our bodies change as we reach puberty and what will happen to me. Understanding about periods, what is happening, what I may feel and what I should do. About keeping healthy and where I can ask for help and advice if needed.
		STEM Week

Year 5		
Autumn	Spring	Summer
Dundale Way & Values - Respect, Inclusive	Dundale Way & Values - Active Learner, Ambitious	Dundale Way & Values - Reflective, Resilient
LEANS - learning about neurodiversity A programme that aims to help children understand brain-based differences in how we think, feel, and learn, and promote inclusive attitudes and actions. The whole class will do this topic together. Through stories, videos, and activities, we will explore issues such as 'learning and thinking differently', 'communication and understanding' and 'different ways to make a friendship.' 	One World Understanding that we have a responsibility to help the environment. Exploring ideas of sustainability, the use of earth's natural resources and harmful effects of global warming. Learning about the steps they can make to reduce harmful effects and biodiversity.	Basic First Aid Using the Red Cross First aid resources for children they will  learn about different first aid skills.
Antibullying Week Antibullying Week Looking at focus for Anti-bullying week (e.g. 2026 is 'Break the Silence') and associated activities	Online Relationships - Permissions Understanding about permissions and being respectful when sharing information online and offline. Considering who you should trust when online and what to do if you are uncomfortable.	Healthy Lifestyle choices Looking at the correct use of medicines and vaccinations and how they can help maintain health & wellbeing
	Ada's Violin (starts in spring term) Understanding that we are part of a whole world community and how this can impact on my wellbeing. Looking at protecting the world and what makes a good team Think about skills for future carers and importance of self-esteem. 	Growing & Changing All children will learn about puberty and how and what their bodies change. They will look at physical and emotional changes that will happen to them and discuss questions they may have. Key sessions are split into boys / girls separately to allow for more personal questions that some may have.

		STEM Week
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Year 6		
Autumn	Spring	Summer
Dundale Way & Values - Respect, Inclusive	Dundale Way & Values - Active Learner, Ambitious	Dundale Way & Values - Reflective, Resilient
What does belong mean to me and how does this affect my responsibilities? Considering rights and responsibilities and the rule of law and how this happens in school, home lives and in the wider world. Link to the UN Convention on the Rights of the Child	Healthy Lifestyle choices and peer pressure Learning about some of the risks and effects of legal and illegal drug use. Learn about the reasons why people use drugs and how to manage peer influence. Explore how mixed messages about drug use in the media can influence opinions and decisions (tobacco, vapes and alcohol)	Staying Healthy Online Further exploring how to manage safely online relationships and when to ask for help. Understand the importance of giving and gaining permission, respecting others and the impact of sharing images.
Challenging Stereotypes Looking at stereotypes, influence and behaviours towards different groups of people.	Mary Earps Exploring stereotypes further and understand how it can be unfair, negative or destructive. Challenge stereotypes and look at what influences people's career choices. Consider the benefits of looking after physical health. 	Puberty Collectively looking at the changes of both boys and girls during puberty - both physical and emotional aspects. Understanding what to do, how to stay healthy and who to go to for advice. Looking at scenarios and peer pressure and how to manage emotions. Understanding a respect for each other.
Aaron Slater - Illustrator Exploring the story of Aaron Slater who dreams of being an author but struggles to read and write. Identifying goals, splitting them into small steps and developing strategies to develop perseverance. 	Money & Wellbeing Exploring how spending decisions can impact people's feelings, how money worries may impact emotional wellbeing and where and how to seek support. Understanding how people are influenced in different ways to spend money and what they should consider before buying a product or service, including how spending decisions can affect others	Finding my Voice - Transition Looking forward to transition into secondary school and considering changes in life. Develop maturity about talking about emotions and what they may be worried about and how to seek support. Learn self-care techniques and look at the future and children may like to do 
Marcus Rashford - Stereotypes & Bullying Understanding what racism is and how to stand up to it. Exploring potential difficult situations on line and what to do. Be able to talk about people who have stood up for what they believe in and how I can do that. 		STEM WEEK

