



Torkington Primary School RSHE Policy June 2026

RSHE Policy (Relationships and Sex Education)

Name of school

TORKINGTON PRIMARY
SCHOOL

Date of policy 14.06.26

Member of staff responsible

KELLY GEORGE

Approved by

FULL GOVERNING BODY

Review date

1 YEAR

Name: Andy Buckler

Name: Alan Hirst

Signature:

Signature:

Head Teacher

Chair of Governors

Date: June 2026

Date: June 2026



Aims

The aims of relationships and sex education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive and inclusive culture around issues of sexuality and relationships, including those from the LGBT+ community
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statement of Intent

At Torkington Primary School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

At Torkington, we understand our responsibility to deliver a high-quality and age-appropriate relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

Statutory Requirements

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSHE) and Health Education'
- DfE (2022) 'Keeping children safe in education 2022' (KCSIE)

At Torkington, we teach RSHE as set out in this policy.

This policy operates in conjunction with the following school policies:

- Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Equality and Diversity Policy
- Anti-Bullying Policy
- Online Safety Policy
- PSHE Policy



Organisation of the Curriculum

Every primary school is required to deliver statutory relationships education and health education. For the purpose of this policy, “relationships and sex education” is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality. For the purpose of this policy, “health education” is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices. The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school’s PSHE curriculum which has been organised in line with the statutory requirements outlined in the DfE (2019) ‘Relationships, Education, Relationships and Sex Education (RSHE) and Health Education’ guidance. The relationships and health curriculum takes into account the views of teachers, pupils and parents/carers. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils’ needs.

The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents/carers and pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don’t seek answers online.

We will share all curriculum materials with parents and carers upon request.

Primary sex education will focus on:

- Preparing children for the changes that adolescence brings
- How a baby is conceived and born

When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

The Twinkl planning scheme and resources are used to teach relationship and sex education.

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 or working group 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 and interested parties were consulted about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSHE



5. Ratification – once amendments were made, the policy was shared with governors and ratified

When appropriate, we consult with parents/carers, pupils and staff in the following ways:

- Questionnaires and surveys
- Meetings
- Newsletters and letters
- Website

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by emailing admin@torkington.stockport.sch.uk and then it can be forwarded to the member of the school best equipped to answer the query.

Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

As set out by the DFE, it is a statutory requirement that all children in Primary School access a relationships-based curriculum. At Torkington, this is delivered through our PSHE curriculum, which is progressive and builds on children's prior knowledge year after year. The topics are broken down into three curriculum strands: Living in the wider world, Health and Wellbeing and Relationships. The following topics are integrated into our curriculum.

Relationships is divided into 4 sections including the themes:

- TEAM
- VIPs
- Be yourself
- Digital Wellbeing

Health and Wellbeing is divided into 4 sections including the themes:

- Safety First
- It's My Body
- Think Positive
- Growing Up

By the end of Primary school the following should be covered in Relationships:

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different

R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong

R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others



R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart

R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns

R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

R26. about seeking and giving permission (consent) in different situations

R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

By the end of Primary school the following should be covered in Health and Wellbeing:

H1. how to make informed decisions about health

H2. about the elements of a balanced, healthy lifestyle

H3. about choices that support a healthy lifestyle, and recognise what might influence these

H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle

H5. about what good physical health means; how to recognise early signs of physical illness

H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.

H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle



H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn

H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it

H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

H11 how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)

H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer

H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online

H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing

H17. to recognise that feelings can change over time and range in intensity

H18. about everyday things that affect feelings and the importance of expressing feelings

H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways

H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult

H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement

H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

H26. that for some people gender identity does not correspond with their biological sex

H27. to recognise their individuality and personal qualities

H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth

H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction



H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹

H34. about where to get more information, help and advice about growing and changing, especially about puberty

H35. about the new opportunities and responsibilities that increasing independence may bring

H36. strategies to manage transitions between classes and key stages

H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming

H38. how to predict, assess and manage risk in different situations

H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe

H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)

H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about

H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

H43. about what is meant by first aid; basic techniques for dealing with common injuries²

H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say

H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk³

H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others

H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);

H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping

H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

Sex Education

Although it is not statutory to deliver sex education outside of the science curriculum at primary level, the DfE recommends that all primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that children are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.



All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Equality and Accessibility

We will teach about these topics in a manner that:

Considers how a diverse range of pupils will relate to them

Is sensitive to all pupils' experiences

During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

Give careful consideration to the level of differentiation needed

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex
- Sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment



The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

- The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.
- Teachers understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.
- Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.
- When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.
- In order to foster healthy and respectful peer-to-peer communication and behaviour, the school implements a robust Behavioural Policy, as well as a Safeguarding Policy, which set out expectations of pupils.

Use of Resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.



We will:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
 - This policy
 - Teachers' Standards
 - Equality Act 2010
 - Human Rights Act 1998
 - Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum.
- Review any case study materials and look for feedback from other people the agency has worked with.
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use.
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people.
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers.
- Check the agency's protocol for taking pictures or using any personal data they might get from a session.
- Remind teachers that they can say "no" or, in extreme cases, stop a session.
- Make sure that the teacher is in the room during any sessions with external speakers.
- Share all external materials with parents and carers.



We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions.
- Use materials produced by such agencies, even if the material itself is not extreme.

Roles and responsibilities

The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes
- Ensuring the curriculum is well led, effectively managed and well planned
- Evaluating the quality of provision through regular and effective self-evaluation
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND
- Providing clear information for parents/carers on subject content and their rights to request that their children are withdrawn
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations

The head teacher is responsible for:

- The overall implementation of this policy
- Ensuring staff are suitably trained to deliver the subjects
- Ensuring that parents/carers are fully informed of this policy
- Reviewing requests from parents/ carers to withdraw their children from the subjects
- Discussing requests for withdrawal with parents/ carers
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful
- Reporting to the governing board on the effectiveness of this policy
- Reviewing this policy on an annual basis

The PSHE subject leader is responsible for:

- Overseeing the delivery of the subjects
- Ensuring the subjects are age-appropriate and high-quality
- Ensuring teachers are provided with adequate resources to support teaching of the subjects
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum
- Ensuring the relationships, sex and health curriculum is inclusive, considers LGBT+ relationships and is accessible for all pupils
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the head teacher. Book looks, staff voice, pupil voice and learning walks will all be completed to enable the PSHE lead to provide feedback.



The appropriate teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils
- Ensuring they do not express personal views or beliefs when delivering the programme
- Modelling positive attitudes to relationships, sex and health education
- Responding to any safeguarding concerns in line with the Safeguarding Policy
- Acting in accordance with planning, monitoring and assessment requirements for the subjects
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND
- Working with the Health and Wellbeing subject leader to evaluate the quality of provision

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs
- Advising staff on the use of TAs in order to meet pupils' individual needs

Staff 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 headteacher.

Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another. Any bullying incidents caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school in line with the behaviour policy. The head teacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

Confidentiality

- Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible
- Teachers will, however, alert the head teacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Safeguarding Policy
- Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure
- Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Safeguarding Policy



Parents' right to be excused

Parents/carers do not have the right for their child to be withdrawn from relationships education.

Parents/carers have the right to excuse their child from the non-statutory/non-science components of sex education within RSHE.

The school will automatically grant withdrawal requests however, the school will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

The school will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded

- The school will keep a record of the discussion between themselves, the pupil and the parent
- The school will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum
- Where a pupil is withdrawn from sex education, the teacher will ensure that the pupil receives appropriate alternative education
- Questions arising about RSHE from the lessons the child was withdrawn from will be re-directed to the parent who withdrew them

Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The school will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSHE.

Monitoring arrangements

- This policy will be reviewed every year by the relationships, sex and health education subject leader and head teacher
- This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents/carers, staff or pupils, and issues in the school or local area that may need addressing
- The governing board is responsible for approving this policy
- Any changes made to this policy will be communicated to all staff, parents/carers and, where necessary, pupils
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Curriculum Links

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships, sex and health education will be linked to the following subjects in particular:

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty



- Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support
- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles
- PSHE – pupils learn about respect and difference, values and characteristics of individuals