



CRANFORD

PRIMARY SCHOOL

Cranford Primary School
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Relationships, Sex and health Education Policy

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needed)

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Contents:

1. Aims
2. Statutory Requirements
3. Policy development
4. Definition
5. Curriculum
6. Delivery of RSHE
7. Roles and responsibilities
8. Parents working in partnership with the school
9. Training
10. Monitoring arrangements
11. Safeguarding
12. External partnerships

1. Aims

This policy sets out our school's approach to statutory Relationships and Health Education and non-statutory Sex Education.

The purpose of this policy is to:

- clarify the legal requirement and responsibilities of the school;
- clarify the school's approach to relationship and sex education (RSE) for all staff, pupils, governors, parents, carers, external agencies and the wider community;
- give guidance on developing and implementing and monitoring the RSHE education programme;
- provide a basis for evaluating the effectiveness of the school RSHE programme; and to
- reinforce the role of the school in contributing to local and national strategies.

Rationale

At Cranford Primary School, our Relationships, Sex, and Health Education (RSHE) curriculum is rooted in our commitment to nurturing the whole child. We believe that a high-quality RSHE programme is essential to support pupils' physical health, mental well-being, and emotional development. By providing a safe, supportive, and inclusive environment, we equip our pupils with the knowledge and life skills they need to navigate the modern world safely. This policy ensures all students learn to build healthy, respectful relationships, make informed decisions, and develop resilience as they grow into confident, responsible citizens.

The overall aims of the school and National Curriculum are:

- **Fundamental Building Blocks:** To teach children the essential characteristics of positive, respectful friendships and family relationships, both in person and online.
- **Holistic Development:** To promote pupils' spiritual, moral, social, and cultural (SMSC) development, fostering self-worth and empathy.
- **British Values:** To promote the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance, enabling pupils to become active, responsible and respectful members of society.
- **Life Preparation:** To equip pupils with essential life skills, enabling them to express personal boundaries, understand digital safety and manage their emotions confidently and responsibly.

The Department for Education's statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance mandates that primary schools provide comprehensive Relationships and Health Education. This curriculum ensures children are equipped with the foundational knowledge they need to make safe, well-informed choices about

their physical health, emotional well-being, and social interactions.

The school delivers these sensitive topics with guidance from the PSHE Association, utilising their quality-assured framework to support pupils to learn key RSHE skills. We actively share our curriculum plans and consult with parents and carers, working together in partnership to ensure these vital lessons are supported both at school and at home.

Evidence compiled by the [Department for Education](#) highlights that primary-level relationships education is a vital tool for safeguarding. By introducing age-appropriate concepts of body privacy, anatomical naming, and personal safety, children learn to recognise and report inappropriate behavior or abuse.

Through our RSHE curriculum, we aim to work in partnership with you to achieve the following goals for our pupils:

- **Essential Knowledge:** To provide children with the age-appropriate information about health and relationships to which they are legally entitled.
- **Fact Checking:** To clarify what children already know and gently correct any misleading information they may have picked up elsewhere.
- **Self-Worth & Friendships:** To build children's self-esteem and confidence, helping them form happy, respectful friendships and family relationships.
- **Understanding Feelings:** To give children the words to talk about their everyday emotions and social interactions so they can handle worries or conflicts calmly.
- **Life & Decision Skills:** To teach essential communication, decision-making, and assertiveness skills so children can make good choices.
- **Caring for Others:** To encourage children to value themselves and show deep respect, kindness, and empathy toward people in their community.
- **Knowing When to Ask for Help:** To ensure children understand how and when to speak up, and exactly which trusted adults to turn to if they ever feel unsafe or worried.
- **Healthy Lifestyles:** To instil positive, lifelong habits that look after both physical fitness and mental wellbeing.
- **Digital & Peer Resilience:** To give children the confidence to handle peer pressure and safely navigate the modern digital world, social media, and online gaming.
- **Body Autonomy and Personal Boundaries:** To teach children to respect and care for their own bodies, understand the importance of personal boundaries, and recognise that they have the right to privacy and to seek help if they ever feel unsafe.
- **Growing Up & Puberty:** To prepare older pupils reassuringly for the physical and emotional changes of puberty, ensuring a confident transition to secondary school.

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health and wellbeing Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

In teaching RSHE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Cranford Primary School, Relationships, Sex and Health Education (RSHE) is delivered in an inclusive, age-appropriate and respectful manner that reflects the diverse backgrounds, experiences and needs of our school community. In accordance with the Equality Act 2010, our curriculum promotes respect, dignity and equality, helping pupils to understand and value diversity while challenging prejudice, discrimination and stereotypes. Pupils learn that families and individuals may have different backgrounds, beliefs and experiences, and that everyone deserves to be treated with kindness, respect and understanding.

Our RSHE curriculum is delivered sensitively and objectively and does not seek to promote any particular lifestyle or belief. Instead, it equips pupils with the knowledge, skills and understanding they need to build positive relationships, keep themselves safe and become respectful, responsible members of society.

At Cranford Primary School, RSHE is taught in accordance with this policy and the statutory guidance issued by the Department for Education. As stated in the statutory guidance, *"it will be for primary schools to determine whether*

they need to cover any additional content on sex education to meet the needs of their pupils, although it is not a requirement."

Following careful consideration of the needs of our pupils and consultation with our school community, we have determined that pupils' emotional, developmental and transitional needs are fully met through the statutory Relationships Education and Health Education curriculum, together with the National Curriculum for Science, which covers the biological aspects of human growth, life cycles and reproduction. As a result, the school does not currently teach additional non-statutory sex education beyond these statutory requirements.

As the school does not currently teach any non-statutory sex education beyond the statutory curriculum, there are currently no lessons from which parents may request withdrawal. Should this position change, parents will be informed and the statutory withdrawal process will apply.

The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for Science.

3. Policy development

This policy has been developed through a collaborative consultation process to ensure it reflects the values of the school community while fulfilling all statutory responsibilities. The development and review process involved contributions from staff, governors, parents and carers, pupils, and external partners to ensure that the policy is evidence-informed, inclusive and responsive to the needs of our pupils.

- Curriculum Review: Undertaken by the Senior Leadership Team (SLT) utilising the quality-assured framework from the [PSHE Association](#), in close professional consultation with the Young Hounslow Sexual Health (YHSH) service.
- Staff Engagement: All teaching and support staff were provided the opportunity to review the draft policy and learning overviews, enabling them to share key insights regarding curriculum sequencing and to identify future professional development and training needs.
- Parent and Carer Consultation: Parents and carers were proactively invited to engage with the policy guidelines and view samples of the specific teaching resources. Feedback was systematically gathered through online forms and consultative meetings to openly address and discuss any questions regarding the content covered.
- Pupil Voice: Regular pupil conferences were utilised to gather direct feedback from learners, identifying the specific areas where they felt they required more support, while evaluating what was working well across our PSHE and RSHE teaching and learning.
- Governance and Ratification: The final policy document was reviewed and ratified by the Governing Body.

4. Definition

RSHE- Relationships and sex education and health education

RSHE teaches children about relationships, health, growing up, staying safe, and treating others with kindness and respect

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

5. Curriculum

The programme we follow will be based on national guidelines provided by the Department for Education and will be sensitive to the age and experience of our pupils. It will be delivered by class teachers through the Personal, Social and Health Education and the National Science Curriculum.

6. Delivery of RSHE curriculum

We use planning resources and guidance materials from the PSHE Association (which is an accredited programme for the teaching of PSHE/RSHE). We also work in partnership with the Local Authority and Young Hounslow Sexual Health (YHSH) to support the delivery of a high-quality RSHE curriculum that meets the needs of our pupils and fulfils our statutory responsibilities for Relationships, Sex and Health Education.

Inclusive Practice and Meeting the Needs of All Pupils

At Cranford Primary School, we are committed to ensuring that our RSHE curriculum is accessible and inclusive for all pupils. Teaching and learning are appropriately adapted to meet the needs of pupils with Special Educational Needs and Disabilities (SEND), recognising that some children may require additional support, different teaching approaches or adapted resources to access the curriculum effectively. An example of our adapted curriculum for SEND pupils involves using social stories to support pupils' understanding of boundaries and consent.

Lessons are planned with consideration for pupils' age, developmental stage and individual needs, enabling all children to develop the knowledge, skills and understanding necessary to build healthy relationships, keep themselves safe and make informed decisions. Staff work collaboratively with the SENDCo, parents and carers, and other professionals where appropriate to ensure pupils receive suitable support and that learning is delivered in a way that promotes confidence, participation and achievement.

The Teaching Programme for RSHE

Legal requirements – Statutory Objectives

All schools must teach the following as part of the Early Years / National Curriculum - parents do not have the right to withdraw their child/children from these lessons.

Our RSHE curriculum focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Develop positive, healthy and respectful relationships with others.
- Recognise the importance of kindness, respect, equality, diversity and inclusion, and understand how to challenge stereotypes, prejudice and discrimination.
- Understand different types of families and caring relationships, recognising that families can look different but should provide love, care and security.
- Build and maintain positive friendships, manage conflict appropriately and recognise the qualities of healthy relationships.
- Recognise and communicate their feelings, developing emotional literacy, empathy and strategies to support good mental health and emotional wellbeing.
- Develop confidence, resilience and a positive sense of self, recognising their own strengths, achievements and aspirations.
- Make informed choices about physical health, including healthy eating, physical activity, personal hygiene, oral health, sleep and the importance of a healthy lifestyle.
- Understand how their bodies grow and change, including learning about puberty in an age-appropriate way and developing respect for their own and others' bodies.
- Keep themselves safe by understanding personal boundaries, privacy, consent in an age-appropriate context, and knowing how and when to seek help from trusted adults.
- Stay safe online by learning how to use technology responsibly, protect personal information, understand digital footprints and privacy settings, recognise misinformation, AI-generated content, online manipulation, inappropriate image sharing and harmful contact, and know how to report concerns and access support.
- Recognise bullying, including cyberbullying, and understand the impact it can have, knowing how to respond, seek help and support others.
- Recognise risks in different situations and learn strategies to keep themselves safe, including road safety, water safety, fire safety, basic first aid and responding appropriately in emergencies.
- Develop resilience, confidence and independence to make informed and responsible decisions, manage peer influence and cope positively with change and challenge.
- Develop an understanding of money, economic wellbeing and financial responsibility, providing a foundation for future learning,

informed decision-making and responsible participation in society.

- Understand the importance of rules, rights and responsibilities, and make positive contributions to their school and wider community as active, responsible citizens.
- Know how to access help and support for themselves or others when they have concerns about their health, wellbeing or safety.

Non-Statutory Sex Education

As part of the statutory Health Education curriculum, pupils are taught about the physical and emotional changes that occur during puberty in an age-appropriate and sensitive manner. This learning prepares children for the transition to adolescence and supports their health and wellbeing.

Within the statutory Science curriculum, pupils learn about the life cycles of living things, including reproduction in some plants and animals, and in Year 5 they study the changes that occur as humans develop from birth to old age.

The Department for Education recommends that primary schools may choose to teach additional age-appropriate sex education, including how a baby is conceived and born.

Following consultation and careful consideration of the needs and views of our school community, the school has chosen **not to teach non-statutory sex education relating to human conception and sexual intercourse**. Instead, our curriculum focuses on providing pupils with the knowledge and understanding they need to develop healthy relationships, keep themselves safe and prepare confidently for puberty and the transition to secondary education.

To support pupils in Years 5 and 6, age-appropriate lessons on puberty will be delivered as part of the RSHE and Science curriculum. These lessons will include:

- Physical and emotional changes during puberty for both males and females.
- Understanding and correctly naming the key parts of the human body, including external genitalia, through age-appropriate Science lessons.
- Personal hygiene and self-care during puberty.
- Understanding that everyone develops at their own pace.
- Building confidence to ask questions and seek support from trusted adults.
- Human growth and development from birth through childhood and adolescence.

Lessons will be delivered in a respectful, inclusive and sensitive manner, using language and resources that are appropriate to pupils' age and stage of development. Where appropriate, aspects of puberty education may be taught in single-sex groups to provide a comfortable environment for discussion and questions.

The purpose of this learning is to ensure that pupils are prepared for the changes they will experience, understand that these changes are a normal

part of growing up, and feel supported as they move towards secondary education.

7. Roles and responsibilities

- Governing Body: Ensures the policy meets statutory legal frameworks and holds ultimate accountability for curriculum compliance.
- Headteacher: Oversees daily policy implementation, manages parental consultations, and ensures staff access appropriate training.
- RSHE Subject Lead: Monitors the quality of teaching, updates curriculum resources, and provides guidance to delivery staff.
- Teachers and Staff: Deliver age-appropriate, objective, and inclusive lessons while maintaining safe, respectful classroom ground rules.
- Parents and Carers: Engage with school consultations, support learning at home, and handle requests regarding right-to-withdrawal procedures.
- Pupils: Actively participate in lessons, treat peers with respect, and uphold the agreed classroom confidentiality guidelines.

8. Parents working in partnership with the school

We recognise that parents and carers are the primary providers of RSE for their children. Our RSE curriculum is designed to support and complement this. We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and co-operation. In promoting this we will:

- Inform parents about the school's RSHE policy and practice;
- Provide opportunities to view lesson plans and resources used in the RSHE programme;
- Answer any questions that parents may have about RSHE for their child;
- Take seriously any issues or concerns that parents raise.

Under the current Department for Education (DfE) [statutory RSHE guidance](#), parents and carers have a legal right to request that their child be withdrawn from specific parts of the curriculum:

- Relationships Education: Parents cannot withdraw their child from any of these mandatory lessons.
- Health Education: Parents cannot withdraw their child from these lessons, which include statutory content on puberty and physical changes.
- National Curriculum Science: Parents cannot withdraw their child from statutory science lessons, which cover biological reproduction, human life cycles, and basic anatomy.
- Non-Statutory Sex Education: Parents do have the right to request withdrawal from any standalone sex education lessons that fall outside the statutory science or relationships frameworks.

9. Staff Training

All staff are provided with adequate training and support to help them deliver effective RSHE and respond to situations with consistency and sensitivity

taking account of religious, social and cultural issues. As part of staff induction and on-going CPD provision we will continue to work with YHSH (Young Hounslow Sexual Health) and utilise training and guidance from the PSHE association.

Answering student's questions

The school believes that pupils should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a pupil may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. They will establish clear parameters of what is appropriate and inappropriate in class by discussing ground rules with students at the beginning of each lesson and by taking an approach that encourages pupils to be mature and sensible. Ground rules will emphasise that pupils are never expected to share personal experiences or those of their family members during RSHE lessons, if they do not feel comfortable sharing. This helps to create a safe, respectful and inclusive learning environment while protecting pupils' privacy.

If a question is too explicit or inappropriate to answer in class at that moment, teachers will acknowledge it and attend to it later with the pupil who asked it. If a question is too personal, teachers will remind pupils about the ground rules. If a teacher is concerned that a pupil is at risk of sexual abuse they will follow the school's child protection procedures. Teachers will always communicate any concerns to parents regarding questions raised.

10. Monitoring arrangements

The delivery and effectiveness of the RSHE curriculum is subject to regular quality assurance and evaluation to ensure it remains responsive to pupils' needs and aligned with [DfE statutory requirements](#). The RSHE Subject Lead and Senior Leadership Team (SLT) monitor the subject continuously through quality-assurance processes:

- Learning Walks: Observing classrooms to ensure a safe, inclusive learning environment and consistent delivery.
- Work Scrutiny: Reviewing pupil work, and digital folders to ensure appropriate curriculum coverage.
- Pupil Voice: Conducting regular discussions and feedback activities with pupils to evaluate their understanding, confidence, and experiences.
- Staff Reflection: Gathering feedback from teachers to identify ongoing professional development and resource needs.

The Governing Body maintains active oversight of these monitoring outcomes to ensure high-quality provision. This policy is a working document and will be reviewed annually by the Headteacher and Subject Lead to integrate updated national guidance and school evaluations.

11. Safeguarding

High-quality Relationships, Sex, and Health Education (RSHE) is a core component of our school's approach to safeguarding. By teaching children about healthy relationships, personal boundaries, and what is or is not

appropriate, we equip them with the language and confidence to recognise harm and seek help.

Safeguarding Disclosures in RSHE

- Avenues for Disclosure: Discussions regarding relationships and boundaries may prompt a pupil to make a safeguarding disclosure.
- Staff Protocol: Teachers must never promise absolute confidentiality to a child. If a concern arises, staff will listen carefully without asking leading questions or investigating the matter themselves.
- Immediate Escalation: Staff must report all concerns immediately to the Designated Safeguarding Lead (DSL) or a Deputy DSL, strictly adhering to the procedures in our Safeguarding and Child Protection Policy.
- Recording Concerns: All safeguarding disclosures or concerns arising from RSHE lessons will be recorded promptly, factually and in accordance with our Safeguarding policy. Records will be shared with the Designated Safeguarding Lead (DSL) and managed in line with statutory safeguarding procedures.
- External Referral: The DSL will assess the information and manage any necessary referrals to external multi-agency services, such as Children's Social Care or healthcare professionals.

12. External partnerships

At Cranford Primary School, we collaborate with selected external partners to ensure our RSHE curriculum remains responsive, expert-led, and closely tailored to the needs of our pupils and local community. These carefully vetted partnerships enhance our provision through professional training, quality assurance, and phase-specific transition support:

- PSHE Association: Provides comprehensive staff training and evidence-based guidance to support the continuous development and structuring of our curriculum programme.
- Young Hounslow Sexual Health (YHSH): Works alongside the school to review teaching practices, monitor delivered sessions, and offer specialist advice on specific units of learning.
- Cranford Community College: Collaborates with our team to deliver targeted puberty and growing-up discussions for Year 6 pupils, aligning content to support a smooth transition into secondary school.
- NSPCC: Delivers the "Speak Out. Stay Safe" programme to equip children with the knowledge and tools to recognise abuse and seek help.
- Action Breaks Silence: Partners with the school to deliver specialised workshops focused on preventing gender-based violence and teaching personal safety and boundary-setting.

All external inputs are designed to complement, rather than replace, the core statutory RSHE lessons delivered by class teachers. Before any external session takes place, all content and digital resources must be thoroughly vetted and approved by both the Headteacher and the RSHE Coordinator. Parents and carers will always be informed in writing prior to these sessions

taking place.

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