



The Corner School: Relationships, Sex, and Health Education (RSHE) Policy

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Approvers:	The Corner School Education Committee
Date of last review:	November 2025
Next Review Date: (Updates in response to changes in legislation and best practice will occur as and when needed.)	November 2026

- **Scope:** This policy applies to everyone involved in UP's work (e.g. candidates, staff, temporary staff, agency workers, contractors, secondees, trainees/volunteers, Trustees, Governors etc.)
- This policy is written in accordance with all legal requirements and best practice
- **Equal Opportunities:** This policy will never discriminate directly or indirectly against the 9 protected characteristics. Equality of opportunity should be provided for all employees in accordance with the Equality Act (2010). Individuals are invited to provide information about any equality or diversity issues that may be relevant. UP may consider making adjustments to this policy in appropriate circumstances when feasible and in keeping with organisational needs.
- **Data Protection:** Personal data collected and processed in relation to this policy is managed in accordance with Unlocking Potential's Data Protection Policy.
- **Policy Status:** This policy is not a contractual term of employment, and it may be varied by UP at any time

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1. Policy Statement

Our school is committed to providing high-quality, age-appropriate Relationships, Sex, and Health Education (RSHE) as part of our broader curriculum. This policy aligns with statutory guidelines and reflects our dedication to nurturing the social, emotional, and physical wellbeing of our students. RSHE education aims to equip children with the knowledge and skills they need to lead healthy, safe, and fulfilled lives.

Our RSHE curriculum supports students to develop positive relationships, understand their bodies, make informed choices, and respect themselves and others. It is designed to be inclusive, sensitive, and supportive, fostering a safe and respectful school environment.

2. Policy Aims

The aims of the RSHE policy are to:

- Deliver RSHE in an age-appropriate, inclusive, and respectful manner.
- Equip students with knowledge and skills to make informed, safe, and healthy choices.
- Foster positive relationships and develop students' self-awareness, self-esteem, and respect for others.
- Prepare students for the physical and emotional changes of growing up.
- Encourage resilience, empathy, and respect for diversity within relationships.
- Involve parents and guardians in the RSHE program to support a shared approach to children's education.

3. Legal Requirements and Statutory Guidance

Our RSHE curriculum is delivered in line with the Department for Education (DfE) statutory guidance on Relationships Education, Relationships and Sex Education, and Health Education. The statutory elements of the RSHE curriculum include:

- **Relationships Education** for all primary school students.
- **Health Education** covering both physical and mental wellbeing.
- **Sex Education** (non-statutory for primary), provided in an age-appropriate way and in consultation with parents.

As an independent special primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#). 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 would include the elements of sex education contained in the science curriculum.

In teaching RSHE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#). We also have regard to 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 The Corner School, we teach RSE as set out in this policy.

4. Curriculum Content

Our RSHE curriculum is inclusive, age-appropriate, and aligned with national standards. It is structured around the following key areas:

Relationships Education

In Key Stages 1 and 2, students will learn about:

- **Families and People Who Care for Us:** Recognise diverse family structures and the importance of stable, caring relationships.
- **Caring Friendships:** Understand the qualities of a good friend, managing conflicts, and showing kindness and respect.
- **Respectful Relationships:** Promote empathy, respect, anti-bullying principles, and celebrating diversity.
- **Online Relationships:** Develop an understanding of safe online behaviour and the importance of privacy and respectful communication.
- **Being Safe:** Empower students with strategies to identify and report unsafe situations and know who to turn to for help.

Health Education

Students will learn about:

- **Mental Wellbeing:** Understanding emotions, building resilience, and strategies to promote positive mental health.
- **Internet Safety and Harms:** Recognising the impact of online content and screen time, and strategies for safe online behaviour.
- **Physical Health and Fitness:** Importance of exercise, balanced diet, and making healthy lifestyle choices.
- **Healthy Eating:** Nutritional information and understanding food groups to make informed choices.

- **Drugs, Alcohol, and Tobacco:** Basic awareness of these substances and their impacts, in a way that is age appropriate.
- **Health and Prevention:** Basic first aid skills, hygiene practices, and understanding the importance of sleep.
- **Changing Adolescent Body:** Age-appropriate education about puberty, physical changes, and body positivity.

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, LGBT 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.

Sex Education (Optional in Primary)

While not statutory, our school may include age-appropriate sex education to prepare students for puberty and bodily changes in an inclusive, factual, and supportive way. This content will be delivered in Year 6 with a focus on:

- Understanding bodily changes during puberty
- Basic human reproduction (as covered in the science curriculum)
- Reinforcing concepts of respect, consent, and boundaries

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information and exploring issues and values. RSHE is not about the promotion of sexual activity. Parents will be consulted and have the option to withdraw their child from this specific aspect if desired.

5. Delivery of RSHE

Our RSHE program is delivered in an integrated and sensitive way, primarily through:

- **Personal, Social, Health, and Economic (PSHE) Education:** RSHE forms part of our broader PSHE curriculum.
- **Science Curriculum:** Biological aspects are covered as part of statutory science education.
- **Dedicated RSHE Lessons:** Specially designed sessions that align with the age, special educational needs and development of each class. Although they will be learning the same thing, boys and girls will be separated for these dedicated RSHE lessons.

- **Cross-Curricular Approach:** Embedding themes of relationships, health, and wellbeing across other subjects, including Physical Education, PSHE and English.

RSHE is also taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are also taught within the science curriculum, and other aspects are included in religious education (RE). All lessons are age-appropriate and inclusive, with adjustments made to meet the diverse needs of all students.

6. Inclusive and Respectful Practice

Our RSHE program is delivered with sensitivity, respect, and inclusivity:

- **Cultural Sensitivity:** We acknowledge and respect the diversity of backgrounds and values within our school community.
- **Gender and Sexuality Inclusivity:** The curriculum supports gender equality, respect for all identities, and includes LGBTQ+ inclusive examples where appropriate.
- **Special Educational Needs (SEN):** Lessons are adapted to ensure accessibility for all our SEN students and are tailored to meet individual needs. We will give careful consideration to the level of differentiation needed and 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
 - Makes pupils during lessons, feel safe and supported and able to engage with the key messages
 - Ensures pupils learn about these topics in an environment that's appropriate for them, for example in:

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

7. Use of resources:

We will consider whether any resources we plan to use:

- | | |
|--|---|
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |
|--|---|

8. Use of external organisations and materials:

We will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality. 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
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)

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 only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.

9. Roles and Responsibilities

- **Headteacher:** Oversees the RSHE program, ensuring compliance with statutory requirements, and ensuring that RSHE is taught consistently across the school. The Headteacher is also responsible for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from (non-statutory/non-science) components of RSHE.
- **Inclusion Lead:** Plans, regularly reviews and updates the curriculum. The Inclusion Lead implements, and monitors the RSHE curriculum, ensuring lessons are age-appropriate and meet students' needs.
- **Teachers and Staff:** Deliver RSHE lessons with sensitivity and inclusivity, ensuring a safe and respectful learning environment. Staff are responsible for modelling positive attitudes to RSE, monitoring progress, responding to the needs of individual pupils and responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSE. 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.
- **Parents and Caregivers:** Encourage a home environment that supports the principles of the RSHE curriculum and communicate any concerns or questions to the school.
- **Trustees:** Approve the RSHE policy and ensure it meets statutory requirements and reflects the values of the school community.

10. Working with Parents and Carers

We recognize that parents and carers are the primary educators in matters of relationships, sex, and health. Our school is committed to:

- **Transparency and Communication:** Sharing the RSHE curriculum and policy with parents through letters or curriculum overviews, information sessions, and online access.
- **Consultation Process:** Inviting parents to provide feedback on the RSHE policy and curriculum, particularly on topics such as sex education.
- **Right to Withdraw:** Informing parents/carers of their right to withdraw their child from non-statutory elements of sex education and providing alternative resources if they choose to exercise this right. Parents/carers do not have the right to withdraw their child from relationships education. Requests for withdrawal should be put in writing using the form found at the end of this policy and addressed to the headteacher. Alternative schoolwork will be given to pupils who are withdrawn from sex education.

11. Safeguarding and Confidentiality

Our RSHE curriculum is delivered in a manner that respects students' privacy and supports their wellbeing. In cases where sensitive issues arise:

- **Safeguarding Practices:** Any disclosures made during RSHE sessions are handled in line with the school's safeguarding policy.
- **Confidentiality Limits:** Students are encouraged to speak openly, but staff will follow safeguarding procedures for disclosures of potential harm.

12. Monitoring, Evaluation, and Review

The RSHE policy and curriculum will be reviewed annually by the school leadership team, in consultation with parents, staff, and trustees. Student feedback will also be taken into consideration to ensure the program remains relevant and effective. Key metrics for evaluation include:

- Feedback from staff, students, and parents on the RSHE content and delivery.
- Observation of RSHE lessons and the impact on students' social and emotional wellbeing.
- Incident records related to behaviour, bullying, and wellbeing as indicators of RSHE effectiveness.

13. Further Resources and Support

For more information, please refer to:

- Department for Education (DfE) statutory guidance on Relationships, Sex, and Health Education.
- Resources from the PSHE Association, NSPCC, and other reputable organisations on RSHE best practices.

14. Contact Information

If you have any questions about our RSHE policy or curriculum, please contact:

- **School Office:** Sarah Dent (info@thecornerschool.org.uk/ 0203 325 2772)
- **Inclusion Lead:** Melissa Burrell (melissa.burrell@thecornerschool.org.uk)

This RSHE Policy provides a foundation for delivering high-quality, inclusive education that supports the development of healthy relationships, personal safety, and mental wellbeing, preparing students for a successful future.

15. Appendix:

Parent/carer form: withdrawal from sex education within RSE:

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	Include notes from discussions with parents/carers and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom