



East Bergholt

CEVC Primary School

'I have come that they might have life, and have it to the full' John 10:10

Relationships, Sex and Health Education (RSHE) Policy

2026-27

Prepared by:	Clare Sampson Headteacher
Approved by:	Governing Body
Signature of Chair of Governors:	Ian Thoroughgood
Status & review cycle	Statutory guidance applies Yearly Review
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Scheme of Work:	Yasmin and Tom, version 5.1 (updated August 2026)

1. Purpose and statutory context

This policy sets out how East Bergholt CEVC Primary School provides Relationships Education, Health Education and age-appropriate Sex Education. It should be read alongside the school's Safeguarding, Behaviour and Relationships for Learning, Equality, SEND, Online Safety and Curriculum policies.

Relationships Education is compulsory for all pupils receiving primary education. Health Education is compulsory in state-funded schools. Primary schools may choose to teach Sex Education in addition to the content required through Relationships Education, Health Education and the National Curriculum for Science.

This policy has been reviewed in light of the Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, revised in July 2025 and in force from 1st September 2026. The school will have regard to this statutory guidance.

The school also has regard to its duties under the Equality Act 2010, including the Public Sector Equality Duty, and to its safeguarding duties.

2. Our ethos and aims

Our RSHE curriculum sits within the Christian ethos of East Bergholt CEVC Primary School and our commitment to enabling every child to flourish. We want pupils to develop the knowledge, language, confidence and skills needed to build safe, respectful and caring relationships, make informed choices, look after their physical and mental wellbeing and seek help when they need it.

RSHE contributes to pupils' spiritual, moral, social and cultural development and supports our wider curriculum values of spirituality, engagement, curiosity, diversity and resilience.

Through RSHE we aim to:

- help pupils form and maintain positive, respectful and non-exploitative relationships;
- develop self-respect, confidence, empathy, kindness and respect for others;
- teach pupils about boundaries, privacy, consent and personal safety in age-appropriate ways;
- ensure pupils know the correct anatomical names for body parts and have the vocabulary and confidence to seek help;
- prepare pupils for the physical and emotional changes of puberty;
- help pupils recognise unsafe, harmful or abusive behaviour, online and offline, and know how to report concerns;
- teach respect for different families, backgrounds, beliefs and protected characteristics;
- challenge harmful stereotypes and discriminatory language;
- support pupils to make healthy choices and understand factors that affect physical and mental wellbeing;
- work openly and constructively with parents and carers.

3. Guiding principles

Our approach reflects the guiding principles in the 2026 statutory guidance. RSHE will be:

- informed by pupil voice and relevant to pupils' needs;

- transparent to parents and carers, with curriculum materials available to view;
- positive in its language and focused on healthy relationships, healthy norms and wellbeing;
- carefully sequenced so that knowledge and skills build over time;
- age- and stage-appropriate, responsive to the school community and accessible to all pupils;
- participative and taught by staff who can create a safe, supportive environment;
- part of a whole-school approach to safeguarding, wellbeing, behaviour and positive relationships.

4. Curriculum organisation and Yasmine and Tom

The school uses Yasmine and Tom, produced by the Family Planning Association (FPA), as its principal scheme and resource for RSHE. We use the current version of the resource (version 5.1, updated August 2026), which is mapped by FPA to the statutory RSHE curriculum applying from September 2026.

Yasmine and Tom provides a sequenced programme across Years 1 to 6. It uses age-appropriate stories, discussion, interactive activities and teacher guidance to cover relationships, families, friendships, diversity, bodies, online and offline safety, health, puberty and other aspects of the statutory curriculum.

The scheme supports our curriculum but does not replace teachers' professional judgement. Teachers consider the needs, maturity, prior learning and lived experiences of the class. Lessons may be adapted, revisited or supplemented where necessary, while ensuring that statutory content is taught.

Any additional resources will be checked by the RSHE Lead to ensure that they are accurate, age-appropriate, inclusive, consistent with this policy and suitable for the pupils who will use them.

5. What pupils will learn

5.1 Relationships Education

By the end of primary school, pupils will have been taught the required content relating to families and people who care for them, caring friendships, respectful and kind relationships, online safety and awareness and being safe.

Teaching includes the importance of healthy relationships; managing friendship difficulties and conflict; respect and boundaries; privacy; bullying and stereotypes; safe and unsafe contact; recognising harmful or dangerous relationships; online behaviour and risks and how to ask for help and keep asking until they are heard.

5.2 Health Education

Health Education is taught through the wider RSHE/PSHE programme and relevant curriculum subjects. It includes age-appropriate learning about mental wellbeing, physical health and fitness, healthy eating, sleep, health and prevention, basic first aid, the changing adolescent body and other statutory health content.

Puberty is statutory Health Education and is also supported by Science. Pupils will be prepared for changes before they are likely to experience them. Teaching will use accurate, respectful language and will be adapted where pupils need earlier or additional support.

5.3 Science

Relevant statutory Science content is taught through the National Curriculum. Parents do not have a right to withdraw pupils from Science. This includes relevant learning about the human body, growth from birth to old age, puberty and reproduction where required by the Science curriculum.

5.4 Sex Education in Year 6

In addition to statutory Relationships Education, Health Education and Science, the school provides age-appropriate Sex Education in Year 6. This supports pupils to understand human reproduction and prepares them for the transition to secondary school.

Within Yasmine and Tom, FPA identifies four Year 6 lessons as additional Sex Education from which parents may request withdrawal. These cover:

- wet dreams and masturbation;
- how babies are made through sexual intercourse, including consent;
- assisted fertility and multiple births;
- pregnancy and birth.

Parents will be informed in advance before these lessons are taught and will be given information about the content and the opportunity to discuss it with the school.

6. Parents, carers and transparency

Parents and carers are the first educators of their children in relation to relationships, growing up and personal values. The school seeks to work in partnership with families and to be open about what is taught.

The school will:

- publish this policy on the school website and provide a copy free of charge on request;
- provide information about the RSHE curriculum and the Yasmine and Tom programme;
- inform parents in advance about the content of additional Sex Education lessons;
- provide opportunities for parents to ask questions and discuss the curriculum;
- make RSHE curriculum materials available for parents to view on request;
- signpost parents to FPA's free parent information about Yasmine and Tom and to other appropriate sources of support.

Where copyright or licensing arrangements mean that materials cannot be sent or copied, the school will arrange an appropriate opportunity for parents to view them in school or through an authorised provider route.

If the school needs to introduce additional content in response to an emerging safeguarding or pastoral need, parents will be informed where appropriate, particularly where this represents a material change from the published curriculum.

7. Right to request withdrawal from Sex Education

Parents do not have the right to withdraw their child from Relationships Education, Health Education or statutory National Curriculum Science.

Parents do have the right to request that their child is withdrawn from some or all of the additional Sex Education provided by the school. In this school, this applies to the four Year 6 Yasmine and Tom Sex Education lessons identified in section 5.4.

A parent wishing to withdraw their child should contact the Headteacher. Before the withdrawal is confirmed, the Headteacher will normally discuss the request with the parent and, where appropriate, the child, so that the content and purpose of the curriculum are clear and any questions can be answered. In a primary school, a request to withdraw from additional Sex Education will be granted. Where a pupil is withdrawn, the school will provide appropriate and purposeful education during the lesson. The school will keep a record of the request and outcome.

8. Safe and effective teaching

RSHE is taught in a safe, respectful and non-judgemental environment. Teachers establish clear ground rules and use approaches that protect pupils' privacy. Pupils will not be expected to disclose personal experiences.

Teaching may include discussion, scenarios, stories, distancing techniques, interactive activities and anonymous question boxes. Staff will use correct and age-appropriate vocabulary and will model respectful language.

Questions will be answered honestly and sensitively, taking account of the pupil's age, maturity and the planned curriculum. If a question goes beyond what is appropriate for whole-class teaching, the teacher may respond individually, defer the question, consult the RSHE Lead or DSL, or support the pupil to discuss it with a parent or trusted adult.

If a question, comment or behaviour raises a safeguarding concern, staff will follow the school's safeguarding procedures immediately.

9. Safeguarding and confidentiality

High-quality RSHE is an important part of safeguarding. Pupils are taught about boundaries, privacy, appropriate and inappropriate contact, recognising unsafe or harmful relationships, online risks, and how to seek help.

Staff cannot promise absolute confidentiality. If a pupil shares information indicating that they or another child may be at risk of harm, the member of staff will report the concern to the Designated Safeguarding Lead in accordance with the school's safeguarding policy.

Staff will be alert to the increased possibility of disclosures during sensitive teaching and will ensure that pupils know where and how to access support.

10. Equality, inclusion and SEND

RSHE will be accessible and inclusive for all pupils. Teaching will comply with the Equality Act 2010 and will promote respect while challenging discrimination, prejudice, bullying and harmful stereotypes. Teaching will reflect the reality that families take many forms. Pupils will learn that families may include, for example, single-parent families, same-sex parents, grandparents, kinship carers, adoptive parents and foster parents/carers and that children should not be stigmatised because of their family circumstances.

The school will make reasonable adjustments for pupils with SEND and will adapt teaching, language, resources, pace and repetition where needed. Staff will recognise that some pupils with SEND may be particularly vulnerable to exploitation, coercion or misunderstanding of social situations and may require additional teaching about boundaries, consent, privacy and seeking help.

Teaching will be sensitive to pupils' religious and cultural backgrounds while ensuring that statutory content is taught and that all pupils are treated with dignity and respect.

11. External visitors and agencies

External visitors may enhance, but will not replace, the school's planned RSHE provision. The school remains responsible for the curriculum and safeguarding of pupils.

Before a visitor contributes to RSHE, the school will check the purpose, content and resources to be used; ensure that the contribution is consistent with this policy and the planned curriculum; clarify safeguarding and confidentiality expectations; and ensure appropriate staff supervision. Contributions will be reviewed as part of curriculum monitoring.

12. Roles and responsibilities

12.1 Governing Body

The Governing Body will ensure that the school meets its statutory duties, that this policy is up to date and published, that RSHE is appropriately resourced and accessible to all pupils and that the quality and impact of provision are monitored.

12.2 Headteacher

The Headteacher is responsible for ensuring that the policy is implemented, that staff are appropriately supported and trained, that parents are engaged and informed, and that requests for withdrawal from additional Sex Education are managed in accordance with statutory guidance.

12.3 RSHE / PSHE Lead

The RSHE/PSHE Lead oversees curriculum planning and progression, supports staff, checks resources, coordinates parental information, monitors teaching and outcomes and keeps the curriculum under review in light of pupil need and statutory changes.

12.4 Teachers

Class teachers are primarily responsible for delivering RSHE. They will prepare lessons carefully, adapt teaching for their pupils, establish a safe learning environment, assess understanding and follow safeguarding procedures where concerns arise.

13. Assessment, monitoring and evaluation

Assessment in RSHE is used to identify what pupils know, understand and can do, and to inform future teaching. Teachers may use discussion, pupil reflection, retrieval activities, written or practical tasks and other age-appropriate approaches.

The RSHE/PSHE Lead will monitor provision through curriculum planning, pupil voice, scrutiny of learning, staff feedback and, where appropriate, lesson visits. Monitoring will consider curriculum coverage, progression, accessibility, pupil understanding and the effectiveness of teaching.

Pupil and parent feedback will inform review of the curriculum. The Governing Body will receive

appropriate information about implementation and impact.

14. Policy development, consultation and review

This policy has been rewritten for September 2026 to reflect the revised DfE statutory guidance and the school's adoption of Yasmine and Tom as its principal RSHE scheme.

Before final approval, the school will proactively engage and consult parents and carers on the policy and relevant curriculum information. The school will also take account of the views of pupils, staff and governors in age- and role-appropriate ways.

The Governing Body will approve the final policy. It will normally be reviewed annually, and sooner where there is a significant change to statutory guidance, legislation, the school's curriculum or the needs of pupils.

Appendix 1 - Curriculum overview

Yasmine and Tom version 5.1 contains 65 lessons across Years 1-6 and is mapped by FPA to the September 2026 primary RSHE curriculum. The school follows the programme in an age-appropriate sequence, adapting delivery where needed for individual cohorts.

Curriculum area	Examples of learning across the programme
Relationships and families	Friendships and feelings; different families; respectful relationships; managing conflict; kindness, respect and belonging.
Safety and safeguarding	Personal and private body parts; safe and unsafe touch; boundaries; consent; trusted adults; asking for help; online and offline risks.
Equality and respect	Diversity; gender stereotypes; respectful disagreement; challenging prejudice and harmful stereotypes.
Online safety and wellbeing	Safe online behaviour; privacy; harmful contact/content; reporting concerns; wellbeing online; resisting pressure.
Physical and mental health	Sleep; hygiene; healthy choices; physical activity; wellbeing; coping with difficult feelings; grief.
Growing and changing	Body changes; puberty; menstruation; accurate anatomical vocabulary; managing physical and emotional change.
Additional Year 6 Sex Education	Four identified lessons covering wet dreams and masturbation; sexual intercourse and conception; assisted fertility and multiple births; pregnancy and birth.

The detailed year-by-year lesson sequence and learning outcomes are available through the school's licensed Yasmine and Tom resource and the FPA parent information pages. Parents may request to view the materials used by the school.

Appendix 2 - Parent information and withdrawal process

Before the Year 6 additional Sex Education lessons, parents will receive information explaining the content to be taught, how it relates to statutory Relationships, Health and Science education, how to view materials, and how to contact the school with questions.

If a parent requests withdrawal from additional Sex Education:

- the request should be made to the Headteacher;
- the Headteacher will normally offer a discussion to explain the curriculum and listen to the parent's views;
- the school will make clear which content is statutory and which is additional Sex Education;
- the request to withdraw from additional primary Sex Education will be granted;
- the pupil will receive purposeful alternative education;
- the school will record the request and arrangements.

Appendix 3 - Key references

- Department for Education, Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance, revised July 2025, in force from 1 September 2026.
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Children and Social Work Act 2017.
- Equality Act 2010.
- National Curriculum in England: Science programmes of study.