

The Federation of Boskenwyn & Germoe Schools and Nysgerrig Kindergarten



A Journey into Relationships, sex and health education (incorporating physical health and wellbeing)

Intent

The intent of the RSHE (relationships, sex and physical health and wellbeing education) curriculum at our school is to teach the fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships and relationships with other children and with adults. We aim 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 culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Allow our children to recognize their state of mind and know which strategies to use to help them improve their mental health
- Prepare pupils for their adult lives as responsible, respectful citizens, teaching them to understand how to engage with society and providing them with plentiful opportunities to do so
- Develop pupils' understanding of the protected characteristics and how equality and diversity are promoted

As a maintained primary school we follow the Relationships, sex and health education statutory guidance from the DFE, effective from 1st September 2026..

We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum topic of life cycles and reproduction. Should staff feel the need to teach sex education beyond the curriculum they will discuss with the RSHE lead, a school governor and also with parents. Parents will have the right to withdraw their children from sex education..

In teaching relationships education, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). PSHE programmes of study are non-statutory and can be found on the PSHE Association website.

Implementation

At the Federation of Boskenwyn and Germoe Schools and Nysgerrig Kindergarten, we allocate 20-40 minutes to RSHE each week in order to teach knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, Learning Charters/class rules, through relationships child to child, adult to child and adult to adult across the school, learner profiles, themed days such as anti-bullying, internet safety, world peace day, remembrance day. We aim to 'live' what is learnt and apply it to everyday situations in the school community. We have many visits and visitors to the school to reinforce teaching of aspects of the health curriculum such as the school nurse, fire service, lifeguards, Helston Sport Cluster leader, Olympic athletes and PCSO. Class teachers deliver the weekly lessons to their own classes alongside teaching assistants.

Relationships Education

Relationships education is embedded into our 2 year rolling programme and focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- Healthy minds

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). All learning takes place via inquiry-based learning and taking a multi-disciplinary approach.

Health and Wellbeing

Health and wellbeing also forms part of our 2 year rolling programme for RSHE. In order for children to make good decisions about their own health and wellbeing and how to seek support, the curriculum is split into the following categories:

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Basic first aid
- Personal safety
- Developing bodies

Our rolling programme and RSHE milestones show how the whole-school approach spirals the learning and meets all statutory requirements of RSHE in a progressive way.

Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way guided by our mapping document and rolling programme
- Modelling positive attitudes to relationships
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of relationships and sex education

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching it are encouraged to discuss this with the headteacher.

Pupils

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

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the components of sex education within RSHE if the teacher finds it appropriate and necessary to go beyond the science curriculum only.

Requests for withdrawal should be put in writing and be addressed to the headteacher. However, it is good practice to discuss the request with the headteacher, and the child if appropriate, to understand the request and to clarify the nature and purpose of the curriculum. This is likely to include discussing the benefits of sex education, and any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what was said in class, which may not be accurate. We will document this process to ensure a record is kept

Training

The lead professional for RSHE will attend subject cluster meetings and disseminate. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching sex education if necessary.

Impact

We strive to create a supportive and collaborative ethos for learning by providing investigative and inquiry-based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge and understanding of each unit of work covered throughout the school.

At the end of primary school, we expect our children to understand the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, families, relatives and relationships with other children. They should understand the values of friendships and relationships and who can support them. They should understand the values of kindness, respect, honesty, permission seeking/giving and personal privacy. They should also understand and respect personal space and boundaries, what is appropriate and inappropriate contact both online and in person. They should also understand the importance of mental wellbeing and be able to use strategies to improve their mental state. Our children leave primary school with the information they need to make good decisions about their own health and wellbeing. They are able to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible. Our pupils understand that good physical health contributes to good mental wellbeing, and vice versa. They are able to self regulate and have acquired strategies to do so. Our integrated whole school approach has a positive impact on behaviour and attainment. Our students are prepared for the changes that they and their peers will experience.

Progression of skills

To ensure progression and a spiral curriculum, we use our RSHE milestone and concept questions. The milestones set out the RSHE guidance into end of key stage 1, end of year 4 and end of year 6 objectives. The milestones are incorporated into our 2 year rolling programme. Teachers use the milestones to ensure coverage and progression through the key stages

An example of the milestones:

Threshold concept	Milestone 1 (Y1/2)	Milestone 2 (Y3/4)
● Families and people who care for me	Families are important for children growing up safe and happy because they can give love, security and stability. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of	That the families of others, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That stable, caring relationships are at the heart of safe and happy families and are important for

	spending time together and sharing each other's lives	children's security as they grow up
● Caring friendships	How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

A snapshot of the rolling programme with concept questions for inquiry:

	Autumn 1	Autumn 2
RSHE Y1/2 Cycle A	Families and people who care for me What is family and why is it important?	Caring friendships What is a healthy friendship?
RSHE Y3/4 Cycle A	Families and people who care for me Is there such thing as a "normal" family?	Caring friendships What are the characteristics of a positive friendship?
RSHE Y5/6 Cycle A	Families and people who care for me What is marriage and is it always a safe bond?	Caring friendships How do you know a friendship is healthy?

Lesson structure

Our lessons are motivated by the genuine belief that if attention is paid to supporting children's personal development in a structured and developmentally appropriate way, this will not only improve their capacity to learn (across the curriculum) but will ultimately improve their life chances. This is reflected in the inquiry based way that lessons are structured, which also reflects understanding of the learning process.

The rolling programme is followed to ensure coverage and progression. For each unit, there is an inquiry question which is the basis for that unit. Children will discuss what they know and what they wonder before inquiring further into the content.

This policy has been revised by the governing body in October 2026.

It has been sent out for parent consultation in October 2026.

Paula Blackburn, Executive Headteacher

Lucy Yeomans, Co-chair of governors. Martin Bland, Co-chair of governors