Relationships, Sex and Health Education Policy (PSHE)

Key Personal

Name	Role
Elizabeth Auffret	RSHE Co-ordinator
Michael Pasqualino Curtis White Samantha Leadbeater Frankie Shortland Francessca Fitzgerald	Designated Safeguarding Lead (s)
Curtis White	Principal

Aims

At Newark Hill Academy we aspire to offer the best possible early education for our children in a happy, safe, inclusive environment. We build firm foundations through a welcoming, holistic community approach placing the individual needs of the child at the heart. With high expectations and aspirations for every child we seek to ensure all children develop the skills and attributes they need to thrive and succeed both now and in the future.

At Newark Hill Academy, the aims of Relationships, Sex and Health Education (RSHE) are to:

- Provide pupils with the knowledge and understanding they need to form positive, healthy and respectful relationships.
- Support pupils to develop positive physical health, emotional wellbeing and mental health.
- Equip pupils with the knowledge and skills needed to stay safe, both online and offline.
- Develop pupils' confidence, resilience, independence and self-esteem.
- Foster an understanding of equality, diversity and inclusion, promoting respect for all members of society.
- Prepare pupils for the opportunities, responsibilities and experiences of later life.
- Support pupils to become responsible citizens who contribute positively to their communities.
- Ensure all pupils are prepared for the next stage of their education and life beyond Newark Hill Academy.
- Promote and embed the values of the Newark Hill CHILD Pledge through all aspects of RSHE learning.

RSHE contributes significantly to the academy's Personal Development curriculum by ensuring pupils develop the knowledge, skills, confidence and resilience needed to stay safe, maintain positive relationships, make informed decisions and participate successfully in modern Britain. Through the CHILD Pledge, pupils are supported to become healthy and happy, inspired lifelong learners who show respect for themselves and others.

Rationale

At Newark Hill Academy, we recognise that children are growing up in an increasingly complex and rapidly changing world. Relationships, Sex and Health Education plays a vital role in preparing pupils to navigate these challenges safely, confidently and responsibly.

RSHE forms an integral part of our Personal Development curriculum and contributes significantly to our safeguarding culture. Through a sequenced and age-appropriate curriculum, pupils develop the knowledge, skills and attributes needed to manage relationships, maintain positive wellbeing, make informed decisions and understand their responsibilities as members of modern British society.

Our curriculum promotes respect, inclusion, equality and belonging, ensuring every child feels valued, represented and supported. Learning is underpinned by our CHILD Pledge and supports pupils to become confident, resilient and compassionate individuals who are prepared for future success.

Personal Development

Relationships, Sex and Health Education is a key element of Newark Hill Academy's Personal Development offer.

The curriculum supports pupils to develop character, confidence, resilience and social responsibility through planned learning opportunities and wider school experiences. Learning is enhanced through assemblies, pupil leadership opportunities, OPAL play provision, educational visits, behaviour curriculum teaching, safeguarding education and wider enrichment opportunities.

RSHE contributes directly to pupils' personal development by helping them understand healthy relationships, positive wellbeing, citizenship, equality, diversity and the importance of making informed choices.

Legislation

This policy has been written in compliance with the relevant statutory requirements and official guidance governing the delivery of Relationships, Sex, and Health Education (RSHE) in England.

- **Children and Social Work Act 2017 (Sections 34 & 35):** Mandates Relationships Education in all primary schools and Relationships and Sex Education (RSE) in all secondary schools.
- **Education Act 1996 (Section 403):** Places a statutory duty on governing bodies and headteachers to ensure RSE is delivered safely, appropriately, and with due regard to the Secretary of State's guidance.
- **Education Act 2002 (Section 78 & 80A):** Charges schools with providing a broad, balanced curriculum that promotes the spiritual, moral, cultural, mental, and physical development of pupils while granting the statutory power to enforce national RSHE standards.
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National Guidance

Newark Hill Academy delivers Relationships, Sex and Health Education in accordance with:

- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- The Department for Education's *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (2025)*, effective from September 2026.
- Keeping Children Safe in Education.
- The Equality Act 2010.

The curriculum is reviewed regularly to ensure it remains fully compliant with statutory requirements and responsive to emerging safeguarding risks including online harms, artificial intelligence, manipulated imagery, exploitation and child-on-child abuse.

Interlinked Legal Duties

This policy must be read and implemented alongside the school's legal duties under the following frameworks:

- **The Equality Act 2010:** Specifically the Public Sector Equality Duty (PSED), ensuring curriculum delivery does not discriminate against pupils based on protected characteristics.
- **Keeping Children Safe in Education (KCSIE):** Aligning all RSHE lesson delivery with the school's primary safeguarding and child protection responsibilities.

Associated Policies

Trust Safeguarding Policy
Trust Behaviour Policy
Trust Anti-Bullying Policy
Equality and Diversity Policy
SEND Policy
PSHE Policy
Inclusion Strategy

Roles and Responsibilities

The Trust
The Education Director and Trust will approve the RSHE policy and hold the principal to account for its implementation. They will also ensure the school meets its statutory requirements in relation to relationships and sex education.

The Principal
The Principal and Curriculum lead are responsible for ensuring that RSE is taught consistently across the school, by agreeing the curriculum delivery model (where it will be taught, the time allocation and staffing etc). They should ensure that RSHE is resourced, staffed, and timetabled to enable the school to meet its legal obligations and offer high-quality provision to all pupils. They will enable staff to be suitably trained to teach relationships and sex education. And finally, they are responsible for managing requests to withdraw pupils from non- statutory components of RSE.

Staff

Staff are responsible for:

- Ensure the safety and wellbeing of their pupils.
- Delivering RSHE in a sensitive way.
- Modelling positive attitudes to RSE.
- Report any safeguarding concerns or pupil disclosures during lessons to the DSL (in line with the safeguarding policy).
- Monitoring progress.
- Responding to the needs of individual pupils, including SEND students.
- Consider how their personal views and/or beliefs might impact on their teaching of RSHE.

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

Curriculum Lead

The curriculum lead has the responsibility for teaching and monitoring all aspects of the PSHE curriculum which includes RSHE in our school. They can do this by

- Ensuring continuity and progression between each year groups.
- Working with other teachers (including subjects leads) to ensure the RSHE curriculum complements and supports other curriculum areas.
- Organise, provide and monitor CPD to enable teachers to develop their expertise so they feel confident and competent to teach RSHE.
- Provide teachers with resources to support RSHE delivery.
- Monitor and evaluate the effectiveness of RSHE and support teaching staff if required.
- Report to the Headteacher regarding compliance with the statutory requirements and effectiveness of the RSHE curriculum.

Pupils

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

Curriculum

Our curriculum is set out as per **Appendix 1**. We regularly reflect upon the content of our curriculum to ensure it meets the needs of the children within our community as well as the statutory requirements of the ..the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (2025), effective from September 2026. We have also developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online which may not be true or accurate. If it were to be felt greater education was needed to keep our children safe this would be prioritised, this may be on an individual, group, class or whole school level. For more information about our curriculum, see our curriculum map in **Appendix 1.**

Our curriculum does cover all statutory elements of RSHE as outlined in the table below. The curriculum includes explicit teaching about online safety, age-restricted content, harmful online behaviours, manipulated and AI-generated images, consent, healthy boundaries, misogyny, coercion and seeking support, reflecting the expectations outlined within the 2025 DfE Statutory Guidance.

Phase / Strand	Core Statutory Themes	Key Learning Intentions & Requirements
EYFS *(Nursery & Reception)*	**Self-Regulation**	• Understand their own feelings and those of others. • Set simple goals and learn to change actions or regulate behaviour.
	Managing Self	• Manage basic hygiene and personal needs (e.g., dressing, going to the toilet). • Understand the importance of healthy food and physical activity choices.
	Building Relationships	• Form positive attachments with adults and friendships with peers. • Show sensitivity to their own and others' needs.
Primary Relationships *(Key Stages 1 & 2)*	**Families & People Who Care for Me**	• Recognize that families look different (including single parents, same-sex parents, foster parents). • Understand that stable, caring relationships are at the heart of happy families.
	Caring Friendships	• Recognize what makes a good friend (e.g., kindness, respect, honesty, loyalty). • Know how to manage conflicts or toxic traits in friendships constructively.
	Respectful Relationships	• Understand the importance of self-respect and treating others with dignity. • Learn about courtesy, manners, and challenging bullying/stereotypes.
	Online Relationships	• Understand that people behave differently online than in person. • Identify online scams, financial harms (such as video game monetisation), fraud, and age-restrictions.
	Being Safe	• Understand boundaries, privacy, and personal space (using correct names for body parts, including genitalia). • Learn strategies for resisting pressure and reporting abuse.
Primary Health *(Key Stages 1 & 2)*	**Mental Wellbeing**	• Recognize a wide range of emotions and understand that change and loss (including bereavement) cause complex feelings. • Know how and when to seek help with isolation, loneliness, or frustration.

Internet Safety & Harm	• Balance time spent online with physical or offline activities. • Recognize how online content can be curated, altered, or misleading.
Physical Health & Fitness	• Understand the physical and mental benefits of an active lifestyle. • Know the risks associated with an inactive lifestyle.
Healthy Eating	• Understand what constitutes a healthy, balanced diet. • Recognize the impact of poor nutrition on dental and physical health.
Drugs, Alcohol & Tobacco	• Know the facts about legal and illegal substances. • Recognize the health risks linked to smoking, alcohol usage, and vaping.
Health & Prevention	• Identify safe practices concerning personal hygiene, immunization, and sleep. • Recognize early signs of physical illness.
Basic First Aid	• Know how to make an emergency call. • Learn basic concepts of immediate first aid (e.g., dealing with burns or choking).
Changing Adolescent Body	• Understand the key emotional and physical changes of puberty. • Learn the biological facts about human reproduction (typically aligned with National Curriculum Science).

How RSHE is Taught

Relationships, Sex and Health Education (RSHE) is delivered through the school's planned Personal, Social, Health and Economic (PSHE) curriculum using the One Life programme. Lessons are taught regularly throughout the academic year as part of the academy timetable, with additional opportunities provided through assemblies, themed events, safeguarding activities, educational visits and external visitors where appropriate.

RSHE is taught by class teachers and other appropriately trained staff. External agencies and visitors, including healthcare professionals, the school nursing service and NSPCC representatives, may contribute to specific aspects of learning. All external contributions are carefully planned, quality assured and delivered under the supervision of school staff.

Assessment of Learning

RSHE is assessed through ongoing formative assessment rather than formal testing. Teachers evaluate pupils' understanding through discussion, questioning, reflection activities, retrieval practice, pupil voice and observation of learning. Assessment information is used to inform

future teaching, identify misconceptions and ensure that pupils develop the knowledge, skills and vocabulary expected for their age and stage.

Roles and Responsibilities

The Principal has overall responsibility for ensuring that statutory RSHE requirements are met. The Curriculum Lead is responsible for curriculum implementation, staff support, monitoring, evaluation and reporting on effectiveness. Teaching staff are responsible for delivering the curriculum, maintaining high expectations and creating a safe and inclusive learning environment.

Relationships Education

Relationships Education is statutory for all primary-aged pupils. This includes learning about:

- Families and people who care for us.
- Caring and respectful friendships.
- Respectful relationships.
- Online relationships.
- Being safe.
- Safeguarding, consent and personal boundaries.
- Seeking help and understanding trusted adults.

Relationships Education prepares pupils to form positive relationships, recognise unhealthy or unsafe situations and understand how to keep themselves safe both online and offline.

Sex Education

In addition to the statutory National Curriculum for Science, Newark Hill Academy provides age-appropriate Sex Education in Upper Key Stage 2.

Sex Education may include:

- Human reproduction.
- Conception and birth.
- Physical and emotional changes associated with puberty.
- Preparation for adolescence and growing independence.
- Understanding healthy relationships and personal responsibility.

Sex Education does not include detailed teaching about different forms of sexual activity.

Parents cannot withdraw their child from Relationships Education, Health Education or the statutory Science curriculum. Parents may request that their child is withdrawn from the non-statutory elements of Sex Education.

Access to Curriculum Materials

The academy is committed to working in partnership with parents and carers.

The RSHE Policy, curriculum overview and long-term curriculum plan are available on the school website. Parents wishing to view specific lesson resources, presentations, texts, videos or teaching materials are encouraged to contact the school office or Curriculum Lead to arrange a meeting.

Prior to the teaching of Sex Education in Upper Key Stage 2, parents will be informed of the content to be taught and provided with the opportunity to view relevant resources and discuss any questions they may have.

Responding to Pupils' Questions

Staff recognise that pupils may ask questions during RSHE lessons. Teachers will answer questions honestly, accurately and in an age-appropriate manner, whilst remaining consistent with the school's safeguarding responsibilities and planned curriculum.

Where a question relates to content beyond the scope of the primary curriculum, teachers will use professional judgement to provide factual information that is suitable to the age and maturity of the child.

Where a pupil has been withdrawn from Sex Education and asks questions relating to withdrawn content, staff will respond sensitively and appropriately. Where necessary, pupils may be encouraged to discuss the matter further with their parents or carers. Any response provided will prioritise safeguarding, pupil wellbeing and factual accuracy.

Monitoring and Evaluation

The effectiveness of the RSHE curriculum is monitored through:

- Curriculum and planning scrutiny.
- Learning walks and lesson visits.
- Pupil voice activities and surveys.
- Assessment and retrieval activities.
- Staff feedback and professional dialogue.
- Parent and carer feedback.
- Analysis of behaviour, attendance, safeguarding and wellbeing information where appropriate.

The Curriculum Lead reports findings to senior leaders and uses monitoring information to identify strengths, support staff development and continuously improve curriculum provision.

Monitoring and evaluation ensure that the curriculum remains ambitious, inclusive, age-appropriate and responsive to the needs of pupils and the wider community.

PARENTAL RIGHT TO WITHDRAW FROM SEX EDUCATION

Before Year 5 and 6 embark upon their explicit RSHE (relating to puberty) programme, parents are informed of their right to withdraw their child from these specific RSHE lessons and given an overview of the topics the child will be covering, work that is extra to the work as part of the science curriculum. Parents are also reminded that they can view a copy of the school's RSHE Policy and curriculum content on the website.

Headteachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum once parents have put this request in writing. There is no right to withdraw from Relationships Education or Health Education. Relationships and Health Education is statutory in schools; sex education is statutory in secondary schools. Parents therefore do not have the right to remove their child from RHE lessons in primary except for the sex education sessions.

Inclustivity

We will support children with SEND (and if arising pupils who identify as LGBTQ+) through thoughtful, sensitive and inclusive delivery of the PSHE programme. Lessons will be adapted where needed so that all pupils can access learning in ways that meet their individual needs, including through clear language, visual support, additional time and trusted adult support. Staff will create a respectful classroom ethos where pupils feel safe, valued and able to ask questions. Resources will reflect diverse families, identities and experiences positively, while challenging stereotypes, prejudice and unkindness. We will work closely with families and specialist staff where necessary to ensure every child feels included and supported.

Delivering RSHE which is sensitive to Fair and Culture

We recognise and respect the many faiths, cultures and family backgrounds represented in Britain today, including within our own school community. Our approach to RSHE will be thoughtful, balanced and non-judgemental, helping pupils learn in a way that is respectful of different beliefs, views and experiences while remaining in line with the law.

Through RSHE, we aim to promote equality, kindness and respect, and to challenge prejudice or discrimination wherever it arises. We will use a range of inclusive resources so that every child and family feels seen, respected and valued. We also recognise parents and carers as important partners in RSHE, and we welcome their role in helping children connect what they learn in school with their own family faith, beliefs and values.

RSHE and Safeguarding

RSHE will be taught in a safe, supportive and caring learning environment where pupils feel comfortable to share their views, ask questions and know where they can go for help. Staff understand that RSHE can help pupils recognise healthy and unhealthy relationships, and that this may sometimes lead to a child sharing a concern or making a disclosure. If this happens, teachers will respond calmly and sensitively and will always refer the matter to the designated safeguarding lead (DSL).

To support pupils' safety and wellbeing, children need simple, age-appropriate knowledge about body privacy, including the correct names for body parts. We use consistent, accurate language across the school as part of our safeguarding practice. This is taught in a sensitive and appropriate way and is not sex education.

In RSHE lessons, we will support pupils by ensuring that:

- Teachers and pupils agree clear ground rules so that everyone feels safe, respected and able to take part.
- Teachers explain confidentiality in a clear and reassuring way, including when information may need to be shared to keep someone safe.
- Distancing techniques are used so pupils can explore sensitive issues without feeling expected or pressured to talk about their own experiences.
- Children's natural curiosity is welcomed, and teachers answer questions sensitively, honestly and in a way that is appropriate for pupils' age and context.
- Teachers respect parents' right to withdraw their child from sex education lessons, while recognising that children may ask questions that link learning across science, relationships education and sex education. Staff will handle these questions carefully and in line with this policy.

Training

Our PSHE Lead and staff receive 'One Life' training regularly to support the teaching of the programme. Equally, CPD is provided alongside any changes or updates to the scheme/general practise.

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar. Staff will be supported throughout the academic year by the curriculum lead who will support particularly around sensitive areas and will lead on appropriate staff CPD where necessary. The Headteacher/Curriculum Lead may also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSHE.

Using Visitors to Support RSHE Delivery

Sometimes external experts from outside of school can contribute to lessons. They may have specialist knowledge and/or be able to provide stimulating and engaging lessons which help children stay safe. When available, external experts may be used to deliver some aspects of RSHE e.g. NSPCC speakers. Whenever an external visitor is going to deliver a lesson or activity that is related to RSHE, we encourage a planning session with the speaker and a member of the teaching staff to ensure that the input will be worthwhile and also to check the suitability of the content. All visitors are made aware of the RSHE policy, our Safeguarding Policy and protocols and the Visiting Speakers Policy. All lessons or sessions are evaluated by staff. The visitor will also be supervised by a member of staff at all times.

SUGGESTED RESOURCES (KCSiE – 2026)

1. General RSHE Curriculum & Lesson Planning

- **Oak National Academy**: Explicitly added to paragraph 155 following stakeholder feedback, Oak National Academy provides free, fully planned, and time-saving teacher resources mapped to statutory requirements.
- **The PSHE Association**: Acknowledged for providing fully accredited lesson plans, curriculum models, and teacher guidance. KCSIE specifically highlights their role in quality-assuring safeguarding and relationship resources.

2. Online Harms, Deepfakes, and Cyber Safety

With KCSIE 2026 introducing heavier emphasis on AI-generated or manipulated nude images and deepfakes, specific tech-safeguarding platforms are highlighted:

- **National Crime Agency's CEOP Education Programme**: Specifically recommended for protecting youth from online sexual abuse. It provides lesson plans directly aligned with the RSHE curriculum and regular e-bulletins regarding emerging online threats.
- **UK Council for Internet Safety (UKCIS)**: Signposted for its *External Visitors Guidance*, helping teachers maximize the safety and impact of bringing outside speakers into RSHE classrooms to discuss online spaces.
- **UK Safer Internet Centre**: Included for resources on reporting, mitigating, and removing harmful online content.

3. Mental Health and Well-being

- **Public Health England / Every Mind Matters**: Formally signposted in the guidance to support teachers with the health and mental well-being components of the RSHE framework. It
  provides digital materials, lesson starters, and frameworks for exploring complex emotional issues safely.

APPENDIX 1

At a Glance...

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR	Self-Identity & Self-awareness Families Caring Friendships Healthy Eating	Response System Body image Boundaries Consent Privacy	Bouncing Back Forgiveness Bouncing back in friendships Self-care	Self-compassion Compassion for others Stereotypes Emergency response	Power of Now Respectful relationships Online relationships Cyberbullying	Balancing doing and being Personal Safety Physical Fitness Health and Prevention
Y1	Self-Identity & Self-awareness Families Caring Friendships Healthy Eating	Response System Body image Boundaries Consent Privacy	Bouncing Back Forgiveness Bouncing back in friendships Self-care	Self-compassion Compassion for others Stereotypes Emergency response	Power of Now Respectful relationships Online relationships Cyberbullying	Balancing doing and being Personal Safety Physical Fitness Health and Prevention
Y2	Self-Identity & Self-awareness Families Caring Friendships Healthy Eating	Response System Body image Boundaries Consent Privacy	Bouncing Back Forgiveness Bouncing back in friendships Self-care	Self-compassion Compassion for others Stereotypes Emergency response	Power of Now Respectful relationships Online relationships Cyberbullying	Balancing doing and being Personal Safety Physical Fitness Health and Prevention
Y3	Self-Identity & Self-awareness Families Caring Friendships Healthy Eating	Response System Body image Boundaries Consent Privacy	Bouncing Back Forgiveness Bouncing back in friendships Self-care	Self-compassion Compassion for others Stereotypes Emergency response- basic first aid	Power of Now Respectful relationships Online relationships Cyberbullying Addiction	Balancing doing and being Personal Safety Physical Fitness Health and Prevention
Y4	Self-Identity & Self-awareness Families Caring Friendships Healthy Eating	Response System Body image Boundaries Consent Privacy	Bouncing Back Forgiveness Bouncing back in friendships Self-care	Self-compassion Compassion for others Stereotypes Emergency response-basic first aid	Power of Now Respectful relationships Online relationships Cyberbullying Addiction	Balancing doing and being Personal Safety Physical Fitness Health and Prevention
Y5	Self-Identity & Self-awareness Families Caring Friendships Healthy Eating	Response System Body image Boundaries Consent Privacy	Bouncing Back Forgiveness Bouncing back in friendships Self-care	Self-compassion Compassion for others Stereotypes Emergency response-basic first aid	Power of Now Respectful relationships Online relationships Cyberbullying Addiction	Balancing doing and being Personal Safety Physical Fitness Health and Prevention
Y6	Self-Identity & Self-awareness Families Caring Friendships Healthy Eating	Response System Body image Boundaries Consent Privacy	Bouncing Back Forgiveness Bouncing back in friendships Self-care	Self-compassion Compassion for others Stereotypes Emergency response-basic first aid	Power of Now Respectful relationships Online relationships Cyberbullying Addiction	Balancing doing and being Personal Safety Physical Fitness Health and Prevention

A full break down of our ONE LIFE curriculum can be found on the PSHE section of the school website.

APPENDIX 2

Withdrawal requests will be managed in accordance with the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance 2025 and any subsequent amendments.

All requests must be submitted in writing to the PSHE coordinator.

Right to be excused from sex education (commonly referred to as the right to withdraw)

45. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

46. Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the

the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

48. This process is the same for pupils with SEND. However there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. The approach outlined above should be reflected in the school's policy on RSE.

49. Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

50. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

Terminology

RSHE: Relationships education, relationships and sex education and health education.

- **Health education**: Physical health and mental wellbeing.
- **Relationships education**: The physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.
- **Sex education**: There is no agreed definition in the new RSHE guidance. In this policy the definition of sex education is 'how a baby is conceived and born' (reproduction and birth).
- **RSE**: Relationships and sex education.
- **PSHE**: Personal, Social, Health and Economic (PSHE) education. The RSHE policy may link to, or be part of, a wider PSHE education policy.