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Respect, Compassion, Courage, Responsibility

RELATIONSHIPS, SEX & HEALTH EDUCATION POLICY

Review Date: September 2025

Agreed by Governors: September 2023

Intent

In line with our Curriculum Intent, our Relationships, Sex & Health Education (RSHE) curriculum encourages the development of the whole child. Through our school Core Values, we foster an environment where the academic, social, cultural, spiritual, moral, emotional and physical development of each child is equally valued.

Our ultimate goal is for learners to be successful, confident individuals, who make a positive contribution to the community and society - both now and in the future.

Aims

The aims of Relationship Sex and Health Education (RSHE) at Halsford Park School are:

- To provide a framework, tailored to our community, in which sensitive discussions can take place.
- To provide children with a programme of RSHE that takes account both of the capacity to absorb sensitive information and of the extent to which it is essential for them to have such information at that point in their development.
- To teach pupils the correct vocabulary to describe themselves and their bodies and that private parts are private.
- For children to know who they can speak to if they feel worried
- To prepare pupils to cope with the physical, emotional and social changes of puberty and give them an understanding of sexual development and the importance of health and hygiene.
- To ensure that children are given accurate and relevant information.
- To help pupils develop feelings of self-respect, confidence and empathy.
- To enable children to make informed choices about their actions and to encourage personal responsibility in relationships.
- To create a positive culture around issues of sexuality and relationships.

Statutory requirements

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 have based our Relationship and Sex Health Education policy on the National Curriculum which states

‘The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...’.

As a maintained primary school, we must provide relationship education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

As Halsford Park we teach RSHE as set out in this policy.

Curriculum

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary to reflect the needs of our learners. In the term when RSHE is being taught in school, a letter will be sent to inform parents of the themes that will be covered. See example of letter in Appendix 2.

We have developed the curriculum considering the age, needs and feelings of our children. 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.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Safeguarding

As part of RSHE lessons, children are taught the importance of sharing worries or concerns with a trusted adult. Children are taught the correct terminology, so they are enabled to correctly identify their body parts.

As outlined in Keeping Children Safe in Education 2023 section 127:

"Governing bodies and proprietors should ensure that, as part of the requirement for staff to undergo regular updated safeguarding training, including in relation to online safety (paragraph 124) and for children to be taught about safeguarding, including in relation to online safety (paragraph 129), that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school or college safeguarding approach and wider staff training and curriculum planning."

Keeping Children Safe In Education, 2023, Pg 33

Confidentiality

Teachers conduct relationship and sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a safeguarding matter. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse.

In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will raise their concerns with the Designated Safeguarding Lead. The Head teacher will then deal with the matter in consultation with the Multi Agency Safeguarding Team. (See also Safeguarding and Child Protection Policy.)

Delivery of RSHE

RSHE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of Sex Education are taught within the science curriculum and other aspects are included in Religious Education (RE) and the computing curriculum relating to online safety.

Relationship education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and relationships
- Economic wellbeing
- Health and Wellbeing
- Safety and the changing body (including online safety)
- Citizenship

These areas 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, adopted parents, foster parents/ carers amongst other structures) along with reflecting sensitively that some children may have different structure support around them (for example: looked after children or young carers).

Equal opportunities and Special Needs

Children of all ages and abilities can benefit from the study of RSE. At Halsford Park, RSE and Health Education will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community. It will seek to explain fairly the varying interpretations of religious communities on matters of sex relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to agree with being disagreeable, to appreciate the lived experience of other people and to live well together.

Relationships, Sex and Health Education must be accessible to all pupils. This is important when planning the delivery of the curriculum for pupils with SEND. Teachers will consider how to personalise or modify teaching for those children with SEND.

As with all other areas of the curriculum, boys and girls learn together, although we separate when dealing with more sensitive issues. Some children may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable, and in being warned and prepared against abuse by others.

Roles and Responsibilities

The Governing Body

The Governing Body will approve the RSHE policy and hold the Headteacher to account for its implementation.

The role of the Senior Leadership Team (SLT)

It is the responsibility of the SLT to ensure that both staff and parents are informed about our Relationships, Sex and Health Education Policy and that the policy is implemented effectively. It is also the responsibility of the SLT to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The role of the Subject Champion

It is the responsibility of the Champion to liaise with external agencies regarding the school's Relationship, Sex and Health Education Programme (RSHE Programme), and ensure that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The champion contributes in the monitoring of this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Reporting any safeguarding concerns raised with the Designated Safeguarding Lead

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.

Pupils

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

Working with Families and Carers

We are committed to working in partnership with parents and carers. Parents and carers with any concerns are always welcome to discuss them with the child's class teacher or with the Headteacher. Halsford Park is well aware that the primary role in children's relationship and sex

education lies with parents and carers. We wish to build a positive and supporting relationship with the parents and carers of children at our school through mutual understanding, trust and co-operation.

Parents and carers have the right to withdraw their child from all or part of the sex education programme which does not form part of the National Curriculum requirements for science. If a parent or carer wishes their child to be withdrawn from relationship and sex education lessons, they should discuss this with the class teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents and carers in this regard.

Relationships education has been compulsory since September 2020, however if a request for withdrawal is made by a parent or carer:

- We discuss the nature of the concerns with the child's parent or carer and if appropriate attempt to reassure them;
- We consider whether the programme can be amended or improved in a way that will reassure parents – care is taken not to undermine the integrity of the Relationship and Sex Education Programme and the entitlement of the other pupils;
- We attempt to ensure that where a pupil is withdrawn there is no disruption to the other parts of their education;
- Our responsibility is to educate and inform to mitigate the risk of misinformation from their peers as well as to safeguard.

Training and the role of other members of the community

Staff are trained in RSE and it is included in our continuing professional development and learning (CPDL) calendar.

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education, e.g. the school nurse.

Monitoring arrangements

The delivery of RSE is monitored by the subject champion through:

- Learning walks
- Child voice
- Book Looks

This policy will be reviewed by the DSL and the PSHE champion annually. At every review, the policy will be approved by the Governing Body.

Implementation of RSE

We use a comprehensive scheme of learning recognised by the PSHE Association to ensure all aspects of relationship and sex education are taught progressively throughout the school. The scheme used is Teaching SRE with Confidence in Primary Schools.

Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers will therefore develop vocabulary actively, building systematically on pupils' current knowledge. They will increase pupils' store of words in general. In addition, it is vital for pupils' comprehension that they understand the meaning of words. It is particularly important to induct pupils into the language which defines each subject in its own right, such as scientific language. (National Curriculum 2014)

Monitoring and review

The Local Governing Body monitors our RSHE Policy on an annual basis. The appropriate members of the Local Governing Body will give serious consideration to any comments from parents about the RSHE Scheme of Work. Governors require the Headteacher to keep a written record of the RSHE scheme of work and an overview will be published for parents on the school website.

Appendix 1

RSE overview for each year group. These are taught across three or four lessons as outlined in the scheme and will be covered in the Autumn, Spring and Summer term. Revisiting the materials is to ensure children are secure on the knowledge and learning outcomes.

	Learning intentions	Learning outcomes	Word box
Early Years Theme: Our Lives	To consider the routines and patterns of a typical day To understand why hygiene is important To recognise that all families are different	Understand some areas in which the children can look after themselves e.g. dressing and undressing Explain why it is important to keep clean Understand some basic hygiene routines Identify different members of the family Understand how members of a family can help each other	dress, undress, clean, smelly, flannel, sponge, towel, hnds, toothpaste, toothbrush, hairbursh, comb, family, mum, dad, brother, sister, grandma, stepmum, stepdad
Year 1 Theme: Growing & Caring for ourselves	To understand some basic hygiene principles To introduce the concept of growing and changing To explore different types of families and who to ask for help	Know how to keep clean and look after oneself Understand that babies become children and then adults Know the differences between boy and girl babies Know there are different types of families Know which people we can ask for help	Clean, similar, different, family, boy, girl, male, female, private parts, penis, vagina
Year 2 Theme: Differences	To introduce the concept of male and female and gender stereotypes To identify differences between males and females To explore some of the differences between males and females and to understand how this is part of the lifecycle To focus on sexual difference and name body parts	Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies Describe some differences between male and female animals Understand that making a new life needs a male and a female Describe the physical differences between males and females Name the male and female body parts	Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vagina
Year 3 Theme: Valuing difference and Keeping safe	To explore the differences between males and females and to name the body parts To consider touch and to know that a person has the right to say what they like and dislike To explore different types of families and who to go to for help and support	Know some differences and similarities between males and females Name male and female body parts using agreed words Identify different types of touch that people like and do not like Understand personal space Talk about ways of dealing with unwanted touch Understand that all families are different and have different family members Identify who to go to for help and support	stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vagina, womb, family, fostering, adoption, relationship
Year 4 Theme: Growing up	To explore the human lifecycle To identify some basic facts about puberty To explore how puberty is linked to reproduction	Describe the main stages of the human lifecycle Describe the body changes that happen when a child grows up Discuss male and female body parts using agreed words Know some of the changes which happen to the body during puberty Know about the physical and emotional changes that happen in puberty Understand that children change into adults so that they are able to reproduce	puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings
Year 5 Theme: Puberty	To explore the emotional and physical changes occurring in puberty To understand male and female puberty changes in more detail To explore the impact of puberty on the body & the importance of hygiene	Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence Understand how puberty affects the reproductive organs Describe how to manage physical and emotional changes Explain how to keep clean during puberty Explain how emotions change during puberty Know how to get support and help during puberty	puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, wet, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings
Year 6 Theme: Puberty, relationships and reproduction	To consider puberty and reproduction Consider physical & emotional behaviour in relationships To explore the process of conception and pregnancy To explore positive and negative ways of communicating in a relationship	Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence Discuss different types of adult relationships with confidence Know what form of touching is appropriate Describe the decisions that have to be made before having a baby Know some basic facts about pregnancy and conception To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong	womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety.

Appendix 2
Example of letter



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Mrs Claire Spencer – Headteacher

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Dear Year 1 Parents and Carers

Re: Relationships, Sex and Health Education Programme of Study

Relationships, Sex and Health Education (RSHE) is now a statutory component of the National Curriculum which covers Emotional Health and Well Being (EHWB), Digital and Media Literacy (DML), Relationships and Sex Education (RSE) and Physical Health and Well Being (PHWB). This supports our belief that promoting the health and well-being of our pupils is an important part of their overall education. Our current scheme of work teaches a diverse range of relationships and physical/emotional health topics that will equip pupils for the wider world as well as encompass all of the statutory components.

Therefore, throughout this academic year, we will be teaching lessons that are age specific and designed to help our pupils make safe and informed decisions during their school years and beyond.

The Scheme of Work for each year group can be accessed through our school website:

<https://halsfordparkprimaryschool.co.uk/relationship-sex-education/>

This term in Year 1, we will be teaching the following topics:

- Keeping clean
- Growing and changing
- Families and care

During each lesson, pupils will be able to ask questions, which will be answered factually and in an age appropriate manner. Each pupil's privacy will be respected, and no one will be asked to reveal personal information.

As parents are the most important educators of young people in personal issues, we welcome the support that you can offer to supplement their home learning. You may find that your child starts asking questions about the topic at home, or you might want to take the opportunity to talk to your child about issues before the work is covered in school.

Should you have any further questions please do not hesitate to contact your child's class teacher.

Yours sincerely,

Mrs Manville
PSHE Champion

Relationships and Sex Education – Frequently Asked Questions

What are the aims of RSHE in our school?

Depending on the age of the children and the lessons in their particular year group, we want RSHE to:

- *Develop the confidence to talk, listen and think about their feelings and relationships*
- *Develop friendship/relationship skills*
- *Develop positive attitudes, values and self esteem*
- *Provide knowledge and understanding about puberty and the changes that will take place*
- *Provide knowledge and understanding about reproduction and sexuality*
- *Address concerns and correct misunderstanding that children may have gained from the media and peers*
- *Develop skills to help children protect themselves against unwanted sexual experience*
- *Know where and how to seek help*

Can you explain the school's RSHE Morals and Values Framework?

RSHE follows the school's agreed aims, values and moral framework which is sensitive to the needs and beliefs of pupils, parents/carers and other members of the school community. RSHE will be delivered within the school's agreed equal opportunities framework.

RSHE will support the importance of marriage or stable relationships, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

Pupils will be encouraged to understand that thinking about morals and values also includes:

- *Respect for self and others*
- *Commitment, trust and love within relationships*
- *Understanding diversity regarding religion, culture and sexual orientation*
- *Honesty with self and others*
- *Self-awareness*
- *Exploration of rights, duties and responsibilities*

Misunderstandings about RSHE

There is sometimes concern that RSHE in school might promote sexual activity or cause confusion about an individual's sexuality. The research on quality RSHE points to a more positive outlook: 87 programmes from many countries were examined by UNESCO in 2009. This led to the conclusion that if RSHE has an effect it is a positive one: *"sexuality education can lead to later and more responsible sexual behaviour or may have no discernible impact on sexual behaviour"*.

In the UK the research is even more positive. Analysis by the National Survey of Sexual Attitudes and Lifestyles team over several years consistently shows that men and women who said that lessons at school were their main source of information about sex were more likely to have started having sex at a later age than those for whom parents or other sources were their main source. Schools have an important role to play in RSHE.