Halam Church of England Primary School

Relationships Sex and Health Education Policy

November 2026
Review November 2028

1. Rationale and Ethos

From September 2020, Relationships Education is compulsory for **all** pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for **all** pupils receiving secondary education. Health Education will also be compulsory in all schools except independent schools. PSHE continues to be compulsory in independent schools.

As a school we wholeheartedly support the philosophy of RSHE and believe it is best taught as part of PSHE and citizenship education. The programme seeks to promote the spiritual, moral, cultural, mental and physical development of pupils as well as preparing them for the opportunities, responsibilities and experiences of adult life in a digital age.

Relationships and health education is compulsory in all primary and secondary schools, sex education is currently **not** compulsory in primary school, however the DfE continues to recommend that all primary schools should have a sex education programme that is tailored to the age and maturity of the pupils.

As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

All schools are required to comply with relevant requirements of the Equality Act 2010 and should pay particular attention to the Public sector equality duty (PSED). Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). All schools must ensure that RSHE is accessible for all pupils and should comply with the SEND Code of Practice.

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs. We will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

As a Church of England school, we believe that we are created in the image of God and that all people are special and loved and should be treated with fairness, kindness and no judgement.

We have taken our guiding principles from the RSE Principles and Charter for the Church of England;

- Everyone will be treated with dignity as all people are made in the image of God and loved equally by God.
- All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion are treated with dignity and respect; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.
- RSHE should ensure that children are able to cherish themselves and others as unique and wonderfully made, keep themselves safe and able to form healthy relationships where they respect and afford dignity to others.
- RSHE will provide pupils with the knowledge that will enable them to navigate and contextualise the world. It will help them to develop the skills to express their own views and make their own informed decisions.

2. Policy development process

This policy was formulated in consultation with the whole school community with input from;

- Members of staff – through regular agenda items at staff meetings, consultation documents
- Governor's – discussions at governor's meetings, training
- Parents/carers – through questionnaires, written consultations and parent meetings
- Children – pupils contribute to the development of the policy through the school council, circle time discussions etc.
- Other partners – visiting external providers in school; health, police, wider community, faith groups

This will ensure that the RSHE curriculum continues to meet the needs of pupils, staff and parents and that it is in line with current DfE advice and guidance.

The Policy is available

- On the school website
- From the school office

3. Parental rights to withdraw

We are committed to ensuring that the education provided to pupils in relationships education / RSE is appropriate to the age of pupils and compliant with the requirements of the Equality Act 2010.

We recognise, in accordance with statutory guidance, that parents of Primary aged pupils have the right to request for their child to be withdrawn from some or all of the sex education delivered as part of the statutory RSE (other than sex education in the National Curriculum as part of Science), but not from Relationships Education. Parents wishing to exercise this right must do so in writing to the Head Teacher, we will make reasonable adjustments and provide suitable work for their child(ren) at this time.

4. Roles and responsibilities

The Head teacher – has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and in identifying a lead teacher who will work closely with colleagues in related curriculum areas in order to complement and not duplicate content.

The Lead teacher will take responsibility for;

- Policy development and review involving pupils, staff, governors, parents/carers and relevant partners
- Implementing the policy and monitoring and assessing is effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Manage all aspects of the RSHE programme developing curriculum materials where appropriate
- Liaise with external agencies to deliver specific elements of the programme
- Monitor and quality assure the programme to ensure continuity and progression within the spiral curriculum
- To ensure that this subject is fully represented at appropriate curriculum and pastoral meetings

5. Aims and objectives

The aim of RSHE is to help children build healthy friendships and positive relationships in an age appropriate way. The overall objectives of the RSE curriculum are concerned about raising awareness of attitudes and values, developing personal and social skills and promoting knowledge and understanding. RSE covers more than biological facts and information. It endeavours to help children develop self-esteem, self-responsibility as well as the acquisition of understanding and attitudes which prepare children to develop caring, stable, healthy relationships. Appreciation of the value of self-respect, dignity, marriage, civil partnership and parental duty should be encouraged in all pupils together with the sensitivity to the needs of others, loyalty and acceptance of responsibility. RSE will look at aspects of diversity in an inclusive and non-judgemental way.

6. **Staff training**

RSE can be a sensitive issue and teachers may welcome support and training. Provision will be made available for teaching staff to clarify legislation, curriculum requirements and to consider appropriate teaching approaches and materials. The school will support the use of visitors from outside, such as health professionals, police and voluntary sector, and other organisations to provide support and training to staff teaching RSHE.

7. **Curriculum design**

The RSHE curriculum will be taught through

RSHE will be embedded across the curriculum through;

- PSHE/ RSHE lessons (The Learning Challenge Curriculum, Let's Talk and Medway)
- External providers such as NSPCC, DARE
- Curriculum and themed days/weeks
- Spiral curriculum with links to other curriculum area – PE, Citizenship, Science, Religious Education etc.

The programme will be delivered to all students by;

- Class teachers supported by a variety of professionals, including where appropriate, the school nurse, police etc, with expertise in specific topic areas.
- The RSHE curriculum is organised in a spiral curriculum which develops themes/topics, taking into account the age and maturation of the children. This means that topics are revisited in greater detail as students get older
- Lessons are delivered to mixed-ability teaching groups
- A variety of teaching and learning styles will be used to ensure effectiveness and differentiation.
- Parents have the right to request withdrawal from all or part of the sex education element, but not from the biological aspects of human growth and reproduction that is part of the National Curriculum science.
- The teacher will discuss and establish 'ground rules' at the beginning of every lesson which will enable everybody to discuss openly and honestly without fear and embarrassment or judgement
- All teachers will endeavour to create a supportive environment for all pupils
- Pupils are regularly informed of who can offer confidential support.
- Local data will be used to inform priorities for the school's RSHE programme – such as schools health profile
- Across all key stages, students will be supported with developing the following skills;
    - Communication – speaking and listening, including how to manage changing friendships, relationships and emotions
    - Recognising and assessing potential risks
    - Assertiveness
    - Seeking help and support when required

- Informed decision making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

8. Content - Primary

Through an effective and creative curriculum and by the end of primary school, pupils should know about;

- Families and those people who care from them.
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Physical health and mental wellbeing

Pupils will be taught about the characteristics of good physical health and mental wellbeing of the benefits and importance of daily exercise, good nutrition and sufficient sleep, and that mental wellbeing is a normal part of daily life, in the same way as physical health. Within the curriculum and by the end of primary school, pupils should know about;

- Mental wellbeing
- Online behaviour and safety
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

9. Managing difficult questions

Pupils may raise controversial issues as part of RSE, such as divorce, rape abortion, pornography etc. the issue will be addressed with sensitivity and at a level appropriate to the age group and developmental stage and will take in to account any additional SEND, in an objective manner free from personal bias. Consideration will be given to the potential for small group or 1-1 discussion for specific questions to be discussed. Account must be taken of different viewpoints such as different religious beliefs. Discussion should be set within the legal framework and students made aware of the law as it relates to these issues. Students are made aware that some information cannot be held confidential, and should understand that if certain disclosures are made, certain actions will ensue. At the same time students will be offered sensitive and appropriate support.

10. **Monitoring, evaluation and review**

To ensure the RSHE programme is effective, is meeting the needs of pupils and complies with the RSHE statutory guidance, the following strategies will be used to quality assure the programme of study;

- Evaluation self-review from pupils after specific topics or at the end of a key stage
- Comments from pupils and representatives from the pupil voice
- Whole class discussions

This policy is reviewed annually by the governing body who will monitor the application and outcomes of this policy to ensure it is working effectively

11. **Confidentiality and child protection**

It is inevitable that effective RSHE which allows for open discussion to take place may lead to disclosures from pupils. It is essential that those teaching RSHE are completely familiar with the child protection procedures. Pupils disclosures or suspicion of abuse must be followed up with the pupil concerned, that same day and referred to the designated safeguarding lead, and if not present their deputy. They will deal with these disclosures or suspicions in line with the child protection policy.

12. **Links with other policies**

The RSHE policy should be read in conjunction with the following policies;

- Safeguarding
- Child on Child Abuse Policy
- Behaviour
- Anti-bullying
- Online safety
- SEND
- Sex Education
- Inclusion
- Equality and Diversity
- Complaints Procedure

13. Useful documents

- DfE 2019, Relationships Education, Relationships and Sex Education (RSE) and Health Education; Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

- RSE Principles and Charter for the Church of England, https://www.churchofengland.org/sites/default/files/2019-11///RSHE%20Principles%20and%20Charter_0.pdf