

Hillesley

PRIMARY SCHOOL



Our vision, which is underpinned by our school's Christian values, is to provide a welcoming, nurturing environment for learning at the heart of our community. Together, we provide a solid foundation for growth, appreciating each child with their God-given uniqueness and individual needs, thus empowering them to become responsible and fulfilled members of society.

Relationships and Sex Education Policy

Approved by: Hillesley Primary School **Date:** March 2026
Governors

Next review due by: March 2027

POLICIES FOR CROSS REFERENCE – Teaching, Learning & Assessment Policy, Safeguarding Policy, Behaviour Policy, Anti-Bullying Policy, SEND Policy, Equal Opportunities Policy.

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1. Aims

The aims of relationships, sex and health education (RSHE) at Hillesley Primary school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for the opportunities and responsibilities of adult life, promoting their moral, social, mental and physical development.
- 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, empathy, and positive characteristics including resilience and trustworthiness.
- Create a positive culture around matters of sexuality, relationships, and mental wellbeing.
- Teach pupils the correct vocabulary to describe themselves and their bodies, including correct terms for body parts to support safeguarding.
- Support the prevention of harms by helping young people identify when things are not right.

2. Statutory requirements

As a maintained primary school, we must provide Relationships Education to all pupils under section 34 of the Children and Social Work Act 2017.

Health Education is also compulsory for all pupils in state-funded schools. While we are not required to provide sex education beyond the national curriculum for science, we must have regard to the [July 2025 Statutory Guidance](#) when developing our curriculum.

In teaching RSHE, we must also meet legal duties set out in:

- Sections 406 and 407 of the Education Act 1996.

- The Equality Act 2010 and the Public Sector Equality Duty.

3. Policy development

This policy has been developed in proactive consultation with governors, staff, pupils, and parents. The process involves:

1. **Review:** Gathering relevant national and local guidance.
2. **Governor consultation:** Reviewing policy and curriculum content.
3. **Staff consultation:** Ensuring staff have the skills and confidence for delivery.
4. **Parent/Stakeholder consultation:** Sharing a **representative sample of resources** and inviting views.
5. **Pupil engagement:** Ensuring the curriculum is **relevant and engaging** through meaningful engagement with pupils.
6. **Ratification:** Ratification by governors.

4. Definition

RSHE is about the emotional, social, and cultural development of pupils. It involves learning about relationships, physical health, mental wellbeing, sexual health, sexuality, healthy lifestyles, diversity, and personal identity. RSHE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out in Appendix I. We differentiate clearly between Relationships Education (compulsory), Health Education (compulsory), and Sex Education (non-statutory in primary) so parents have clear information.

We adapt the curriculum to be relevant and responsive to emerging needs, such as online risks or local issues. If pupils ask questions outside the scope of this policy, teachers will respond appropriately, perhaps by asking a pupil to speak to a parent or signposting to support.

6. Delivery of RSHE

RSHE is taught within the PSHE curriculum, with biological aspects in Science and other elements in RE.

6.1 Relationships Education

Focuses on the building blocks of positive relationships: Families; Caring friendships; Respectful relationships; Online safety and awareness; and Being safe. We use inclusive language to reflect diverse family structures (e.g., same-sex parents, foster carers) without stigmatisation.

6.2 Statutory Health Education

Focuses on enabling pupils to make good decisions about their health and recognise when things are not right. Key areas include:

- **Mental Wellbeing:** Normalising a range of emotions and the benefits of time outdoors.
- **Physical Health:** Benefits of an active lifestyle and risks of inactivity/obesity.
- **Healthy Eating:** Understanding calories and a healthy relationship with food.
- **Drugs, Alcohol, and Tobacco:** Facts about legal/illegal substances, including **vaping and nicotine pouches**.
- **Health Protection:** Dental health (brushing twice a day with fluoride toothpaste), sun safety, and the evidence for vaccinations.
- **Basic First Aid:** Making emergency calls and reporting incidents rather than filming them.

6.3 External Providers and Transparency

When using external providers, we ensure their resources are age-appropriate and unbiased. Parents can view all curriculum materials on request. We do not agree to any contractual restrictions that prevent sharing materials with parents.

6.4 Special Educational Needs & Disabilities (SEND)

Teaching is accessible, differentiated, and personalised. We recognise that pupils with SEND may be more vulnerable to exploitation or bullying and plan content accordingly.

7. Roles and responsibilities

7.1 The governing board

The board approves the policy and ensures teaching materials align with statutory guidance.

7.2 The headteacher

Responsible for consistent delivery and managing withdrawal requests. The headteacher will document discussions with parents regarding withdrawal requests.

7.3 Staff

Staff deliver RSHE sensitively, model positive attitudes, and follow safeguarding procedures if sensitive topics lead to disclosures.

8. Parents' right to withdraw

Parents **do not** have the right to withdraw children from Relationships or Health Education, or items taught in the Science curriculum. Parents have the right to request withdrawal from non-statutory Sex Education.

Before granting withdrawal, the headteacher will discuss the request with parents to clarify the purpose of the curriculum, its benefits, and the social/emotional impact of withdrawal. Requests must be in writing using Appendix 3.

9. Training

Staff receive training as part of induction and CPD. We may invite specialists (e.g., school nurses) to support delivery and training.

10. Monitoring arrangements

Delivery is monitored by the Headteacher through learning walks and work scrutinies. This policy is reviewed regularly to remain responsive to emerging issues.

Appendix I: Curriculum map

Relationships and sex education will be taught progressively within our PSHE, Science and RE curriculum in a 3-year rolling programme. Children will be taught in mixed-age classes with vertical year groups but, when necessary, may be separated into year groups to be taught age-appropriate content.

PSHE – LONG TERM CURRICULUM PLAN – WHOLE SCHOOL 3 Year rolling programme (based on SCARF units)					
Term One Sept - Oct	Term Two Nov – Dec	Term Three Jan – Feb	Term Four March – April	Term Five May – June	Term Six June – July
Me & My Relationships	Valuing Differences	Keeping Myself Safe	Rights & Responsibilities	Being My Best	Growing & Changing
Christian Values for Life					
Year 1 – Courage Year 2 – Thankfulness Year 3 – Respect & Reverence	Year 1 – Creativity Year 2 – Compassion Year 3 - Generosity	Year 1 – Peace Year 2 – Friendship Year 3 - Wisdom	Year 1 – Trust Year 2 – Humility Year 3 - Perseverance	Year 1 – Forgiveness Year 2 – Truthfulness Year 3 - Service	Year 1 – Justice Year 2 – Hope Year 3 - Responsibility

We use **SCARF (Safety, Caring, Achievement, Resilience, Friendship)** scheme of work to plan and support our PSHE and RHE. SCARF is a spiral curriculum, which means that the children cover these same six themes every year, and each time they encounter a theme, it increases in complexity and reinforces previous learning. This continual revisiting with a changing focus ensures that learning becomes embedded and children continue to build upon and deepen their knowledge and understanding in all PSHE and RSE areas.

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of a safe, healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, 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, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage and civil partnerships are a formal, legally recognised commitment. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed • That there is no shame in feeling lonely or talking about it.

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • The difference between being assertive and being controlling. • What a stereotype is and how they can be unfair or lead to bullying. • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • Minimum age restrictions for social media (currently 13). • Risks of sharing information, and that once circulated, material cannot be deleted everywhere. • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Correct terms for body parts including penis, vulva, vagina, testicles, scrotum, and nipples. • Where to get advice e.g. family, school and/or other sources
Mental Wellbeing	• The range and scale of emotions; that worrying and feeling down are normal and not always a mental health condition. • Where and how to seek support, including who in school to speak to.
Physical Health, Fitness, and Eating	• Benefits of time outdoors and an active lifestyle; risks of inactivity. • Understanding calories and the importance of a healthy relationship with food.
Health Protection and Prevention	• Dental health: brushing twice a day with fluoride toothpaste and regular check-ups. • Safe exposure to the sun and risks of skin cancer. • Facts and scientific evidence relating to vaccinations.

TOPIC	PUPILS SHOULD KNOW
Drugs, Alcohol, Tobacco, and Vaping	Facts and risks of legal/illegal substances, including nicotine addiction from vaping or pouches.
Basic First Aid	- How to call emergency services and the importance of reporting rather than filming incidents. - Concepts for common injuries, including head injuries.
The Law	Relevant law including the Online Safety Act, image sharing, and the age of criminal responsibility.

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	