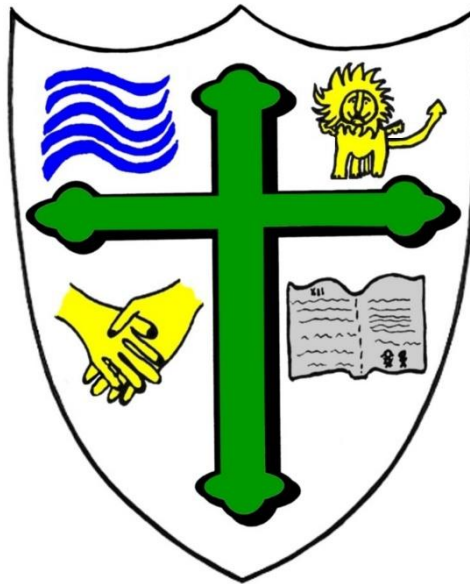


Highcliffe St Mark Primary School



Relationships, Sex and Health Education Policy

Reviewed (date)	September 2025
Reviewed by (name)	Halle Ashbee
Approved by Governors (if applicable)	September 2025
Review due (date)	September 2026

Relationship, Sex and Health Education (RSHE) Policy

Rationale and Ethos – Relationships, sex and Health Education (RSHE)

Relationships, Sex and Health Education is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings” Sex Education Forum, 1999 "The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights." (Report to the UN General Assembly - July 2010 Item 69, paragraph 18)

The teaching of RSHE at Highcliffe St Mark Primary School is encompassed by our values: respect, courage and compassion and our shared school vision of “learning for life and respect for all”.

Relationship, Sex and Health Education (RSHE) involves the acquisition of knowledge, understanding and skills, and the development of attitudes, beliefs and values about personal and social relationships and gender issues over a lifetime. It makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish. This learning process begins informally with parents/carers at home and continues in partnership with our school.

An Inclusive RSHE Curriculum

Our curriculum supports teaching and learning of children from all ethnicities, religions, cultures and varying home backgrounds. *"All children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people. When we inspect schools, we assess how well they equip children to do this."* (Ofsted guidance: [Inspecting teaching of the protected characteristics in schools](#), UK Gov. 2021)

The Equality Act 2010 covers the way the curriculum is delivered at our school and ensures that issues are taught in a way that does not subject pupils to discrimination. Under the Equality Act, our school ensures that teaching is accessible to all children and young people, whatever their family background, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on *The Equality Act 2010 and schools (DfE, 2014b). Our school has a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying). Section 4.2 of the National Curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.” Furthermore

*The Equalities Act 2010 www.legislation.gov.uk/ukpga/2010/15/contents

The Church of England’s Stance of RSHE

The church has published ‘The Church of England Education Office Response’ in which it discusses the teaching of RSHE in schools. The following are extracts from that document: “In Church of England schools, and in all schools, we want young people to flourish and to gain every opportunity to live fulfilled lives. For Church schools, RSHE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life. RSHE should teach the diversity of

healthy relationships, lifestyle choices and beliefs and schools must be given the flexibility to reflect their own ethos and values as well as that of their local context. This must include their context of belief, faith and religion.” “In Church schools, RSHE must be culturally and community sensitive as well as encompass the teachings of the Church, including the Christian understanding of marriage as the context for sexual relationships and the importance of trust, loyalty, fidelity and choice as well as the understanding of abstinence and celibacy as positive life choices. Relationships, education and RSHE must be inclusive and meet the needs of all pupils. Schools should be supported through guidance and training so that they can provide relationships education and RSHE that is suitable for pupils with different needs, including pupils who are particularly vulnerable and pupils with learning disabilities.”

More information can be found: <https://www.churchofengland.org/more/education-and-schools/church-schools-and-academies/relationships-sex-and-health-education>

Description of Relationships, Sex and Health Education

From September 2020, it is mandatory for all Primary Schools to teach Relationships Education and Health Education (of which puberty education is a key part).

Parts of sex education remains non-statutory, but the DfE recommends that schools have a sex education programme tailored to the age, and physical and emotional maturity of the pupils. All maintained schools should continue teaching reproduction as part of the Science National Curriculum.

We believe RSHE is an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life. We believe it should encourage personal and social development, foster self-esteem, self-awareness, a sense of moral responsibility, and the confidence and ability to resist abuse and unwanted sexual experience. RSHE is an essential part of Personal, Social, Health and Citizenship Education (PSHCE) and will be delivered within an age appropriate programme. Our aim is that RSHE will help to give young people the skills, understanding and knowledge they need to lead confident, healthy, independent lives, to help them become more informed, active and responsible citizens.

Legislation (Statutory regulations and guidance)

The following areas will be the statutory RSHE curriculum from September 2020 which must have been taught by the end of primary school:

- Families and people who are about me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Government statutory guidance can be found here:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-RSHE-and-health-education/relationships-education-primary>

Content for the Relationships, Sex and Health Education programme

We use a combination of the Science curriculum and SCARF scheme of work for the teaching of Relationship and Sex Health Education. RSHE lessons are a key part of the SCARF curriculum which provides the framework for a whole-school approach to improving children’s wellbeing and progress. The programme is based on the SCARF values:

Safety

Caring

Achievement

Resilience

Friendship

Each schemes of Health and Wellbeing, Healthy Relationships & Living in the Wider World are divided into 6 sections:

- Me and my relationships,
- Valuing Difference
- Keeping Myself Safe
- Being my Best
- Rights and Responsibilities

‘Growing and Changing’ is taught in the summer term of the school year. (Sex education is incorporated in the Growing and Changing section and is not taught in isolation). The class teacher will teach the sex education lessons.

The following outline gives more detail about each unit content by year group.

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy . – food, exercise, sleep Growth Mindset	Cycles Life stages
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

RSHE plans and a selection of resources are available to view, on request with a member of staff.

<https://www.coramlifeeducation.org.uk/>

Sex, Relationships and Health Education in the Science Curriculum Programme of Study

Statutory content in Key Stage 1, Animals including humans:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

- notice that animals, including humans, have offspring which grow into adults

Non statutory guidance in Key stage 1:

- They should be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult. Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Statutory content in Key Stage 2, Animals including humans:

- Describe the changes as humans develop to old age

Evolution and inheritance:

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Non statutory guidance in Key stage 1:

Non statutory guidance in Key stage 2:

- Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals
- They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.
- Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
- Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Safe and Effective Practice when teaching RSHE

All staff are clear that views around RSHE issues vary. However, while personal views are respected, all RSHE issues will be taught without bias using the SCARF PSHE program. Topics will be presented using a variety of views and beliefs so that children are able to form their own, informed opinions but also respect that others have the right to a different opinion. It is understood that teaching RSHE involves teaching both complex and sensitive issues and as a result there may be children in the session with additional sensitivities or needs. Therefore, it is important that pre-planned PSHE sessions are delivered carefully as this has been thoroughly planned to ensure that the language used, resources and activities deal with these issues sensitively and effectively.

The correct terms for all body parts and functions will be used. Sex-related slang words will be clarified in a factual way and it is made clear to pupils which words are potentially offensive and that from this point onwards, the correct terms will be used. This aims to prevent bullying of children for not knowing definitions and points out the offensive nature of some words.

Questions During RSHE lessons

Childrens' questions will be answered according to the age and maturity of the child/ren concerned. Children will have lots of questions they may like to ask, some of these questions may be complex and/or sensitive for the staff member to answer. Staff are trained that when they are faced with such questions, to respond by thanking the child, clarifying the question and advising the child that the adult needs more time to best answer that question. For example, a response could be: 'That's a really interesting question and it deserves a good answer – let me have a think about it and get back to you.'

Sexual Identity and Sexual Orientation

We believe that RSHE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is not tolerated and will be dealt with in line with our Anti-Bullying Policy.

We will reflect the Church of England Document 'Valuing all God's Children, 2019' [CofE Valuing All God's Children](#): within our ethos and practice.

Additional support for staff in relation to teaching RSHE is provided through SCARF PHSE support and training, The PSHE Association and the Sex Education Forum.

Rights to Withdraw

Opportunities exist throughout the statutory National Curriculum to provide RSHE. The school would prefer parents to play a part in this sometimes sensitive area by being informed and involved in the development of the school's RSHE programme so that they can continue discussions at home.

After September 2020, parents will continue to have the right to withdraw their child/ren from Sex Education lessons. However, parents/carers cannot withdraw their children from Relationship Education or the Science curriculum. It is important to be aware that these include content on human development and reproduction.

In the event of any parent/carer wishing to withdraw their child from some of the curriculum, they are asked to inform the Head of School in writing. In the event of this happening the parent/carer will be invited to attend a meeting to discuss any concerns with the school. Following this discussion any parent or guardian still wishing to exercise their rights to withdraw their child should be reassured that appropriate alternative arrangements would be agreed and organised by the school.

Children's Access to Help and Support

Children can refer to staff for help and support when in school and are encouraged to talk to their parents/carers outside of school. Children are taught about Childline both through lessons and NSPCC sessions. The Childline number is clearly displayed in all classrooms and on each year page of our website. The children are also taught the Childline telephone number during RSHE sessions.

As part of our SCARF programme, children are taught about female puberty and periods at the end of Year 4. Our school is supported by the 'Red Box Project' which supplies sanitary projects and information to children. Girls who start their periods at school are given confidential advice and support by members of staff. Girls are aware of the provision of sanitary protection available to them free of charge in school. There are sanitary bins in the KS2 girls' toilets.

Additional information about agencies that support the welfare of children is available on the safeguarding page of the school website.

Monitoring and Evaluation

Pupil/staff evaluation will take place using the SCARF Christchurch, Bournemouth and Poole wide method of evaluation. This will be carried out at the end of each module. These results will inform teaching strategies and enhance future programmes. Governors will monitor and review the delivery of the RSHE Policy and will review this policy on an annual basis.

Related Policies

RSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, and therefore should be read in conjunction with the:

- Anti-Bullying Policy
- Behaviour Policy
- Drug and Alcohol Education Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- Children's Wellbeing Policy
- RE Policy
- Safeguarding/Child Protection Policy

Our school's safeguarding policies and practice can be found here:
<https://www.highcliffeprimary.dorset.sch.uk/safeguarding-2/>