Relationships, Health, and Sex Education Policy

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The Importance of Relationship, Health and Sex Education

Our Relationship, Health and Sex Education curriculum is taught as an integral part of our PSHE programme of study and plays a key role in enabling our children to become confident and resilient individuals, successful learners and responsible citizens. Our school values of determination, courage, equality, inspiration, excellence, friendship and respect underpin everything we do as a school.

Equality is one of our core values and Relationship, Health and Sex Education is taught in line with our equality of opportunity policy. We strive to ensure that all pupils and members of staff in the school have the same opportunity to realise their full potential regardless of gender, ability, sexuality, ethnicity, religion, language, socio-economic background and physical ability. Across the whole curriculum, we seek to promote diversity and celebrate difference, emphasizing that it is because we are all unique that we all belong equally to the community of Castle Primary School as a whole.

In the Statutory Document for RSHE 2025 the Secretary of State says;
"Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right."

As a school community, we take this responsibility very seriously. We believe that we have a key role to play, in partnership with parents, in equipping our children to navigate the complexities of these aspects of life safely and with integrity and compassion. Our aim is not to dictate a list of facts and 'Dos and Don'ts' but to educate our students to become informed, reflective thinkers who make wise, considered decisions with an awareness of the possible consequences of the choices that they make. It is essential that we teach our children to value themselves and to know how to keep both their bodies and their minds healthy and safe, as well as to value others and to celebrate everyone's uniqueness and difference.

Aims

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers - July 2025.

All aspects of Relationship and Health Education will be compulsory for all pupils in Primary education from July 2025.

Relationship Education	Health Education
• Families and people who care for me • Caring friendships • Respectful, kind relationships • On-line relationships • Being safe	• General wellbeing • Wellbeing on-line • Physical health and fitness • Healthy eating • Drugs, alcohol and tobacco and vaping • Health protection and prevention • Personal safety • Basic First Aid • Developing bodies

Health Education: Statutory Content

General Wellbeing

- The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
- The importance of promoting general wellbeing and physical health.
- The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
- How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- That isolation and loneliness can affect children, and the benefits of seeking support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
- That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
- Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- 10.That it is common to experience mental health problems, and early support can help.

Wellbeing Online

- That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
- Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely

to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
- The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
- Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
- The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
- How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
- That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
- How to understand the information they find online, including from search engines, and know how information is selected and targeted.
- That they have rights in relation to sharing personal data, privacy and consent.
- Where and how to report concerns and get support with issues online.

Physical Health and Fitness

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy Eating

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- Understanding the importance of a healthy relationship with food.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, Alcohol, Tobacco and Vaping

- The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health Protection and Prevention

- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal Safety

- About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
- How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic First Aid

- How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
- Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Relationship Education: Statutory Content

Families and people who care for me

- That families are important for children growing up safe and happy because they can provide love, security and stability.
- The characteristics of safe and happy family life, such as 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 the families of other children, 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 are at the heart of safe and happy families and are important for children's security as they grow up.
- That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- 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.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
- That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
- The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That most friendships have ups and downs, and that these can often be worked
- through so that the friendship is repaired or even strengthened.
- How to manage conflict, and that resorting to violence is never right.
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, Kind Relationships

- How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
- Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
- That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
- Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
- The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
- What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.

- 11.How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

On-line Safety and Awareness: Statutory Content

- That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
- How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
- That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
- The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
- Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
- That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

- What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
- The concept of privacy and its implications 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 contact, including physical contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
- How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Relationships and Sex Education

The aims of Sex Education are to enable children/young people:

- To make responsible and well-informed decisions about their lives.
- To learn about physical, moral and emotional development.
- To learn about conception and reproduction in the context of understanding the importance of stable and loving relationships, respect, love and care.

Sex education is not compulsory in primary schools and the content set out so far in this policy therefore focuses on Relationships and Health Education. As a school, we choose to teach additional non-statutory sex education. We believe that the Relationship, Health and Sex education of our children is a shared responsibility of teachers and parents/carers and therefore we seek to teach it in partnership. We welcome parent's views and thoughts on the Relationships, Health and Sex Education Policy and Programme. Parents/Carers have a role to play in helping their children name and identify parts of the body correctly, talking with children about feelings and relationships and answering questions about growing up and relationships. Parents have the right to withdraw children from the non-statutory Sex Education unit of the Relationships Education programme. However, we aim to work closely with parents and ensure that they are fully informed about what we teach and how it is taught in order to give them confidence in what we do.

The non-statutory aspect of the curriculum is taught in Year 6 as part of their unit 'Growing and Changing'. The relevant lessons focus on Conception and Reproduction. Children are taught to:

- Know and understand the terms conception and reproduction
- Understand the function of the male and female reproductive systems
- Understand the different stages of pregnancy
- Know how and where they can gain support.

1decision Growing and Changing: Conception Year 6

Sex education is taught with sensitivity and as part of the 1decision programme of study. This unit is taught by the class teacher to boys and girls together, and focuses on the needs of the class as a whole. Time is also made for the girls and boys to have time discuss what they have learnt in separate spaces. Specialist visitors may be invited to contribute to the learning in close consultation with the class teacher who will remain present at all times. A variety of teaching methods are used such as 1decision video material, class and group discussions and question and answer sessions, including the use of an anonymous question box. Sex Education is taught in the light of the school's existing equality and accessibility policy. We aim to give children an understanding that a family's purpose is to provide a nurturing environment for children and that they come in many forms; Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures -DofE Statutory Guidance RSHE Education.

Parent Consultation

Year 5

Parents are informed via the half termly 'Curriculum News' that the children will be focussing on the Relationship Education unit "Growing and Changing'. This unit covers:

- Do we all grow and change in the same way?
- Do we all grow and change at the same rate?
- Understanding that relationships change as we grow.
- Being able to identify how relationships can be healthy and unhealthy.
- Learning strategies for asking for help if needed.
- Understanding what puberty means.
- Knowing and understanding the changes that boys and girls may go through during puberty.
- Understanding why bodies go through puberty.
- Developing coping strategies to help with the different stages of puberty.

Prior to the commencement of the topic parents are invited to attend a meeting where the contents of the programme to be covered is presented as well as the materials used. This content is statutory and parents are not able to withdraw their children from the learning.

Year 6

Prior to the commencement of the unit 'Growing and Changing, parents are invited to attend a meeting where the contents of the programme to be covered is presented as well as the materials used. This unit covers:

- Understanding what puberty means.
- Knowing and understanding the changes that boys and girls may go through during puberty.
- Understanding why our bodies go through puberty.
- Being able to develop coping strategies to help with the different stages of puberty.
- Knowing and understanding the terms conception and reproduction.
- Understanding the function of the male and female reproductive systems.
- Learning about the different stages of pregnancy.
- Learning how and where to gain support if needed.

Parents have the option to withdraw their child from the non-statutory lessons on Conception and Reproduction (see further in policy for procedures).

Curriculum

RHSE is taught within the Personal, Social, Health and Economic (PSHE) Education curriculum. Biological aspects of RHSE are taught within the Science curriculum, and other aspects are included in Religious Education (RE). PSHE is taught discretely and weekly across the school. All lessons covering aspects of the RHSE curriculum are taught by the class teacher or invited specialists (e.g. from the NSPCC or dentists/doctors). At Castle we have chosen to teach PSHE including RHSE, through a Learning programme called 1decision. This follows the PSHE Association Programme of study and has been carefully developed by PSHE and Safeguarding experts together with schools and most importantly children. It enables us to fulfill the statutory requirements and to ensure teachers have the support and expertise they need to do this effectively. 1decision is a bank of video-based lessons which provide distancing techniques to subtly approach topics to enable students to explore sensitive subjects in a safe environment. The 1decision programme has been

carefully designed so that all areas of the statutory curriculum, including the more sensitive areas, are covered safely, subtly and effectively. As a school, we are constantly reviewing the resources we use and the way we teach, in the light of the specific needs of our children. Where appropriate we will bring in other resources/ideas/visitors to ensure that we meet our children's specific needs.
The following document shows the way in which all the areas of the RHSE curriculum are covered across the school.

https://schools.1decision.co.uk/info/teacher-zone/supporting-documents/mapping-docs-kos/rshe-mapping-2025.pdf

The next document shows the PSHE Curriculum as a whole so that it is clear how RHSE fits into this.

https://schools.1decision.co.uk/info/teacher-zone/supporting-documents/mapping-docs-kos/1decision-pshe-programme-of-study-v4.pdf

These documents, show the areas of RHE taught within the Science Curriculum. (either create links or add Science documents as attachments)
Areas of RHSE are explored in greater depth in Philosophy for Children lessons across the school. During these lessons children have the opportunity to voice their own thoughts and ideas, to listen to those of others and to be ready to change their own way of thinking and seeing the world.

Teaching Sensitive and Controversial Issues

Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will seek to teach pupils to recognise bias and evaluate evidence. Teachers seek to create a classroom climate in which all children are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers. This way of working is also at the core of our P4C lessons.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RHSE related issues are varied. However, while personal views are respected, as far as is possible all PSHE and RHSE issues are taught without bias using 1decision and other additional resources where appropriate.

Pupils' questions arising from formal and informal PSHE and RHSE are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. As a school we believe that individual teachers must use their skill and discretion in this area and refer to the designated safeguarding lead where necessary.

Confidentiality

(See also Confidentiality Policy) The safety and well-being of any child in the school is paramount, therefore all pupils, parents, carers and staff must be aware that staff cannot offer pupils unconditional confidentiality. If a member of staff believes that a pupil may be at risk of harm, they should seek advice from the CPLO (Nadine Ricketts, Assistant Headteacher).

https://schools.1decision.co.uk/info/teacher-zone/supporting-documents/mapping-docs-kos/5-1decision-and-safeguarding.pdf

Roles and responsibilities

The governing body

The governing body will approve the RSE policy, and hold the head teacher to account for its implementation.
The governing body will hold the head teacher to account for the implementation of this policy.

The Headteacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see separate policy).

Staff

Staff are responsible for:

- Delivering RHSE in a sensitive way
- Modelling positive attitudes to RHSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RHSE
- Staff do not have the right to opt out of teaching RHSE. Staff who have concerns about teaching RHSE are encouraged to discuss this with the PSHE lead and the head teacher.

Pupils

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

Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships or Health education.
Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RHSE.
Requests for withdrawal should be put in writing and addressed to the head teacher.
Alternative work will be given to pupils who are withdrawn from sex education.

How the subject is monitored and evaluated

Assessment is used to discern the development of children's depth of understanding in RHSE throughout the 1decision programme of study. Different tools of

assessment are used but a key tool is student self-assessment. The PSHE lead as well as members of senior management are responsible for monitoring the quality of teaching and learning in this subject. This is undertaken through lesson observations, work scrutiny, pupil voice and parental feedback. The link governor for PSHE/RSHE meets with the PSHE lead tri-yearly to monitor, support and challenge whole school practice.

Training

Staff are trained on the delivery of RHSE as part of their induction and it is included in our continuing professional development calendar. The1decision programme of study contains in-depth guidance for teachers. The PSHE lead will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHSE.

Equality and Accessibility

We are required to comply with relevant requirements of the Equality Act 2010. This policy has been written in the light of the school's existing equality and accessibility policy. There is also further guidance given on this subject on page 13 of the government document. This school complies with its duties under the Equality Act 2010 (https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools). It is vital that all areas of learning in RHSE 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, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). In addition to 1decision, we use the 'No Outsiders' programme (https://no-outsiders.com/). This includes lesson plans based on children's picture books which link to the Equality Act in an age appropriate way, promoting inclusion, community cohesion and preparing young people and adults for life as global citizens.

SEND

We aim to ensure that Relationships Education, RSE and Health Education are accessible for all pupils. This is reflected in teacher planning as it is adapted and personalised to meet the needs of specific pupils with special educational needs and disabilities. We are mindful of the fact that we are preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND. This policy should be read in conjunction with our SEND policy and the PLPs of children who require individual support.

Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review –The PSHE Lead pulled together all relevant information including relevant national and local guidance
2. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited look and share any thoughts or concerns about the policy
4. Pupil consultation – we investigated what pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Further relevant 1decision documents

Covering British values within 1decision
https://schools.1decision.co.uk/info/teacher-zone/supporting-documents/mapping-docs-kos/british-values-within-1decision.pdf
1decision and SMSC
https://schools.1decision.co.uk/info/teacher-zone/supporting-documents/mapping-docs-kos/ko-1-3-seperate-years.pdf
Knowledge Organiser years 1-3
https://schools.1decision.co.uk/info/teacher-zone/supporting-documents/mapping-docs-kos/ko-1-3-seperate-years.pdf
Knowledge Organiser Years 4-6
https://schools.1decision.co.uk/info/teacher-zone/supporting-documents/mapping-docs-kos/ko-1-3-seperate-years.pdf

Further Information

A large number of key government documents are closely linked with this policy and you may find the following list useful for further reading: Relationships Education, Health Education and Sex Education (RHSE) Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers

- Education Act (1996)
- Learning and Skills Act (2000)
- Children and Social Work Act (2017)
- Keeping Children Safe in Education (statutory guidance)
- Behaviour and Discipline in Schools
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice
- on cyberbullying)
- Sexual violence and sexual harassment between children in schools
- (advice for schools)
- Promoting Fundamental British Values as part of SMSC in schools