Higham-on-the-Hill CofE
Church of England Primary School

Relationships and Sex Education Policy

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1. Introduction

This policy has been developed in accordance with guidance from the Department of Education and in accordance with current legislation guidelines.

It has been developed by a working party of the Head of School, the Executive Headteacher and the PSHE Subject leader.

The Relationship and Sex Education Policy is subject to consultation with pupils, care givers, teaching and non-teaching staff, governors and other relevant agencies. Consultation includes (but is not limited to) auditing current resources and practices, implementing and evaluating the curriculum, sharing the draft policy and collecting comments. The process follows the following stages:

- review
- staff consultation
- pupil consultation
- stakeholder consultation
- ratification

This policy is in line with our teaching and learning objectives and the Trust visions and values. The aim is to support and empower all pupils to make positive decisions about their health-related behaviour and enable them to show an understanding and acceptance of all areas within the equalities act. In addition, RSE (sitting within PSHE) will promote self-esteem and emotional health and well-being and help children form and maintain worthwhile relationships, based on respect for themselves and for others – at school, home, work and in the community and beyond.

The policy covers all statutory elements and focuses on maintaining the highest expectations for all pupils and ensuring all children flourish and succeed.

2. Aims

This policy aims to:

- ensure consistency in the approach of teaching relationship education
- set out expectations to all members of the teaching team
- ensures that the school teaches all statutory aspects which states that: since September 2020, it is statutory for schools to deliver Relationships Education in primary schools so that boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born; Health Education, covers the key facts about puberty and the changing adolescent body; The Education and Inspections Act 2006 places schools under a duty to promote the well-being of their pupils; The Education Act, 1996, as amended by the Learning and Skills Act 2000, requires headteachers and governing bodies to have regard to the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, make a statement of policy on their provision and set out the circumstances in which a pupil is to be excused
- clarify content for parents and care givers

3. Roles and responsibilities

Our named governor is Karen Allen.

The senior teacher and subject leader with responsibility for RSE is Jessica Paggett.

All teachers are involved in the delivery of age appropriate and stage appropriate RSE.

4. Teaching methods and approaches

As in all areas of the curriculum, teachers will use a variety of teaching and learning methods and approaches including (but not limited to) discussion, video clips, group work, drama and role play.

Assessment is planned as an integral part of teaching and learning. A progression of skills and vocabulary will be used to guide teachers in their judgements. Assessment will be based on a series of lessons and will be a best fit for each pupil. It will recognise the progress the pupils are making in developing their skills, attitudes, knowledge and understanding including their contribution to learning. The assessment of RSE sits within the wider subject of PSHE.

The school uses Coram Life Education SCARF units to deliver RSE and PSHE. Glossaries and overviews are available on the school's website.

5. Content of Relationship and Sex Education within the PSHE and Science curriculum

Our school's aims and values underpin the ways in which we ensure a whole school approach to provide an effective taught curriculum for all our pupils and a sensitive response to pastoral issues.

We believe that pupils have an entitlement to learn about sex and relationships as part of the wider PSHE provision. We acknowledge the vital role of parents and seek to support them through on-going consultation and ensuring that the policy reflects their views.

We aim to meet the needs of all our pupils and respond to the range of cultures and sexual diversity. Our aim is to:

- Provide an effective Relationship and Sex Education (RSE) programme which meets the needs of all our pupils
- Provide opportunities for all pupils to understand themselves within the wider context of physical and emotional changes
- To equip them with the skills and understanding to be confident with their own sexuality

Parents and care givers may ask for details and resources that are being used in the delivery of the RSE curriculum within the broader subject of PSHE.

6. Content and organisation of RSE

The biological elements of RSE, including puberty and reproduction as set out in the National Curriculum Science, are mandatory for all pupils.

Through our relationships and sex education we aim to help each child:

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To provide the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies

- To be prepared for puberty and adulthood

In accordance with the governments most recent guidelines, to ensure children are not being taught about sensitive and complex subjects before they are ready to fully understand them, some age guidelines have been introduced.

For example, the concept of gender identity – the sense a person may have of their own gender, whether male, female or several other categories – is currently highly contested and will not be explicitly taught. This is in line with the cautious approach taken on gender questioning children. However, in line with guidance and to ensure that pupils are prepared for life in modern Britain, the facts about biological sex and gender reassignment will still be taught in an age-appropriate manner.

The biological elements of RSE, including puberty and reproduction (as set out in the National Curriculum of Science) are mandatory for all pupils.

Parents have the right to withdraw their pupil from non-statutory elements of RSE.

In our school:

- young people must learn about the nature of marriage and its importance for family life and the bringing up of children
- young people should be protected from teaching materials which are inappropriate (having regard to the age, the religious background and the cultural background of the pupils concerned)
- we ensure that pupils with special needs and learning difficulties are properly included in RSE

Our policy complies with equality duties (as set out in Equality Act 2010):

- to eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- to advance equality of opportunity between people who share protected characteristics and those who do not share it
- to foster good relationships between people who share protected characteristics and those who do not share it

Creating a safe environment for teaching and learning

It is our aim that pupils feel confident and comfortable when asking questions both in class and around school. In most cases, pupil's questions will be answered openly and honestly (in an age-appropriate manner). However, on occasion, pupils may ask questions that are not appropriate (for example about a teacher's personal life or of a sensitive nature) to answer.

Teachers will develop a supportive climate in their classroom – and around the school – with clearly defined ways of working and the appropriate language to use. In addition, staff have discussed a range of possible questions and have agreed that some questions may need to be answered on an individual basis and some may require a measured response appropriate to the maturity and level of understanding of the child. In some instances, certain questions will require parental involvement. Should this arise, class teachers will communicate with parents and carers in a timely manner.

Details of specific coverage is shared by class teachers in termly newsletters.

7 Working with parents and caregivers

We, as a school, will work closely with parents and caregivers to raise awareness of the breadth of RSE, how and when it is taught.

The policy and programme are available to all parents and caregivers via the school website.

We encourage all parents who have concerns to discuss these issues with their child's teacher in the first instance.

8 Links with other policies and procedures

This policy is linked to all other school and trust policies, especially (but not limited to):

- behaviour policies
- child protection policies
- data protection policies
- any home/school agreements
- ICT and internet acceptable use policies
- any online safety and usage policies

Long term overview:

All SCARF lesson plans have been organised into six key themes/ blocks:

- Relationships
- Valuing Difference
- Keeping Myself Safe
- Rights and Respect
- Being My Best
- Growing and Changing

This is an example of the coverage:

2025 -2026	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6
	Relationship	Valuing Differences	Keeping Myself Safe	Rights & Respect	Being my best	Growing and Changing **** To be delivered according to the needs to the cohort – potentially splitting to age groups/cohorts****
Reception Year 1 & 2	My Feelings (R) My Feelings (2) (R) Good friends (Y1) How are you listening? (Y1) Types of bullying (Y2)	Kind and caring (1) (R) Kind and caring (2) (R) It's not fair! (Y1) An act of kindness (Y2)	Keeping safe online (R) People who help to keep me safe (R) What could Harold do? (Y1) Good or bad touches? (Y1) Fun or not? (Y2)	Caring for our world (R) Looking after money (2): Saving money and keeping it safe (R) How should we look after our money? (Y1) Harold saves for something special (Y2)	Move your body (R) A good night's sleep (R) Harold learns to ride his bike (Y1) Catch it! Bin it! Kill it! (Y1) Basic 1st Aid (Y1) My body needs... (Y2)	Possible options: Getting bigger (R) Me and my body – Girls and Boys (R) Surprises and secrets (Y1) Keeping privates private (Y1) Haven't you grown! (Y2)
Year 3 & 4	Dan's Dare (Y3) Thunks (Y3) Friends are special (Y3) When feelings change (Y4)	Let's celebrate our differences (Y3) Zeb (Y3) What would I do? (Y4) The people we share our world with (Y4)	None of your business! (Y3) Raisin challenge (1) (Y3) Help or harm? (Y3) Know the norms (formerly Tell Ed6) (Y4) Keeping ourselves safe (Y4)	Can Harold afford it? (Y3) Earning money (Y3) Safety in numbers (Y4) Logo quiz (Y4) Harold's expenses (Y4)	Body teamwork (Y3) Top talents (Y3) Harold's Seven Rs (Y4) My school community (1) (Y4)	Basic first aid (Y2) My changing body (Y3) Basic first aid (Y3) Period positive (Y4) Secret or surprise? (Y4)
Year 5 & 6	Our emotional needs (Y5) Communication (Y5) Don't force me (Y6) Acting appropriately (Y6) It's a puzzle (Y6)	Is it true? (Y5) It could happen to anyone (Y5) Advertising friendships! P7) Boys will be boys? - challenging gender stereotypes (Y6)	Drugs: true or false? (Y5) Smoking: what is normal? (Y5) Would you risk it? (Y5) Alcohol: what is normal? (Y6) Joe's story (part 1) (Y6) Joe's story (part 2) (Y6)	Spending wisely (Y5) Lend us a fiver! (Y5) Local councils (Y5) Happy shoppers (Y6) Democracy in Britain 1 – Elections (Y6) Democracy in Britain 2 - How (most) laws are made (Y6)	Star qualities? (Y5) Basic first aid (Y5) What's the risk? (1) (Y6) What's the risk? (2) (Y6)	Help! I'm a teenager - get me out of here! (Y5) Dear Ash (Y5) Stop, start, stereotypes (Y5) Dear Ash (Y6) Making babies (Y6) What is HIV? (Y6)