



Radcliffe Hall
CE/Methodist Primary School

RELATIONSHIPS AND SEX EDUCATION POLICY

Applicable to: Radcliffe Hall CE/ Methodist Primary School

Date Adopted: October 2023

Authorised : Headteacher

Review Period: Annually

Next Review: March 2026

Part of the



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1. Statement of intent

At **Radcliffe Hall Primary School**, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidencebased relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

2. Legal framework

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

Section 80A of the Education Act 2002

- Children and Social Work Act 2017
- **[Draft regulations]** The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- **[Draft statutory guidance]** DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science Programmes of Study: key stages 1 and 2' □ The Equality Act 2010

This policy operates in conjunction with the following school policies and guidance documents:

- ***Child Protection and Safeguarding Policy***
- ***Behaviour Policy***
- ***SEND Policy***
- ***Inclusion Policy***
- ***Equal Opportunities Policy***
- ***Anti-Bullying Policy***
- ***E-safety Policy***
- ***Valuing All God's Children CofE 2019***
- ***DfE: Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019***

3. Roles and Responsibilities

3.1 Governance

The *Local Academy Committee* and *trustees* of faith academy trusts have wider responsibilities in relation to maintaining and developing the religious ethos of the schools. As well as fulfilling their legal obligations, the committees and trustees should also make sure that:

- All pupils make progress in achieving the expected educational outcomes
- The subjects are well led, effectively managed and well planned
- The quality of provision is subject to regular and effective self-evaluation
- Teaching is delivered in ways that are accessible to all pupils with send
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

3.2 Headteacher is responsible for:

- Overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an *annual* basis.

3.3 Relationships, Sex and Health Education Subject Leader (RSHE Leader) is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring school meets its statutory requirements in relation to the *RSHE* curriculum.

- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.

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Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

3.4 Teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the ***Child Protection and Safeguarding Policy***.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the RSHE Leader to evaluate the quality of provision.

3.5 **SENCO** is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

4. Curriculum

4.1 Organisation

- Every primary school is required to deliver statutory relationships education and health education.
- For the purpose of this policy, ***"Relationships and Sex Education"*** is defined as teaching pupils about:
 - healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.
- For the purpose of this policy, ***"Health Education"*** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school's ***PSHE Curriculum***.

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- The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs; for example, if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.

- When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

4.2 Delivery

- The relationships, sex and health curriculum will be delivered as part of our *PSHEC Curriculum*.
- Through effective organisation and delivery of the subject, we will ensure that:
 - Knowledge is sectioned into units of manageable size and delivered in a carefully sequenced way, within a planned scheme of work (see curriculum coverage information).
 - Content is communicated to pupils clearly and teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations
- The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.
- Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- Pupils will be taught about LGBTQ+ at an age appropriate level; however, we will always consider the development and maturity of pupils before teaching this topic.
- The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.
- Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.
- Classes may be taught in a variety of groups (including gender) dependent upon the nature of the topic being delivered at the time and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.

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- External experts may visit and deliver aspects of the curriculum in line with this policy and Safeguarding Policy.
- Appropriate resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils with careful thought to use of images. The [ESafety Policy](#) will support the use of technology within any learning.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.

- Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.
- Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
- Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- Any resources or materials used to support learning will be formally assessed by the RSHE Subject Leader and SLT before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.
- In teaching the curriculum, teachers will be aware that pupils may raise topics such as selfharm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.
- Whilst there are no formal examinations for the RSH curriculum, the school will undertake informal assessments to determine pupil progress in line with the school [Assessment Policy](#).

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4.3 Curriculum Links

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning. RSH education will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.

PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.

- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

4.4 Sex Education Curriculum Coverage

Although not statutory to deliver sex education outside of the science curriculum at primary level, the DfE recommends that *all* primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle. These are clearly indicated on the curriculum coverage documents.

4.5 Working with Parents

- The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in
- The school works closely with parents by establishing open communication. All parents are consulted in the development and delivery of the curriculum and can share views at any time.
- Parents are provided with the following information:
 - The content of the relationships, sex and RSHE curriculum

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- The delivery of the RSHE curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum
- The school aims to build positive relationships with parents by inviting them to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

4.6 Equality and Accessibility

- The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their age, sex or sexual orientation, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership
- The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

The Equality Act 2010 allows school to take positive action, where it can be evidenced to be proportionate, to respond to disadvantages affecting a group because of a protected characteristic.

- In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust **Behaviour Policy**, as well as a **Child Protection and Safeguarding Policy**, which set out expectations of pupils.

4.7 Withdrawing from the subjects

- Relationships and health education are statutory at primary and parents **do not** have the right to withdraw their child from the subjects.
- Sex education is not statutory at primary level (other than the science curriculum aspects) and parents have the right to request to withdraw their child from all or part of the sex education curriculum.
- The headteacher will automatically grant withdrawal requests, however, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
- The headteacher will discuss with the parent, the benefits of this important education and any adverse effects that withdrawal may have on the pupil e.g. social and emotional effects of being excluded.
- The headteacher will keep a record of the discussion between themselves, the pupil and the parent.

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- The parent will be informed in writing of the headteacher's decision.
- Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

5. Behaviour

- The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another. All children know that we are a 'Telling School' and have '5 Trusted Adults'.
- Any bullying incidents caused as a result of the RSH curriculum, e.g. relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school following the processes in our [Behaviour Policy](#) and [Anti-Bullying Policy](#).

6. Staff training

All staff members at the school will undergo training on an [annual](#) basis to ensure they are up-to-date with the RSHE curriculum and associated updates in line with KCSIE / DfE updates.

7. Confidentiality

- Confidentiality within the classroom is an important component of RSH education, however, teachers will alert the [headteacher /DSL](#) about any suspicions of inappropriate behaviour or potential abuse as per the school's [Child Protection and Safeguarding Policy](#).
- Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.

8. Monitoring Quality

- The [RSHE Subject Leader](#) is responsible for monitoring the quality of teaching and learning in line with the school's policies and school improvement priorities.

9. Relationships Education Overview (Statutory 2020)

FAMILIES AND PEOPLE WHO CARE FOR ME

- That families are important for them growing up because they can give love, security and stability.
- The characteristics of 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 represents 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.
- 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, but 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.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

RESPECTFUL RELATIONSHIPS

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which 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 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

ONLINE RELATIONSHIPS

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

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.
- 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) who 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 and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

10. Relationships Education Curriculum Coverage

	RELATIONSHIPS		
	Families & Friendships	Safe Relationships	Respecting Ourselves & Others
EYFS	Communities	People who help us	Healthy Lifestyles
1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful
2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions
3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite

4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively
5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice & discrimination
6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues

(Y1-Y6 Taken from PSHE Association 2020)

11. Health Education Overview (Statutory 2020)

MENTAL WELLBEING
<ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness. <ul style="list-style-type: none"> □ The scale of emotions that humans experience in response to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocab of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • How isolation & loneliness can affect children & that it's important they discuss feelings with an adult & seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others. • That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
INTERNET SAFETY AND HARMS
<ul style="list-style-type: none"> • That for most people, the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online. • The risks of excessive time spent on electronic devices. • The impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the effect of their online actions on others. • How to recognise and display respectful behaviour online. • The importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age-restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.

PHYSICAL HEALTH AND FITNESS
<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise. • 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
<ul style="list-style-type: none"> • What constitutes a healthy diet, including an understanding of calories and other nutritional content. • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.
DRUGS ALCOHOL AND TOBACCO
<input type="checkbox"/> The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
HEALTH AND PREVENTION
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn. • Dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • Personal hygiene & germs, inc. bacteria and viruses, how they are spread and treated, & importance of hand washing. • The facts and science relating to immunisation and vaccination.
BASIC FIRST AID
<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
CHANGING ADOLESCENT BODY
<ul style="list-style-type: none"> • Key facts about puberty & changing adolescent body, particularly from age 9-11, including physical & emotional changes. • About menstrual wellbeing and key facts relating to the menstrual cycle.

12. Health Education Curriculum Coverage

	HEALTH AND WELLBEING		
	Physical Health & Mental Wellbeing	Growing And Changing	Keeping Safe
EYFS	Health lifestyles, healthy teeth and bodies, people who help us, healthy relationships; sun safety.	Rules and routines, emotion and feelings; resolving conflict.	Road safety, people who help us, social situations; rules and routines.

1	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
2	Why sleep is important; medicines & keeping healthy; keeping teeth healthy; managing feelings & asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
3	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
4	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical & emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
5	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, inc. responding in emergencies, first aid and FGM
6	What affects mental health & ways to take care of it; managing change,	Human reproduction and birth; increasing independence; managing	Keeping personal information safe; regulations and choices;
	loss & bereavement; Managing time online	transition	drug use and the law; drug use and the media

(Y1-Y6 Taken from PSHE Association 2020)