



Hamsey Green
Primary School



Hamsey Green Primary School

Policy for the Development RSE

Review Date: July 2026 in line with KCSIE 2026 and Department for Education (DfE), Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance, July 2025 – for introduction from 1 September 2026

Reviewed By: Kirsty Milne

To be Reviewed: **July 2027**

RELATIONSHIPS AND SEX HEALTH EDUCATION POLICY

This Relationships and Sex Education Policy reflects our duties under the Equality Act 2010 to: eliminate discrimination, advance equality of opportunity and foster good relations.

Introduction

Since September 2020, Relationships Education and Health Education have been statutory in primary schools. Sex Education beyond the National Curriculum for Science is not compulsory in primary schools, although Hamsey Green Primary School provides age-appropriate non-statutory Sex Education as outlined in this policy. At Hamsey Green Primary School, we aim to provide a broad and balanced curriculum, tailored to individual pupil needs, which will enable all children to reach their maximum potential. We also strive to ensure that all pupils develop an enthusiasm for and a love of learning. Relationship and Sex Health Education reflect the values of the PSHE and Citizenship program followed.

Legal requirements of schools

“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.”

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both 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.

Guiding Principles for the Statutory Elements of PSHE (Relationships Education, Relationships & Sex Education and Health Education)

“Schools should develop a curriculum with the following key principles in mind:

a. **Engagement with pupils.** An inclusive and well-sequenced RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging.

b. **Engagement and transparency with parents.** Schools should engage with parents on the content of RSHE and be transparent with parents about all materials used in RSHE. All materials should be available to parents. Parents have a right to request that their children are withdrawn from sex education (pupils can opt back in from three terms before they turn 16) and schools should ensure parents are aware of sex education content within lessons in advance.

c. **Positivity.** Schools should focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. Schools should avoid language which might normalise harmful behaviour among young people – for example gendered language which might normalise male violence or stigmatise boys.

d. **Careful sequencing.** Schools should cover all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school. Schools should sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.

e. **Relevant and responsive.** Schools should develop the curriculum to be relevant, age and stage appropriate and accessible to pupils in their area, where appropriate working with local partners and other bodies to understand specific local issues and ensure needs are met.

f. **Skilled delivery of participative education.** The curriculum should be delivered by school staff or, where schools choose to use them, external providers who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils. Staff should be trained in safeguarding and offering support, recognising the increased possibility of disclosures

g. **Whole school approach.** The curriculum is best delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies, including behaviour and safeguarding policies.” (pg 5)

RSHE will be taught in the context of relationships. In addition, RSHE will promote self-esteem and emotional health and well-being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

RSHE is also taught within the Personal, Social, Health and Economic (PSHE) education curriculum. In addition, some aspects of the RSHE program will be covered through:

- Science curriculum
- Computing
- Circle times
- Assemblies
- Stories
- PE in the context of health and hygiene

Definition and aims

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

For the purpose of this policy, Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes **associated** with puberty) within statutory Health Education.

RSHE is not about the promotion of sexual activity.

Research demonstrates that good, comprehensive Relationship and Sex Education does not make young people more likely to become sexually active at a younger age.

The school's RSE programme aims to provide children with age appropriate information, explore attitudes and values about relationships, emotions, self-esteem and consent and personal safety. During RSE children will develop personal and social skills and a positive attitude to growing up.

The aims of Relationships, Sex and Health education (RSHE) at our school are to:

- Provide a consistent standard of relations, sex and health education across the school
- Help pupils develop feelings of self-respect, confidence and empathy
- Promote responsible behaviour
- Create a positive culture of communication around issues of relationships

- Teach pupils the correct vocabulary to describe themselves and their bodies
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Give pupils an understanding of reproduction and sexual development
- Ensure that all pupils, by the time they reach secondary school age, are well equipped and on an equal footing, to deal with the secondary curriculum.
- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.
- Combat exploitation.

These aims complement those of the Science curriculum in KS1 and KS2.

Statutory requirements

As an academy primary school, Hamsey Green Primary School must provide Relationships Education to all pupils in accordance with section 34 of the Children and Social Work Act 2017. Health Education is also compulsory in primary schools.

This policy has been developed in accordance with the Department for Education's statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education, and has regard to Keeping Children Safe in Education 2026 (DfE). These documents inform the school's approach to providing age-appropriate Relationships, Sex and Health Education and to safeguarding and promoting the welfare of pupils.

Sex Education is not compulsory in primary schools beyond the elements contained within the National Curriculum for Science. Statutory Health Education includes related areas such as puberty and menstrual wellbeing. The school also provides age-appropriate non-statutory Sex Education as outlined within this policy.

"It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement..."

"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that 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."

Should you like to see the guidance from the government please

visit: https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026.pdf

The Curriculum

Statutory RSE Curriculum Content

Our RSE curriculum is embedded within our PSHE curriculum and is set out as per Appendix 1, however, this will be adapted when necessary.

We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and do not seek answers online.

Elements of SRE Scheme of Work Foundation Stage

- Friendships Making Friends & understanding what makes a good a friend, Working as part of a group/team
- Working together – code of behaviour.
- How am I different / the same as other people?
- Growing up Dressing self/personal hygiene. Differences between boys/girls. What is good about being a boy/ girl?

Key Stage 1

Education about relationships for 5-7 year olds will focus on the building of self-esteem and confidence by encouraging learners to:

- respect, value and care for themselves and others.
- learn the importance of personal hygiene and looking after themselves.
- naming the external body parts using the correct anatomical vocabulary, being a boy and being a girl, knowing that animals and humans reproduce.
- value, recognize, communicate and manage their feelings, feelings Emotions
- form friendships and relationships, friendships, friends, family, similarities and differences between people, people who are special to me.
- respect boundaries – their own and other peoples.
- Growing up, belonging to a group, understanding growing up from young to old, safety Saying no, having confidence to ask for help, recognising potential risks to safety of self and others
- Understanding that relationships can look different ensuring inclusion of same-sex parents
- Naming some common gender stereotypes and understanding how to challenge them safely
- Building resilience and coping mechanisms

Key Stage 2 Themes

- Feelings Understanding a range of feelings and emotions, recognising and expressing emotions, other people's feelings and managing feelings
- Friendships Friends, strategies for dealing with friendship problems, qualities of a good friend peer pressure, family values, marriage and lifestyle choices
- Growing up Childhood developments, human lifecycle, naming the body parts and differences between male and female, adult hood and lifestyles, understanding the processes of conception and birth, puberty and gender roles
- Safety Identifying dangers, learn respect over their own and others bodies, saying no in difficult situations, techniques for resisting pressure

Families and people who care for me

Children should know:

- that families can provide children with love, security and stability and are important in helping children to grow up safe and happy;
- the characteristics of safe and happy family life, including commitment, care, protection, spending time together and supporting one another through difficulties;
- that families can look different from one another and that these differences should be respected;
- that stable and caring relationships are important for children's security and wellbeing as they grow up;
- that marriage and civil partnerships are formal, legally recognised commitments between two people which are intended to be lifelong;
- how to recognise when a family relationship is making them feel unhappy or unsafe and how to seek help or advice.

Caring friendships

Children should know:

- why friendships are important for happiness and security and how people choose and make friends;
- that healthy friendships are positive and welcoming and do not deliberately leave others feeling lonely or excluded;
- skills that help them to develop caring and kind friendships;
- that everyone may experience times when they do not have the friendships they would like, that loneliness is something many people experience, and that there is no shame in talking about feeling lonely;
- the qualities of secure and positive friendships, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, shared interests and supporting one another through problems;
- that friendships can have difficulties and that these can often be resolved so that relationships are repaired or strengthened;
- how to manage conflict constructively and that violence is never an acceptable way to resolve conflict;
- how to recognise when a friendship is making them feel unhappy or uncomfortable and how to seek support.

Respectful, Kind Relationships

Children should know:

- how to consider the needs and preferences of other people in families, friendships and other relationships, while recognising that different people's needs and wishes may sometimes conflict;
- the importance of setting and respecting healthy boundaries with friends, family members, peers and adults;
- how to communicate effectively and manage disagreements with kindness and respect;
- how to be appropriately assertive and communicate their own needs and boundaries;
- how to manage feelings such as disappointment and frustration;
- the difference between assertive behaviour and controlling behaviour;
- that being kind to others does not mean ignoring or neglecting their own needs;
- that they should expect to be treated with respect and should treat other people with respect, including people who are different from them or hold different beliefs or preferences;
- practical skills they can use to develop and maintain respectful and positive relationships;
- the conventions of courtesy and good manners;
- the importance of self-respect, self-esteem and developing a positive sense of their own identity;
- about different forms of bullying, including online bullying, their impact, the responsibility of bystanders to report bullying, and how to seek help;
- what stereotypes are, how stereotypes can be unfair, negative, destructive or contribute to bullying, and how stereotypes can be challenged;
- how to seek help when they are concerned about violence or harm, or when they are unsure who they can trust.

In addition, in line with the school's safeguarding responsibilities, pupils will be taught in an age-appropriate way to recognise and challenge sexism, misogyny, racism, discriminatory language and other derogatory or harmful behaviour.

Child-on-child abuse and harmful sexual behaviour

The school recognises that children can abuse other children and that harmful sexual behaviour (HSB) can occur between pupils. Staff recognise that sexual behaviour exists on a continuum and will respond appropriately to developmentally inappropriate, problematic or abusive behaviour, sexual harassment and sexual violence.

Concerns will be dealt with in accordance with the school's Safeguarding and Child Protection Policy. The needs and safety of the child who has been harmed, as well as the safeguarding and support needs of the child who has displayed harmful behaviour, will be considered.

Online Safety and Awareness

Children should know:

- that people should behave respectfully online and that the same principles of respect apply online as in face-to-face relationships, including when people are anonymous;
- that they should not pressure others to share information or images online and should know strategies for resisting pressure from others;
- how to think critically about online relationships and sources of information;
- that people online may pretend to be someone else, including pretending to be a child, and that this can create dangerous situations;
- how to recognise harmful online content or contact and how to report it;
- that social media platforms have minimum age requirements and that the minimum age for most social media sites is currently 13;
- why they should be cautious about sharing personal information online and how privacy and location settings can help protect them;
- that information, words, pictures and other material shared online may be copied or circulated beyond the intended recipient and may become impossible to remove completely;
- that children may encounter inappropriate or upsetting content online and where to obtain advice, support and help if this happens.

In addition, in line with the school's safeguarding responsibilities, pupils will be taught, where age appropriate, that online content, including images and videos, may be created or manipulated using artificial intelligence. Teaching will help pupils develop an age-appropriate understanding of privacy, consent, appropriate image sharing, misleading or manipulated content and how to report something that concerns them.

Being safe

Children should know:

- what appropriate boundaries look like in friendships and other relationships, including online and in everyday situations such as sharing space, toys, books and resources;
- about privacy and its implications for children and adults, including that secrets should not be kept when they relate to somebody's safety;
- that their body belongs to them and how to recognise the difference between appropriate and inappropriate or unsafe contact, including physical contact;
- how to respond safely and appropriately to adults they encounter, both online and offline, including adults they know as well as those they do not know;
- how to recognise when a relationship may be harmful or dangerous and develop skills for judging who they can and cannot trust;
- how to report abuse, something worrying they have seen online or experienced in real life, or feelings of being unsafe or uncomfortable about an adult, using the vocabulary and confidence needed to do so;
- how to ask for advice or help for themselves or somebody else, to keep asking until they are heard, and where they can obtain help, including from family, school and other trusted sources.

These areas of learning 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)

Statutory Health and Wellbeing Curriculum Content

Area	Curriculum Content
General wellbeing	The benefits of physical activity, time outdoors, helping others, rest, hobbies, interests, spending time with friends and family and participating in the community. The importance of looking after physical health and general wellbeing. Pupils should recognise and describe a range of emotions and understand that worry and feeling down are normal experiences and do not, by themselves, indicate a mental health condition. They should understand loneliness, bullying, change, loss, bereavement and grief; recognise when support may be needed; know how and where to seek help; and understand that mental health problems are common and early support can help.
Wellbeing online	That the internet can have both positive and negative effects and that online relationships can complement, but are not always a substitute for, high-quality relationships in person. Pupils should understand the benefits of limiting time online; the effect online content can have on physical and mental wellbeing; respectful online behaviour; age restrictions; risks associated with gaming, in-game purchases, scams and fraud; how information may be selected or targeted; personal data, privacy and consent; and how to report concerns or seek support when experiencing bullying, abuse, harassment or other problems online.
Physical health and fitness	The physical and mental benefits of an active lifestyle and the importance of regular physical activity as part of daily and weekly routines. Pupils should understand the risks of inactivity, including obesity, and know when and how to seek support if they are worried about their health.
Healthy eating	What constitutes a healthy and balanced diet, including an age-appropriate understanding of calories and nutritional content. Pupils should understand the importance of developing a healthy relationship with food, how to plan and prepare a range of healthy meals, and the health risks associated with a poor diet, including obesity and tooth decay.
Drugs, alcohol, tobacco and vaping	The facts about legal and illegal harmful substances and their associated risks, including smoking, vaping, alcohol and drug-taking. Pupils should understand the risk of nicotine addiction, including from other nicotine products such as nicotine pouches.
Health protection and prevention	How to recognise early signs of physical illness or unexplained changes to the body. Pupils should understand sun safety; the importance of good-quality sleep and healthy sleep routines; dental health, including brushing with fluoride toothpaste and cleaning between teeth; personal hygiene, bacteria and viruses, how germs spread and the importance of handwashing; and the facts and scientific evidence relating to vaccination and immunisation.
Personal safety	How to recognise hazards, including fire risks, and take steps to reduce risk. Pupils should know how to recognise and manage risks around roads, railways and level crossings, and water, including understanding the water safety code.
Basic first aid	How to make a clear and effective call to the emergency services, including understanding the importance of reporting an incident rather than filming it. Pupils should learn basic first-aid concepts for common injuries and ailments, including head injuries.
Developing bodies	How the body grows and changes throughout the human lifecycle, including puberty as a normal stage of development. Pupils should know the correct names for body parts, including the penis, vulva, vagina, testicles, scrotum and nipples, understand that these parts of the body are private, and be able to communicate their personal boundaries. Pupils should learn the facts about the menstrual cycle, including associated physical and emotional changes, before pupils are likely to begin menstruating.

Statutory Science Curriculum Content

Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (years 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2 (years 3 – 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes, as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Non-Statutory Sex Education

As part of statutory Health Education, pupils are taught in an age-appropriate way about growth, puberty and the menstrual cycle. Teaching about menstruation is introduced before the later stages of primary school because periods can begin from around age eight and pupils should be prepared before this occurs.

The Department for Education's revised statutory guidance for introduction from September 2026 recommends that primary schools teach Sex Education in Years 5 and/or 6. The school's non-statutory Sex Education therefore builds on pupils' prior learning in statutory Relationships Education, Health Education and Science and focuses on age-appropriate, factual teaching about human reproduction, conception and birth.

The school's non-statutory Sex Education is taught in Years 5 and/or 6 and builds on pupils' prior learning in statutory Relationships Education, Health Education and Science. It focuses on age-appropriate, factual teaching about human reproduction, conception and birth.

- that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother
- how a baby develops in the womb and how babies are born
- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means (Year 6)

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons – please see the relevant section within this policy in regard to this process.

The resources we use when teaching the non-statutory sex education units are available for parents/carers to view on request to the PHSE/RSE Co-ordinator.

For more information about our curriculum, see our curriculum map in Appendix 1. Use of visitors

External providers and resources will be checked in advance to ensure that they are accurate, unbiased, age and stage appropriate, accessible and consistent with the school's planned curriculum. The school will check the credentials of external providers and will review lesson plans and materials in advance. All materials used by external providers will be available for parents to view on request. The school remains responsible for safeguarding pupils and for ensuring that teaching is appropriate, accurate and consistent with this policy. External providers and resources will be checked in advance, and visitors will be made aware of the school's safeguarding procedures. A member of school staff will normally remain present during sessions.

Delivery of RSHE

Kirsty Rose (Milne) is the designated teacher with responsibility for coordinating Relationship and Sex Education.

Sex and Relationship Education is delivered through science, RE, PSHE, Citizenship, literacy activities and circle time. Sex and Relationship Education is taught by classroom teachers and if appropriate, outside visitors such as the school nurse or other professionals.

A range of teaching methods which involve children's full participation are used to teach Relationship and Sex Education. These include use of video, discussion, looking at case studies, drama and role play. Relationship and Sex Education is usually delivered in mixed gender groups however there may be occasions where single gender groups are more appropriate and relevant. Parents have the right to request that their child is withdrawn from non-statutory Sex Education. Parents do not have the right to withdraw their child from statutory Relationships Education, Health Education or content taught as part of the National Curriculum for Science.

Our Relationships and Sex Education programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content is covered in single sex groups e.g. menstrual hygiene, single sex question sessions, etc.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it
- Be open and honest in answering questions, as they are in other subjects;
- Answer pupil's questions factually in terms which are age appropriate;
- Provide materials that are age appropriate and matched to the children's level of understanding.

- set ground rules at the start of a lesson to reduce anxieties and embarrassment when discussing such issues as puberty. For example, “No one (teacher or pupil) will have to answer a personal or embarrassing question.

Delivery methods will be adjusted should the need for remote learning. The programme will be taught through a range of teaching methods, including poems, posters, stories, digital clips etc.;

Active learning is most effective when pupils are working in groups. Methods include discussion techniques such as the use of circle time, case studies and discussion groups;

Dealing with sensitive issues and difficult questions

- Pupil’s questions will be dealt with honestly and sensitively and in an age appropriate way.
- A questions box will be available for pupils to ask anonymous questions.
- If staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class. If necessary teachers also need to feel able to ask the child to wait for an answer to give them time to consult with the school’s leadership team. (For instance: ‘That is a really interesting question and I need a little time to think because I want to give you a really good answer.’)
- Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting;
- If a question is too personal, the teacher should remind the pupils of the ground rules and /or refer her or him to the appropriate person such as a school nurse or outside agency;
- If a teacher doesn’t know the answer to a question, it is important to acknowledge this, and to suggest that they both research this later. If necessary teachers also need to feel able to ask the child to wait for an answer to give them time to consult with the school’s leadership team. (For instance: ‘That is a really interesting question and I need a little time to think because I want to give you a really good answer.’)
- If a question is too explicit, is inappropriate for the whole class or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. If a pupil’s question, comment or behaviour raises a safeguarding concern, staff will follow the school’s safeguarding procedures immediately and report the concern to the DSL or Deputy DSL. Staff will seek advice from the DSL before contacting parents or carers where a safeguarding concern has been identified.
- Teaching is normally delivered in mixed groups. On occasion, pupils may be organised into separate groups for particular aspects of delivery or opportunities to ask questions where this is considered appropriate. All pupils will receive the statutory curriculum content.
- If a teacher is concerned about sexual abuse, they should follow the school’s safeguarding procedures.
- **Mental health and safeguarding**
Staff recognise that changes in a pupil’s mental health, emotional wellbeing or behaviour may, in some circumstances, indicate that a child has experienced or is at risk of abuse, neglect or exploitation. Staff are not responsible for diagnosing mental health conditions; however, any safeguarding concerns will be reported in accordance with the school’s Safeguarding and Child Protection Policy. Pupils will be supported to understand the importance of mental wellbeing and how and where to seek help if they are worried about themselves or others.

Since RSE incorporates the development of self-esteem and relationships, pupils’ learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with

children.

RSHE and Safeguarding

RSHE is an important part of the school's approach to preventative safeguarding. Through a carefully sequenced and age appropriate curriculum, pupils develop the knowledge and skills to recognise healthy and unhealthy relationships, understand appropriate boundaries, identify unsafe or harmful behaviour and know how and where to seek help.

The school promotes a culture in which sexism, racism, misogyny, sexual harassment, harmful sexual behaviour, discriminatory or derogatory behaviour and other forms of prejudice are recognised and challenged. Such behaviour will not be dismissed as "banter", "having a laugh" or an inevitable part of growing up.

Where emerging safeguarding needs indicate that pupils have encountered pornography or other online sexual content, this may be addressed in an age-appropriate and sensitive way. Parents will be informed of any significant deviation from the school's published curriculum and relevant materials will be made available to them on request.

Roles and responsibilities

The governing body

The governing body has approval of this policy

The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see Appendix 2).

The headteacher also:

Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity

Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy

The Staff

All staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE
- Monitoring progress

Class teachers are responsible for teaching RSE at Hamsey Green Primary School. Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

Pupils

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

Parents

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- The school will proactively engage and consult parents when developing and reviewing the RSE policy and will take account of their views when considering the content, timing and delivery of RSHE.
- Inform parents about the school's RSE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of RSE
- Answer any questions that parents may have about the RSE of their child; this includes providing parents with clear information about the content of RSHE and a representative sample of the resources the school plans to use. All curriculum materials used to teach RSHE will be available for parents to view on request. Where copyright restrictions apply, the school will provide access in a way that respects copyright law; copyright will not be used as a reason to refuse parents access to materials.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Acknowledge parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education
- Keep a register of any pupils who are removed from lessons and distributed to all teachers involved.
- Parents will be consulted about the detailed content of the school's non-statutory Sex Education programme in Years 5 and 6 and will be given advance information about what will be taught and the resources that will be used.
- A copy of this policy will be provided free of charge to anyone who requests one.

Parents' right to withdraw

As previously stated the RSE curriculum consists of both statutory and non-statutory elements:

- Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.
- Parents do not have the right to withdraw their children from statutory relationships education, health education or the science curriculum.
- In primary school, the Headteacher will grant a parent's request to withdraw their child from non-statutory Sex Education.

Parents wanting to withdraw their children are invited to speak to the class teacher. The class teacher will explore the concern of the parents and the possibility of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. He/she will talk with the parents about the possible negative experiences or feelings that may result from withdrawal of the child and the ways in which these may be minimised. If the parent still wishes to withdraw the child, requests for withdrawal should be put in writing and addressed to the Headteacher (See Appendix 2 for request form.). Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed.

Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

Confidentiality

Staff recognise that RSHE lessons may increase the likelihood of pupils making a disclosure or raising a safeguarding concern. If a pupil

discloses abuse, neglect, exploitation, harmful sexual behaviour or any other safeguarding concern, staff will listen carefully and take the disclosure seriously. Staff will not ask leading or investigative questions and will never promise confidentiality. Concerns will be reported immediately in accordance with the school's Safeguarding and Child Protection Policy to the Designated Safeguarding Lead (DSL) or a Deputy DSL, as appropriate.

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

Special Educational Needs

All pupils with SEND will have full access to RSHE. Teaching will be adapted where necessary to ensure that pupils can understand key concepts relating to relationships, personal boundaries, consent, privacy and safety.

Staff recognise that some pupils with SEND may experience additional barriers to recognising abuse, communicating concerns or seeking help. Appropriate adaptations may include explicit teaching, visual support, repetition, pre-teaching, simplified language and opportunities to revisit important safeguarding concepts.

Equalities and Diversity

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

Complaints Procedure

Any complaints or concerns about the Relationships and Sex Education programme should be made to the class teacher in the first instance. Parents can choose to follow the school complaints procedure if they feel things are not resolved.

Monitoring Arrangements

The delivery of RSE is monitored by the Senior Leadership Team through, for example, planning scrutinies, learning walks and lesson observations. Pupil voice will be used as part of the monitoring and review of RSHE to help ensure that the curriculum remains relevant, accessible and appropriately sequenced to meet pupils' needs.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

The School Environment

The school will ensure that the whole school environment reflects the values of respect for themselves and others. It will:

- Ensure that posters and displays use positive images and celebrate difference and diversity.
- Use anonymous question boxes or similar items enabling children to have questions and concerns answered privately where needed.
- Ensure that communication between staff and pupils is welcomed and encouraged, and children know how to access members of staff.
- Provide appropriate facilities and support for pupils who menstruate, including access to free period pads and other menstrual

products.

- Ensure that discriminatory behaviour is always challenged in any context.

Equal Opportunities

Hamsey Green Primary School and Acorns Nursery is committed to equality of opportunity in all aspects of school life. In RSE this will include:

- Examining and challenging gender stereotyping,
- Celebrating difference and diversity
- Ensuring a programme of Relationships Education that is relevant to all pupils

Further policies

In conjunction with this policy, please also see:

- Behaviour policy and procedures
- Safeguarding and child protection policy
- Anti-bullying policy and procedures
- Mental health and wellbeing policy
- Online safety policy
- Equalities Policy

Please see below a useful document produced by the government, which provides answers to frequently asked questions: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education?v=1733849658&utm>

This policy document is placed on the school website and staff notice board following approval by the full governing body. RSE issues will be included in the induction programme for all new members of staff.

Appendix 1: RSHE Curriculum Progression

Year Group	RSHE Curriculum Content
EYFS	Relationships: Develop positive relationships with adults and other children. Learn to take turns, share and work cooperatively. Recognise similarities and differences between people and understand that families may look different. Begin to understand kindness, respect and what makes a good friend. Personal safety: Develop awareness of personal space and that they can say if they do not like something. Know that trusted adults can help when they are worried, upset or uncomfortable. Health and wellbeing: Recognise and name basic emotions. Begin to understand ways of looking after themselves, including personal hygiene, physical activity, rest and spending time outdoors. Online: Use technology with adult support and tell a trusted adult if something they see or experience using technology worries or upsets them. Developing bodies: Develop awareness of their own body and how people grow and change. Explore life cycles through appropriate EYFS learning. Non-statutory Sex Education: None.
Year 1	Relationships: Understand that families are important and can look different from one another. Recognise qualities such as kindness, honesty, sharing and cooperation. Understand that people are unique and should be treated with respect. Begin to recognise simple stereotypes. Personal safety: Understand that their body belongs to them. Know that parts of the body normally covered by underwear are private. Understand permission, personal space and the right to say no or stop. Know which trusted adults they can speak to if they feel unsafe or worried. Health and wellbeing: Recognise a range of feelings and simple ways of looking after physical and mental wellbeing, including exercise, healthy food, sleep, hygiene and time outdoors. Online: Understand that people may behave differently online. Recognise kind and unkind behaviour online and know to tell a trusted adult about anything worrying or upsetting. Developing bodies: Learn and use correct anatomical vocabulary for key body parts, including penis, vulva, vagina and testicles, alongside other body parts. Non-statutory Sex Education: None.
Year 2	Relationships: Understand the characteristics of a good friendship and how friendly behaviour makes others feel. Recognise that friendships can have difficulties and learn simple ways to resolve disagreements. Understand bullying, exclusion and loneliness and know how to report hurtful behaviour. Personal safety: Develop understanding of personal boundaries in friendships and play. Recognise pressure to do something that feels unsafe or uncomfortable and practise saying no or stop. Understand that some secrets should not be kept if they relate to safety. Health and wellbeing: Recognise how different experiences affect feelings and understand that everyone experiences difficult emotions sometimes. Learn about exercise, healthy eating, dental health, hygiene and medicines. Online: Understand that personal information should be kept safe. Recognise that online behaviour affects other people and know how to seek help if something online makes them worried or uncomfortable. Developing bodies: Recognise that animals, including humans, have offspring which grow into adults. Understand the human life cycle from baby to older adult. Revisit correct anatomical vocabulary and body privacy. Non-statutory Sex Education: None.
Year 3	Relationships: Develop skills for building caring and positive friendships, including honesty, trust, kindness and empathy. Understand that families differ and should be respected. Recognise stereotypes and understand how they can be unfair or harmful. Personal safety: Understand that their body belongs to them and should not be touched in ways that make them feel unsafe or uncomfortable. Practise clearly communicating boundaries and respecting those of others. Know how to report concerns and keep asking for help until they are heard. Health and wellbeing: Understand the importance of friendships, hobbies, physical activity, rest and time outdoors for wellbeing. Recognise loneliness and know that seeking support can help. Develop a wider vocabulary for emotions. Online: Understand that the internet can have positive and negative aspects. Understand respectful online behaviour and recognise potentially harmful content or contact. Developing bodies: Understand that bodies change as people grow. Introduce puberty and menstruation in a simple, factual and age-appropriate way, including that periods are a normal part of growing up. Continue learning about life cycles and reproduction in plants and animals through Science. Non-statutory Sex Education: None.
Year 4	Relationships: Develop self-worth and a positive sense of identity. Understand that everyone should be included and treated respectfully. Learn how to balance their own needs with those of others and manage disagreements, disappointment and frustration respectfully. Understand marriage and civil partnerships as legally recognised commitments intended to be lifelong. Challenge stereotypes, sexism, racism and other discriminatory or derogatory behaviour in an age-appropriate way. Personal safety: Develop confidence in communicating and respecting personal boundaries. Understand the difference between being assertive and being controlling.

	Recognise inappropriate, unsafe or harmful behaviour and know how and where to seek help. Health and wellbeing: Understand that worry and feeling down are normal emotions and do not by themselves mean that someone has a mental health condition. Develop strategies for managing emotions and recognise when support is needed. Online: Understand why websites, apps and games have age restrictions. Understand privacy and location settings, healthy screen-time habits and that things shared online may be copied or passed on. Developing bodies: Learn in greater depth about puberty and the physical and emotional changes associated with it. Understand the menstrual cycle, periods, period products and how menstruation can be managed. Non-statutory Sex Education: None.
Year 5	Relationships: Develop understanding of healthy, stable and caring relationships. Recognise that different families and adult relationships exist, including families with same-sex parents, and that all should be treated respectfully. Develop skills for managing peer pressure, conflict and changing friendships. Explore assertiveness, healthy boundaries and respectful communication. Personal safety: Recognise when pressure from peers or others may lead to unsafe or inappropriate behaviour. Practise strategies for resisting pressure and maintaining personal boundaries. Recognise when a friendship or relationship may be harmful and know how to seek support. Health and wellbeing: Understand change and loss and recognise that bereavement can cause a range of feelings. Understand that people experience grief differently. Understand that mental health difficulties are common and that seeking help early can be beneficial. Learn about the risks associated with smoking, vaping, nicotine, alcohol and other harmful substances. Online: Understand risks associated with online gaming, in-game purchases, scams and fraud. Develop critical thinking about online information. Understand personal data, privacy and consent online. Developing bodies: Deepen understanding of puberty, including physical and emotional changes experienced by both boys and girls. Revisit menstruation and menstrual products. Understand reproductive anatomy and the human life cycle. Non-statutory Sex Education: Understand that human conception involves a sperm fertilising an egg, how a baby develops during pregnancy and how babies are born. Parents have the right
Year 6	Relationships: Consolidate understanding of healthy friendships and family relationships as pupils become more independent. Recognise healthy and unhealthy relationship behaviours. Develop respectful communication and understand how relationships and friendships may change. Challenge stereotypes, sexism, misogyny, racism and discriminatory behaviour. Personal safety: Recognise harmful or dangerous relationships and develop skills for judging who can and cannot be trusted. Understand body autonomy, privacy and boundaries. Recognise inappropriate pressure or harmful behaviour and know how to be assertive and seek help. Health and wellbeing: Consolidate strategies for maintaining physical and mental wellbeing. Understand when feelings or behaviour may indicate that additional support is needed. Revisit change, bereavement, grief and loneliness. Understand the risks of harmful substances and learn how to call emergency services and apply basic first aid. Online: Understand that the minimum age for most social media platforms is currently 13 and why age restrictions exist. Understand privacy and location settings, permanence of online material, targeted information, scams and gaming risks. Recognise online bullying, abuse and harassment and know how to report concerns. Understand that images and videos can be altered or generated using AI. Developing bodies: Consolidate understanding of puberty, menstruation, the menstrual cycle and physical and emotional development. Revisit correct anatomical vocabulary and the human reproductive system. Non-statutory Sex Education: Understand in an age-appropriate and factual way how human conception occurs, including the role of sexual intercourse in conception. Consolidate understanding of pregnancy, foetal development and birth. Parents have the right to request withdrawal from this content where it falls outside statutory Science or Health Education

Notes on statutory and non-statutory content

Relationships Education and Health Education are statutory for primary-aged pupils. Parents do not have the right to withdraw their child from these subjects or from content taught as part of the Science curriculum. The school also provides additional, age-appropriate Sex Education in Years 5 and 6. Parents have the right to request that their child is withdrawn from this non-statutory Sex Education. The DfE recommends that primary schools which provide Sex Education do so in Years 5 and/or 6. (Statutory guidance: **Relationships and sex education (RSE) and health education, July 2025**)

Teaching about puberty and menstruation forms part of statutory Health Education. Menstruation is introduced before the later stages of primary school because periods can begin from around age eight, and pupils should be prepared before this occurs. (Statutory guidance: **Relationships and sex education (RSE) and health education, July 2025**)

Content will be revisited and developed progressively according to pupils' age, maturity and needs. Teachers may adapt sequencing where necessary in response to safeguarding concerns or emerging local needs, while ensuring parents are informed of significant changes to the published curriculum.

Responsive safeguarding content: Where emerging safeguarding needs indicate that pupils have encountered inappropriate sexual content online, including pornography or pressure to share naked or intimate images, the school may address this in an age-appropriate and sensitive way. Such teaching will focus on safety, boundaries, help-seeking and reporting and will avoid unnecessarily exposing pupils to harmful concepts. Parents will be informed of significant additions to the published curriculum and relevant materials will be made available to them

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY THE PARENTS			
NAME OF CHILD		CLASS	
NAME OF PARENT		DATE	
REASON FOR WITHDRAWING FROM SEX EDUCATION WITHIN RELATIONSHIPS EDUCATION			
ANY OTHER INFORMATION YOU WOULD LIKE THE SCHOOL TO CONSIDER			
PARENT SIGNATURE			

TO BE COMPLETED BY THE SCHOOL	
AGREED ACTIONS TAKEN FROM DISCUSSIONS WITH PARENTS	

PSHE and RSE Education – Vocabulary Progression

Year Group	Key Vocabulary
Year 1	Relationships and families: family, parent, carer, grandparent, foster parent, partner, friendship, friend, kindness, caring, sharing, helping, honesty, respect, trust, difference, unique, polite, good manners, stereotype. Safety and boundaries: private, private parts, personal space, permission, safe, unsafe, trusted adult, worried, no, stop. Health and wellbeing: physical health, mental wellbeing, healthy, unhealthy, exercise, active, sleep, hygiene, germs, medicine, sunscreen, feelings, emotions, happy, sad, angry, scared, nervous, excited, lonely. Body vocabulary: penis, vulva, vagina, testicles.
Year 2	Relationships: friendship, kindness, consideration, empathy, argument, disagreement, conflict, compromise, apology, cooperation, exclusion, bullying, loneliness, self-esteem. Safety and boundaries: personal boundary, personal space, pressure, permission, private, secret, uncomfortable, safe, unsafe, trusted adult, report, no, stop. Online safety: online, personal information, kind behaviour, unkind behaviour, online safety. Health and wellbeing: emotions, calm, choices, hygiene, exercise, healthy, medicine. Body and development: penis, vulva, vagina, testicles, nipples, body parts, baby, toddler, child, teenager, adult, growing, life cycle.
Year 3	Relationships: friendship, trust, honesty, kindness, empathy, respect, stereotype, similarities, differences, family. Safety and boundaries: body autonomy, boundary, permission, appropriate, inappropriate, safe, unsafe, uncomfortable, assertive, trusted adult, report, hazard, risk. Health and wellbeing: wellbeing, loneliness, emotions, mood, healthy diet, nutrition, balanced diet, exercise, sleep, dental health, hygiene. Developing bodies: puberty, period, menstruation, period pad, menstrual product, body odour, breasts, penis, vulva, vagina, testicles, foreskin. Science: life cycle, reproduction, mammal, offspring.
Year 4	Relationships and respect: self-worth, self-esteem, respect, inclusion, equality, discrimination, prejudice, stereotype, sexism, misogyny, racism, marriage, civil partnership. Safety and boundaries: personal boundary, body autonomy, assertive, controlling, appropriate, inappropriate, trusted adult, unsafe behaviour, harmful behaviour. Health and wellbeing: wellbeing, worry, low mood, emotions, emotional change, resilience, support. Online wellbeing: privacy, personal information, location settings, age restriction, screen time, online content, harmful content. Developing bodies: puberty, hormones, menstruation, menstrual cycle, period, period pad, menstrual products, breasts, penis, vulva, vagina, testicles, body odour.
Year 5	Relationships: healthy relationship, harmful relationship, family, same-sex parents, marriage, civil partnership, respect, equality, sexual orientation, lesbian, gay, friendship, peer pressure, assertiveness, personal boundaries. Safety: consent, permission, pressure, body autonomy, safe, unsafe, trusted adult, report, abuse, neglect. Health and wellbeing: mental wellbeing, loss, bereavement, grief, early support, tobacco, nicotine, vaping, alcohol, drugs. Online: privacy, personal data, scam, fraud, phishing, online gaming, in-game purchase, targeted content, harassment, online abuse. Developing bodies and reproduction: puberty, hormones, menstruation, menstrual cycle, period pad, tampon, sperm, egg, ovaries, fallopian tubes, uterus, womb, conception, fertilisation, pregnancy, birth.
Year 6	Relationships: healthy relationship, unhealthy relationship, harmful relationship, respect, trust, mutual, personal boundaries, body autonomy, assertive, controlling, pressure, coercion, consent, sexual orientation, lesbian, gay, marriage, civil partnership. Safety and safeguarding: trusted adult, unsafe, abuse, sexual abuse, emotional abuse, physical abuse, neglect, report, emergency services, first aid. Health and wellbeing: mental wellbeing, loneliness, loss, bereavement, grief, support, tobacco, nicotine, vaping, alcohol, drugs. Online: social media, age restriction, privacy, location settings, online permanence, targeted information, online harassment, scam, fraud, personal data, AI-generated content, manipulated image. Developing bodies and non-statutory Sex Education: puberty, hormones, menstruation, menstrual cycle, period pad, menstrual products, sperm, egg, ovaries, uterus, womb, fertilisation, conception, pregnancy, foetus, birth, sexual intercourse.

This policy document is placed on the school website and staff notice board following approval by the full governing body.

RSHE issues will be included in the induction programme for all new members of staff.

Policy Reviewed: July 2026

Next Review Date: July 2027

Reviewer: **Kirsty Rose (Milne)** PSHE and RSE Lead