




# HOLYBROOK PRIMARY SCHOOL

## RELATIONSHIPS & SEX EDUCATION (RSE) and HEALTH EDUCATION POLICY

<b>Date of issue</b>	<b>Review date</b>	<b>Date ratified by Governing Body</b>	
November 2025			
	<b>Print name</b>	<b>Signature</b>	<b>Date</b>
<b>School Leader</b>	Mr C Lloyd		November 2025
<b>On behalf of Governing Body</b>			

# **Holybrook Primary School**

## **Relationships, Sex and Health Education Policy**

### **1. Aim**

The aim of Relationships and Sex Education (RSE) and Health Education at our school is to help pupils develop self-respect, confidence and empathy and to understand the changes which happen to their body during puberty.

Pupils will learn about what makes healthy, safe and trusting relationships, focusing on family and friendships. This will include online relationships, and how to seek help if they feel unsafe. They will learn to challenge gender stereotypes and other types of discrimination.

Children will also learn about why their bodies are changing during in puberty in relation to human reproduction. This includes how babies are made and the role of parents in caring for babies. Teaching will be delivered in an age-appropriate way.

Health education at our school complements and is supported by our approach to help children to understand the importance of and how to lead healthy lifestyles through physical education, food technology, science, sport and extra-curricular activities.

### **2. Policy Development**

This policy has been developed in consultation with staff, pupils and parents as required by the Department for Education. We are committed to on-going consultation with families and stakeholders throughout the evolution of our school's relationships education programme. This process involved the following steps:

1. Review – the subject coordinator drew together all relevant information including national and local guidance
2. Staff consultation – staff had the opportunity to look at the proposed curriculum and policy and make recommendations
3. Parent consultation – parents were invited to work with us on the policy, study the proposed RSE curriculum, and give feedback
4. Pupil consultation – we spoke to pupils about the skills they would like to learn
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### **3. Statutory Requirements**

Relationships education is compulsory in primary schools from 2020, so all pupils must take part in these lessons.

Sex education is not compulsory for primary schools. However, to meet the needs of our school population, stakeholders have agreed that it is appropriate to teach some elements of sex education to pupils at Holybrook in order to prepare them for the next stage of their lives. Pupils will learn about puberty during PHSE lessons in Years 4 and 6. In Year 6, this will be in the context of how the body is preparing for making babies and how babies are conceived. Health professionals may be invited in to work with the children to better understand the process of puberty. Parents will be informed in advance if that happens. Other aspects of sex education will not be covered unless safeguarding concerns determine otherwise. Parents will be informed in advance if that happens.

Health Education lessons take place in Early Years and Foundation stage as outlined in the 'Jigsaw' scheme of work and in Years 1-6, as detailed on the PSHE 'You, Me and PHSE' Curriculum plan.

#### **4. Links to other policies and curriculum areas**

##### **4a Curriculum**

At Key Stage 2, the science curriculum includes teaching about changes to the human body as it grows from birth to old age, including puberty. This remains statutory.

Religious education links to relationships education by looking at family, values and morals, and the celebration of marriage in different traditions.

Health education, which was statutory in state funded schools from September 2020, includes teaching on feelings as they relate to mental wellbeing, the importance of friends and family, the impact of bullying, and how children can seek help if they have worries. It also requires schools to teach about the emotional and physical changes that take place during puberty.

##### **4b Policies**

The content of relationships education is supported by our anti-bullying policy, equality, diversity and cohesion policy, PHSE and safeguarding policies.

#### **5. Delivery of relationships education**

Relationships education will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the Equality Act 2010. Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

Across all Key Stages, pupils will be supported to develop the following skills as appropriate to their age:

- Communication skills
- Forming positive relationships including self-respect as well as respect and empathy for others

- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions

These skills are taught within the context of family life and friendships, in an age appropriate way. The school environment will reflect, value and celebrate the diversity of friendships and relationships. Lessons will be delivered by school staff and may be supported by other agencies such as the NSPCC and Barnardos. The sessions delivered by outside visitors will be consistent with our policy on relationships education.

Children will sometimes ask questions pertaining to relationships, sex or sexuality that go beyond what is set out in the curriculum. If questions go unanswered by school staff, children may turn to inappropriate sources of information including the internet. We will answer any questions in a way that is sensitive to children's family and faith backgrounds, appropriate to their age and understanding, and consistent with the RSE and Health policy and scheme of work. This may necessitate discussion on a one-to-one basis or in small groups, as not every child in a class will have the same type of questions. We may contact parents if we need guidance about a child's needs or if we think a child would benefit from their parents' input around a particular issue.

The Department for Education (DfE) has set out guidance on what children must learn by the end of year 6, under a series of themes. The statutory content as written by the DfE is set out below. Some themes will recur throughout school while others will be taught in the most appropriate years.

### **Families and people who care for me**

- Families are important for children growing up because they can give love, security and stability
- 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
- 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
- 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
- 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

- Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- Most friendships have ups and downs, and 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, managing conflict, how to manage these situations and how to seek help or advice 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), or make different choices or have different preferences or beliefs
- 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
- In school and in 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
- Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- The importance of understanding of diversity in relationships, including referencing LGBTQ+ lives in a sensitive way
- The importance of permission-seeking and giving in relationships with friends, peers and adults

### **Online relationships**

- People sometimes behave differently online, including by pretending to be someone they are not
- The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- Rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information including awareness of 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)
- Privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- 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) whom 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 or 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 get advice e.g. family, school and/or other sources

## **6. Roles and responsibilities**

### **6.1 The governing body**

- The governing body will approve the RSE and Health policy, and hold the head of school to account for its implementation.

### **6.2 The head of school**

- The head of school is responsible for overseeing the implementation of the RSE curriculum across the school, and for managing requests to withdraw pupils from non-statutory sex education lessons, if applicable.

### **6.3 The subject co-ordinator**

- The subject coordinator is responsible for ensuring that the teachers are fully prepared for delivering the RSE and Health Curriculum and for identifying staff training needs.
- They will ensure that RSE is taught consistently across the school.
- They will keep up to date with the latest government legislation and disseminate this to staff.
- Continue to collect pupil, staff and parent feedback on the effectiveness of the RSE curriculum.

### **6.4 Staff**

Staff are responsible for:

- Delivering relationships in a sensitive way, taking account of pupils' family and faith backgrounds
- Modelling positive attitudes to relationships education, as with any other subject

- Monitoring children's learning in order to ensure they make progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory sex education lessons, if applicable.

Staff do not have the right to opt out of teaching relationships education. Staff who have concerns about teaching this subject are encouraged to seek support.

## **6.5 Pupils**

Pupils are expected to engage fully in relationships education lessons and treat others with respect and sensitivity, as we expect all the time in school.

## **7. Parents' right to withdraw their children from lessons**

Parents have the right to withdraw their children from sex education lessons taught as part of the relationships education or PSHE curriculum, therefore teachers will give parents notice of when sex education will begin in lessons.

Requests for withdrawal should be put in writing and addressed to the head of school. A copy of withdrawal requests will be placed in the pupil's file on CPOMS so that parents' wishes are on record. Alternative work will be given to pupils who are withdrawn from sex education.

Primary schools are required to teach the elements of sex education contained in the science curriculum and there continues to be no right to withdraw from these lessons.

## **8. Training**

Staff are trained on the delivery of relationships education as part of their induction and it is included in our continuing professional development calendar.

The head of school will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE. The sessions delivered by outside visitors will be consistent with our policy on relationships education.

## **9. Monitoring arrangements**

The delivery of RSE is monitored by the PSHE coordinator through agreed monitoring arrangements, such as planning scrutiny and learning walks.

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

This policy will be reviewed by the Head of School, annually. At every review, the policy will be scrutinized and ratified by the governing board.

## **10. Appendices**

Holybrook's Relationship and Health Education (RHE) Overview, Including Sex Education

