



Health, Relationships and Sex Education Policy

Approved by: RAPS Governing Body

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1. Aims

The aims of health, relationships and sex education ((H)RSE) at our school are to:

- Help children to keep themselves safe and understand what is age-appropriate or not – both on and off-line
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development
- Ensure children know how to keep themselves healthy including exercise, hygiene, diet and mental health
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To support our school's ethos and aims – particularly: our school being a place where children recognize and celebrate difference and helping children to be fully aware of their rights as young people while equally respecting the rights of others.

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We teach the elements of sex education contained in the national science curriculum. Roger Ascham Primary School believes that children have the right to be prepared to live a healthy, safe, fulfilled and balanced life and recognise that health education, relationships education and the aspects of sex education within the national curriculum contribute to this.

In teaching (H)RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#) and as endorsed by the Local Authority.

This policy has also been informed by section 149 of the [Equality Act 2010](#) which sets out the public sector equality duty and applies to all state funded schools. At Roger Ascham Primary School we teach (H)RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance to revise our current policy
2. Staff consultation – school staff are given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and interested parties are given the opportunity to look at the policy and make comments
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

(H)RSE is about the emotional, social and cultural development of pupils, and involves learning about different family structures, healthy relationships, personal hygiene including in puberty, healthy lifestyles, diversity and personal identity.

(H)RSE involves a combination of sharing information, and exploring issues and values.

5. Curriculum

Our curriculum will be set out on the school website but we may need to adapt it as and 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 appropriate manner so they are fully informed and don't seek answers online.

6. Delivery of (H)RSE

(H)RSE is taught within the Personal, Health, Social, Economic (PHSE) education curriculum. Biological aspects of (H)RSE are taught within the science curriculum.

Sex education will focus on the content of the National Curriculum for Science. In the upper juniors children will learn about:

Understanding changes in puberty – girls and boys will both learn what happens to both girls and boys, although they will not necessarily learn these things together in the same room at the same time

Using the correct anatomical language for genitalia

Sexual reproduction in animals including humans

Health education focuses on:

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Appendix 1 gives an overview of the different aspects of Relationships Education

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. Not all families look the same. Children will know that families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. We will also reflect sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

All types of relationships will be taught in a sensitive and age-appropriate way, recognising that not all sectors of our community are in agreement with all of these types of relationship or family structures. Teachers may acknowledge this using the following script:

“The law in this country allows and respects the right of people to live in different types of family structure. For example, you may come across families where two men or two women have chosen to live together or marry and bring up children together or where there is only one parent. These families are valued under the law in this country and we respect the rights of people to live in different families. If we meet children who live in different sorts of families to those we are familiar with, it is wrong to say bad things about them or to bully them. Like all of our parents and all of our families, we are all entitled to the same respect as everyone else.”

For more information about our curriculum, our curriculum map will be published on the school website.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the (H)RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that (H)RSE is taught consistently across the school.

7.3 Staff

Staff are responsible for:

Delivering (H)RSE in a sensitive way

Modelling positive attitudes to (H)RSE

Monitoring progress

Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching (H)RSE. Staff who have concerns about teaching specific lessons are encouraged to discuss this with the headteacher.

The school's phase leaders hold joint responsibility for delivery of (H)RSE. They are Mrs Desoer, Mrs Bull and Mr Sadiq.

The school's Designated Safeguarding Lead is Ms Natai.

7.4 Pupils

All pupils are expected to engage fully in (H)RSE and, when discussing issues related to (H)RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships and health education.

Parents do not have the right to withdraw their children from the elements of sex education that are taught as part of the science curriculum.

We do not deliver a sex education curriculum that goes beyond the national curriculum for science. However, we can direct parents of children in Years 5 and 6 to high quality, age appropriate learning materials that will support their children's learning and understanding.

9. Dealing with difficult questions

Teaching in these subjects should allow appropriate opportunities for pupils to ask questions to check and test their understanding.

Most questions will be relevant to what the teacher has explained, and generally questions should be welcomed – pupils should not feel penalised or censored for asking sensible or relevant questions, even if they are occasionally awkward.

Sometimes, pupils may ask questions which go beyond what the teacher has planned and may stray into sensitive territory.

There is no single way to address all such questions – some may be handled straightforwardly for the whole class to hear.

If a question asks for personal information or personal views from the teacher, it may often be appropriate to direct the focus back to the topic and examples given. Teachers should not offer personal views or information personal to themselves. The focus should be on the subject matter planned and agreed for teaching by the school. This can be set out in ground rules at the start of lessons.

Some questions may relate to Sex Education which the school may not be teaching, or not yet. These should generally not be answered in front of the whole class.

Strategies for dealing with difficult questions include offering a word outside the lesson, referring to another more senior member of staff, offering a simple 'holding' answer and mentioning the question to parents at the end of the day.

Teachers should be mindful that a question may occasionally raise a possible safeguarding concern, and the school's safeguarding process should be followed in such cases.

10. Training

Staff will be trained on the delivery of (H)RSE either as part of their induction or as part of a planned programme of professional development.

The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching (H)RSE.

11. Monitoring arrangements

The delivery of (H)RSE is monitored by members of the senior management team through:

Team meetings, planning scrutinies, learning walks, book scrutinies etc.

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

This policy will be reviewed by the Headteacher and Local Governing Body every 2 years. At every review, the policy will be approved by Local Governing Body.

Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children 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	<ul style="list-style-type: none"> • 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, 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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 • That 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 • About 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 permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by 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 including when we are anonymous • The 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	<ul style="list-style-type: none"> • 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; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe 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 eg. family, school and/or other sources

