

# Chesterton Primary School

## Relationships, Health and Sex Education policy November 2024

Policy to be reviewed: November 2025



**Chesterton**  
PRIMARY SCHOOL



The Active Learning Trust  
ACTIVE LEARNERS · ACTIVE LEADERS · ACTIVE CITIZENS

## Rationale and Ethos

We believe Relationships Education is learning about emotional, social and physical aspects of our lives, about ourselves and our relationships. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips pupils with information and skills they need to understand about themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help pupils to develop skills to keep themselves and others safer, physically and emotionally, both on and off line. Relationships Education enables pupils to explore their own attitudes and those of others respectfully. Relationships Education makes a major contribution to fulfilling our school's vision and values which are Ready, Respectful, Resilient and Safe.

We ensure our RHSE teaching fosters gender equality and LGBT+ equality and is in line with our No Outsiders ethos. This policy sets out the framework for our relationships, health and sex curriculum, providing clarity on how it is informed, organised and delivered. We deliver Relationships Education as part of our wider provision of Personal, Social, Health and Citizenship Education (PSHCE), which also includes statutory Health Education.

The aims of Relationships Education are further supported by interventions, extracurricular and enrichment activities we provide. For example, social skills interventions, Anti-bullying week, Pro-social recognition and work with the NSPCC.

For the purpose of this policy, we define **relationships and sex education** as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality. We define **health education** as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

## Curriculum Intent

At Chesterton, we prioritise the holistic development of children. We believe that it is important for children to feel good and confident about themselves and as a team, we understand the importance of teaching children how to listen to others and respect their opinions, as well as understand that others have feelings and needs. We strive to nurture positive, proactive, and confident members of a community that understand the importance of a healthy lifestyle and the ability to keep themselves and others safe. Developing positive friendships and relationships is highly encouraged, and we teach children how to effectively communicate their feelings and concerns while showing care and responsibility.

Through the delivery of Relationships Education we intend to further our school's aims of providing a curriculum which is relevant to the needs of pupils, both now and in the future. It will enable pupils to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

## Roles and Responsibilities

Governors will:

- Ensure all pupils make progress in achieving the expected educational outcomes
- Ensure the curriculum is well led, effectively managed and well planned
- Evaluate the quality of provision through regular and effective self-evaluation
- Ensure teaching is delivered in ways that are accessible to all pupils with SEND
- Provide clear information for parents on subject content and their rights to request that their children are withdrawn
- Ensure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations

The Senior Leadership Team will:

- Oversee the overall implementation of this policy
- Ensure staff are suitably trained to deliver the subjects
- Ensure that parents are fully informed of this policy

- Review requests from parents to withdraw their children from the subjects
- Discuss requests for withdrawal with parents
- Organise alternative education for pupils, where necessary, that is appropriate and purposeful
- Report to the governing board on the effectiveness of this policy

Class teachers will:

- Deliver a high-quality and age-appropriate curriculum in line with statutory requirements
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils
- Ensure they do not express personal views or beliefs when delivering the programme
- Model positive attitudes to relationships, health and sex education
- Respond to any safeguarding concerns in line with the Safeguarding and Child Protection policy
- Act in accordance with planning, monitoring and assessment requirements for the subjects
- Liaise with the SENCo to identify and respond to individual needs of pupils with SEND
- Work with the Senior Leadership Team and Subject Leaders to evaluate the quality of provision

Parents/Carers will:

- Support school staff to shape the curriculum for relationships, health and sex education
- Communicate openly and constructively with school staff regarding relationships, health and sex education
- Attend, or contribute to, any consultation or information sessions regarding the delivery of relationships, health and sex education

### **Legislation (statutory regulations and guidance)**

Current regulations and guidance from the Department for Education state that from September 2020, all primary schools must deliver relationships education. The parental right to withdraw pupils from RSE remains for aspects of sex education which are not part of the Science curriculum.

Documents that inform the schools' RHSE policy include:

- Learning and Skills Act (2000)
- Section 80A of the Education Act (2002)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21<sup>st</sup> century (2014)
- Keeping Children Safe in Education – Statutory Safeguarding guidance (2016)
- Children and Social Work Act (2017)
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education

### **Curriculum Design**

Our RHSE programme is an integral part of our whole school PSHE provision and has been organised in line with the statutory requirements outlined in the DfE statutory guidance. Schools are free to determine, within the statutory curriculum content outlined by the DfE, what pupils are taught during each year group. We have considered the age and development of pupils when deciding what will be taught, and have planned a progressive curriculum, supported by SCARF lesson plans and resources, such that topics are built upon prior knowledge taught in previous years as pupils progress through school.

## Inclusion

In relation to those with special educational needs or disabilities, we ensure our Relationships Education programme provides for those with additional needs. We recognise that those with SEND are often more vulnerable to sexual harassment and abuse and that we need to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer. We consider:

- their level of vulnerability to coercion and pressure
- their previous experience of negative behaviours in peer or child-adult relationships
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and parents/carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

## Equality

The Equality Act 2010 has special resonance in Relationships Education. Through this area of learning we seek to develop key interpersonal skills such as respect and empathy which enable pupils to understand the rights and responsibilities we all have towards one another. We strive to ensure that every child feels valued and represented in our school as a whole and specifically through our Relationships Education provision.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

We will ensure that our provision of Relationships Education is not only equally accessible and inclusive for all pupils with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

## Relationships and Health Education

The tables below have been taken from the DfE statutory guidance document, and provide an overview of the required learning for relationships and health education throughout primary years (Reception to Year 6)

Relationships education: by the end of primary school, pupils should know:	
Families and people who care for me	<ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability</li><li>• 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</li><li>• 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</li><li>• 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</li><li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>

<p>Caring friendships</p>	<ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>
<p>Respectful relationships</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• the conventions of courtesy and manners</li> <li>• the importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
<p>Online relationships</p>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• how information and data is shared and used online</li> </ul>
<p>Being safe</p>	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• where to get advice e.g. family, school and/or other sources</li> </ul>

Health education: by the end of primary school, pupils should know:

<p>Mental wellbeing</p>	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</li> <li>• that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</li> </ul>
<p>Internet safety and harms</p>	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</li> <li>• why social media, some computer games and online gaming, for example, are age restricted</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> <li>• where and how to report concerns and get support with issues online</li> </ul>
<p>Physical health and fitness</p>	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</li> <li>• the risks associated with an inactive lifestyle (including obesity)</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul>
<p>Healthy eating</p>	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>• the principles of planning and preparing a range of healthy meals</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> </ul>

Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>
Health and prevention	<ul style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> <li>the facts and science relating to immunisation and vaccination</li> </ul>
Basic first aid	<ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary</li> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries</li> </ul>
Changing adolescent body	<ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>about menstrual wellbeing including the key facts about the menstrual cycle</li> </ul>

## Sex Education

The primary curriculum for Science includes relevant content related to sex education, which is a statutory requirement for schools to deliver. In brief, this teaches pupils about: the main external body parts, the human body as it grows from birth to old age (including puberty), and reproduction in some plants and animals.

Sex education beyond these elements of the Science curriculum is non-statutory for primary schools, so there is not a prescribed programme of study that schools must follow. As per the rest of our PSHE curriculum, our sex education will be taught through the SCARF programme, which is regularly reviewed and updated to remain relevant and in line with best practice.

## Curriculum Delivery

The delivery of relationships, health and sex education coincide with one another and will be delivered by class teachers as part of the school's PSHE curriculum and, where relevant, the Science curriculum. Where objectives relate directly to online safety, these will also be delivered and/or reinforced during Computing and ICT lessons.

In each year group, appropriate resources, including diagrams, videos, books, games, will be used to assist learning, alongside discussion and practical activities. At the discretion of the class teacher, pupils may, on occasion, be taught in gender-segregated groups, dependent upon the nature of the topic being delivered. When planning lessons, the class teacher will establish what is appropriate for one-to-one and whole-class settings, and plan their lessons accordingly. At all times, pupils will be encouraged to engage in discussion and ask questions, which will be answered sensitively, honestly and with due regard to the pupil's age and understanding.

## Safe and Effective Practice

We understand our responsibilities in relation to the Equality Act 2010; specifically, that we must not unlawfully discriminate against any person because of their age, sex or sexual orientation, race, disability, or religion/belief. The teaching of our relationships, health and sex education curriculum reflects these requirements set out in law so that pupils understand what the law does and does not allow, and the wider legal implications of the topics that are being taught.

All staff teaching RHSE will be supported by their Key Stage Lead, the Subject Leaders and the Senior Leadership Team. Additional support staff will be deployed to support sessions as needed. Teachers will ensure a safe learning environment by agreeing ground rules with pupils in their class, which are underpinned by our whole school rules. Pupils' questions will be answered and sensitive issues will be handled by our highly skilled staff who will link all responses to the relevant aspect of the curriculum. Pupils will be able to raise questions anonymously through the use of 'Question boxes' outside each classroom and AfL strategies such as 'Snowballs'.

We will ensure that all teaching and materials are appropriate for the ages of the pupils, their developmental stages and any additional needs, such as SEND. Curriculum plans will: provide appropriate challenge for pupils; be differentiated for pupils' needs; give an equal focus to boys and girls; support the reduction of stigma, particularly in relation to mental wellbeing; encourage openness through discussion activities and group work; challenge perceived views of protected characteristics through exploration of, and developing mutual respect for, those different to themselves.

### **Safeguarding**

Confidentiality within the classroom is an important component of relationships, health and sex education, and teachers will respect the confidentiality of their pupils as far as is possible. However, teachers are aware that effective RHSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue; they understand and acknowledge their responsibility to report any concerns or disclosures that indicate potential abuse to the Designated Safeguarding Lead as per the schools' Safeguarding and Child Protection policy. Pupils will be informed of the schools' responsibilities in terms of confidentiality and will be supported to understand what action may be taken regarding any concerns that they share.

**All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.**

Sexually Active Pupils: There are extremely rare occasions where a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The designated member of staff will follow Safeguarding Procedures and seek advice from the DSL.

### **Engaging stakeholders**

We recognise the vital role of parents and carers in supporting their children to learn about relationships, health and sex. We intend to give parents and carers every opportunity to understand what we are teaching in the relationships, health and sex education curriculum, and to be consulted with, and offer feedback on, the curriculum content and delivery. Our engagement with parents may include: RHSE policy shared via Arbor and posted on the schools' websites; informal discussion and overview at a parent forum; Parent Information sessions to enable parents to view materials and resources; and where applicable, knowledge organisers are sent home in advance and parental feedback questionnaires. Any general queries regarding the delivery of relationships, health and sex education should be directed in the first instance to the class teacher.

### **The right to be withdrawn**

As per the DfE statutory guidance, parents and carers have the right to request that their child be withdrawn from all or part of the non-statutory sex education curriculum. N.B. this right to be withdrawn does not apply to relationships education, health education or the biological aspects included in national curriculum science, which are statutory requirements and will be taught as per the DfE outlines above. Any requests to be withdrawn from non-statutory sex education must be made in writing to the Head of School at the earliest opportunity.

Any such request will automatically be granted, but the Head of School will request to meet with the parent/carer to discuss their request, to ensure that their wishes are understood, and to clarify the nature and purpose of the curriculum; if appropriate, this discussion may also include conversation with the pupil. The Head of School will also



discuss with the parent/carer the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, possible social and emotional effects of being excluded. The Head of School will keep a written record of the discussion, and will ensure that the pupil receives appropriate alternative education during the delivery of non-statutory sex education.

### **Monitoring, reporting and evaluation**

Teachers will critically reflect on their work in delivering RHSE through key stage meetings, informal professional discussions and coaching sessions. Curriculum effectiveness will be evaluated as per the school's cycle for monitoring of teaching and learning, which will include review of lesson planning, lesson observation, and work scrutiny. Pupils will have opportunities to review and reflect on their learning during lessons, including referring back to and making links with prior learning. Pupil voice will be influential in adapting and amending planned learning activities and resources used to ensure they remain relevant, engaging and purposeful.

### **RHSE policy review date**

This policy will be monitored and reviewed by the Head of School and Local Governing Body. This policy will be reviewed every two years - or more frequently if legal or statutory frameworks change. Policy review will take into account feedback from parents and carers, pupils and staff, as well as any changes to legal and statutory frameworks.