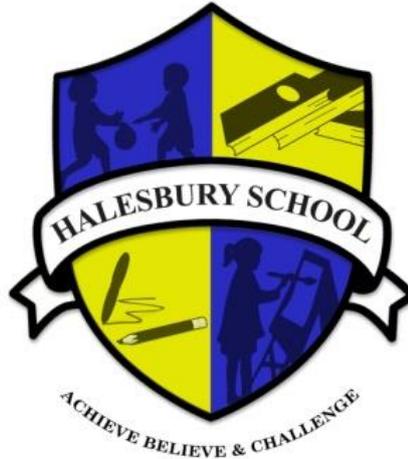


HALESBURY SCHOOL



Relationships, Sex and Health Education (R.S.H.E) Policy

Responsibility of	Head Teacher
Review frequency	Annually
This version agreed	November 2025
Next review date	July 2026

1. Introduction

This policy covers our approach to PSHE (Personal, Social, Health, and Economic education) and RSHE (Relationships, Sex and Health Education) at Halesbury.

Both Relationship Education and Health Education are now statutory parts of the PSHE curriculum. This policy aims to set out the purpose of PSHE and RSHE, our intended outcomes for pupils, what we cover in our curriculum, and how it is delivered.

PSHE (Personal, Social, and Health Education) is the subject in which children develop the relevant skills, attributes and knowledge required to remain healthy, proactive and safe members of the community. It provides children with essential qualities and skills that allow them to be productive and contributing individuals both within, and beyond the walls of our setting.

At Halesbury, one of our main priorities is the wellbeing, safety and happiness of the children in our care. These are integral to our curriculum, as well as the core elements that our school vision and mission have been shaped around.

Staff are committed to nurturing our young people to become responsible individuals who can work collaboratively and demonstrate a positive mind set, by valuing each child and providing them with support at every step of their journey towards achieving their full potential.

2. Aims

All schools must provide a curriculum that is broad, balanced, and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school, and of society.
- Prepares pupils at the school for the opportunities, responsibilities, and experiences of later life.

The aims of Relationships and Sex Education (RSE) that Halesbury provides, is intended to:

- Meet the statutory requirements of national guidance on RE/RSE (Relationships Education/Relationships and Sex Education.)
- Provide opportunities for sensitive discussions to take place.
- Support our pupils through managing changes – including transition, loss and puberty.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Help pupils understand and respect different types of relationships and recognise safe and unsafe relationships.
- Create a positive culture around the issues of sexuality and relationships.

- Enable pupils to make informed and responsible decisions about their relationships, health and well-being.
- Have an understanding of the physical aspects of reproduction, contraception and sexual health as appropriate to age and the cognitive ability of the individual pupil.
- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- Know how the law applies to a range of topics including alcohol, drugs, sex and consent.
- To develop an understanding of how social networks/media portray body image and sexuality.
- Prepare pupils for adult life.

Relationships and Sex Education (RSE) is part of our wider PSHE curriculum, which is designed to:

- Enable children to know what a healthy lifestyle is, and how to maintain their physical, mental and emotional health and wellbeing
- Develop and raise the self-esteem of all
- Address issues of safety, offering strategies to respond to dangerous or emergency situations
- Allow pupils to identify and manage a range of emotions
- Promote respect for equality and diversity
- Provide an understanding of cause and effect; knowing that our behaviour has consequences
- Create responsible members of the school and wider community, who actively respect and protect our environment
- Help our pupils to make informed choices
- Prepare our pupils for life beyond Halesbury
- Develop skills that will help them become aware of their role as citizens

3. Curriculum content and provision:

We use the curriculum delivery model set out from the PSHE Association, which clearly outlines the RSHE requirements and how this overlaps into the existing PSHE content.

This curriculum enables us to have some flexibility within our delivery, taking into account the age, special educational needs and feelings of all our 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.

PSHE (incorporating RE in the primary sector) is delivered throughout school as outlined below:

- A weekly timetabled teaching session

- Providing cross curricular links within other subjects where possible
- Assemblies
- Dedicated enrichment days/ school events
- Circle time
- Educational visits
- External visitors providing talks, discussions and workshops

PSHE

We use the curriculum delivery model set out from the PSHE Association, which clearly outlines the PSHE and RSHE requirements, and how this will overlap into the existing PSHE content. It supports teachers in planning quality lessons that align with both statutory guidance, and the PSHE Association Programme of Study.

This curriculum enables us to have some flexibility within our delivery, considering the age, special educational needs and feelings of all our 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.

Relationships, Sex and Health Education

Our pupils work within a diverse range of cognitive abilities and therefore it is appropriate to deliver an RSHE curriculum in line with their developmental needs. Whilst following a spiral curriculum model, we revisit key topics and sensitive subjects frequently. As such, we reference both the Primary and Secondary content of RSHE.

At Primary level (Key Stage 1/2)

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

At Secondary level (Key Stage 3/4/5)

Families
 Respectful relationships, including friendships
 Online safety and awareness
 Being safe
 Intimate and sexual relationships, including sexual health

Sex Education - Primary

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

The national curriculum for science also includes subject content in related areas,

such as 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. It will be up to Halesbury School to determine whether we cover any additional content on sex education to meet the needs of our pupils.

The Department for Education continues to recommend 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 we choose to teach elements of sex education, we will allow parents a right to withdraw their child – see below.

Relationships and Sex Education (RSE) - Secondary

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. It also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. Many teachers use approaches such as setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously.

Alongside being taught about intimate relationships, pupils should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy.

Pupils may be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way.

It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens. Pupils should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs.

Key aspects of the law relating to sex must include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy. Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, will be addressed sensitively and clearly. We will also address the physical and emotional damage caused by female genital mutilation (FGM) when appropriate.

As well as addressing this in the context of the law, pupils may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk.

Internet safety should also be addressed. Pupils should be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils must have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

Key Stage 3,4 and 5

Whilst PSHE continues to permeate much of the curriculum RSE is covered as a discrete topic area.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online safety and awareness
- Being safe
- Intimate and sexual relationships, including sexual health

Those areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of pupil's 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).

There is a strong emphasis on staying safe as many of our pupils are vulnerable. Pupils are taught to make good choices and well-informed decisions about their personal safety including online safety. They are encouraged to think about the

choices they have made and accept responsibility for the choices and consequences of their actions.

We use a wide range of adapted resources and SEN schemes of work. Some are listed below. This is not a definitive list.

- Use of signs and symbols – Communication in print/Widget/Makaton.
- Odd socks and anti-bullying resources.
- Life support productions (You, your body, growing up, relationships and sex).
- Resources from PSHE Association.
- NSPCC Pants activities.
- SEN Teen issues.
- www.brook.org.uk
- Puberty and sexuality for young people with a learning disability
- Family Planning Association.
- Tom and Ellie Resource books- dealing with aspects of sexuality/toileting/puberty.
- Loudmouth Education & training through theatre.

4. Relationships Education as part of the wider curriculum

Relationship and Sex Education is delivered as part of the school's wider PSHE curriculum. There will also be the opportunity for cross-curricular learning in other subject areas (for example Science and PE), which we believe contribute significantly to pupil's knowledge and understanding of their own bodies, and how they are changing and developing.

All pupils should be given the opportunity to participate fully and have the chance to reflect and build upon their learning.

Our PSHE and RSE curriculum is available to view by contacting the Assistant Head Teacher.

5. Statutory requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education, and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

6. Equality:

The DfE Guidance 2019 (p. 15) states, “Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...

...they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum”.

At Halesbury School we promote respect for all and value every individual child. We also respect the right of our children, their families, and our staff, to hold beliefs (religious or otherwise) and understand that sometimes these may be in conflict with our approach to some aspects of PSHE/RSHE. In these cases, special consideration will be given to the content of lessons, and will be approached sensitively on a case-by-case basis.

7. Links with Other Policies:

This document links to the following policies:

- Safeguarding and Child Protection Policy
- Behaviour Management Policy
- Careers Policy

8. Roles and Responsibilities

Governors are responsible for ensuring that Halesbury fulfils its’ statutory duty in providing RSE education in line with government guidelines.

8.1 Head teacher

The Head teacher is responsible for ensuring that PSHE and RSE is taught consistently across the school, and for managing requests to withdraw pupils from the non-science components of RSE (see Section 9).

8.2 Staff

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and RSE
- Using correct medical terms for genitalia
- Monitoring progress
- Informal assessments throughout each PSHE and RSE lesson.
- Pupils’ development in PSHE and RSE to be reported to class teachers for parent/teacher consultations

- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE

8.3 Pupils

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

9 The role of parents/carers

The school is well aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- Inform parents about the school's RSE and practice through yearly meetings;
- Answer any questions that parents may have about the sex education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for sex education in the school;
- Encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary;
- Inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

Parents right to withdraw

As stated by the Department for Education in statutory guidance published June 2019, parents/carers have the right to withdraw from some, or all of sex education delivered as part of statutory RSE. Parents have the right to withdraw their children from the non-science components of sex education within RSE up and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in **Appendix 1** of this policy and addressed to the Head Teacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Head teacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils withdrawn from sex education.

10. The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular,

members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme.

11. Training

Staff are trained on the delivery of PSHE and RSHE as part of their job role and it is included in the school's continuing professional development.

Visitors from outside school, such as school nurses or sexual health professionals are invited to provide support and training to staff teaching RSHE.

12. Monitoring arrangements

The delivery of PSHE and RSHE is monitored by the Head Teacher through:

- Learning walks
- Lesson Observations
- Book trawls
- This policy will be reviewed annually.

The governing body monitors the impact of our PSHE and RSHE policy on an annual basis. The governing body gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the Head teacher to keep a written record, giving details of the content and delivery of our sex education programme.

