



HARLINGTON LOWER AND SUNDON LOWER SCHOOLS

Relationships and Sex Education and Health Education Policy

Approved by Local Governing Committee: February 2026

Next review: February 2029

Aims and Objectives of the policy

This policy is a working document which provides guidance and information on all aspects of PSHE (Personal, Social and Health Education) and RSE (Relationships and sex education) in the school for staff, parents/carers and trustees. Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, friendships, human sexuality and sexual health. RSE will be taught in the context of relationships.

Statutory Requirements

Although PSHE is a non-statutory subject, there are aspects of it we are required to teach.

We must teach Relationships Education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance.

We must teach health education under the same statutory guidance.

Relationships Education and Health Education are compulsory in all primary schools. As a Lower School, we teach both Relationships and Health Education. We do not teach sex education.

INTENT

Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE) help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. At The Harlington and Sundon Academy Trust, our PSHE/RSE curriculum will support the moral, cultural, mental and physical development of our pupils and prepare them for the opportunities, responsibilities and experiences in school and later in life. We believe that children should be given opportunities to engage with current issues so that they can make clear informed choices about new challenges and critical opportunities that will arise as they grow up and become responsible adults.

Our curriculum provides children with a wide range of learning opportunities and experiences across and beyond the classroom. Children are encouraged to contribute fully to the life of their school and community. Children will learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. Children will have a clear understanding of their role as a citizen, not only in school but in the wider community.

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language or special needs, or whether they are disadvantaged or looked after children. It is our intention that all children have the opportunity to receive RSE appropriate for their age and physical development with adaptive provision if required.

Our PSHE/RSE Curriculum is designed to allow each child to:

- recognise their own worth and develop their confidence, responsibility and ensure they make the most of their abilities;
- work well with others and prepare them to play an active role as citizens;
- develop positive, healthy relationships and respect for others;
- develop resilience;
- encourage them to develop good relationships and respect for the differences between people;
- know and understand what constitutes a healthy, safe lifestyle, both physically and mentally;
- develop online and offline safety awareness;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social situations.

IMPLEMENTATION

Our scheme of work offers a broad, balanced, rich and vibrant curriculum that provides challenging pathways to achievement for all learners and leads to outstanding curriculum provision. Children are taught about drug education, financial education, relationship education and the importance of physical activity and diet for a healthy lifestyle. This prepares our pupils for the opportunities, responsibilities and experiences of later life.

The curriculum will be taught with the consideration of the needs of all learners. Our curriculum will be exciting and will inspire children to nurture a passion for learning.

It is a statutory requirement for all primary schools to deliver Relationships Education and Health Education from September 2020. DfE Guidance on these requirements can be viewed [here](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf).

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

It is not a statutory requirement to deliver sex education at primary phase, other than that which is required within National Curriculum of Science. Elements of related content, such as growing up/changes are covered in the lower key stage 2 curriculum.

In Relationships Education, we cover the following themes:

Key Stage 1 – communication, bullying, fairness, family and friends

Key Stage 2 – communication, collaboration, bullying, similarities and differences, healthy relationships

In Early Years, children will work towards achieving Early Learning Goals in Personal, Social and Emotional Education. These will be delivered through the Early Years curriculum. They

will also be delivered through structured playtimes, social times, visits, stories, videos, role play and assemblies.

Relationships Education includes the teaching of puberty. This will be taught in Year 4 at an age appropriate level and the children will learn about the changes their body may go through as they approach puberty, as well as the importance of maintaining personal hygiene during puberty. Teachers and pupils will agree ground rules by which the sessions will be taught. Pupil's questions will be answered honestly and frankly, using the correct terminology. Staff are advised to seek advice from colleagues and parents if they are in doubt as to how to respond to an issue. Staff are aware of the sensitive nature of such topics and respect the different cultures within our community.

Parents are welcome to view any of the resources used as part of our PSHE/RSE curriculum approach. Please contact the school to arrange this.

Organisation and Curriculum Design

An effective Relationships Education should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and Citizenship. At the Harlington and Sundon Academy Trust, RSE, as identified above, will be delivered through PHSE/RSE scheme of work during timetabled sessions each week.

RSE is normally delivered by class teachers in mixed gender groups. Active learning methods which involve children's full participation are used.

IMPACT

Our curriculum design should lead to excellent progress for all pupils, regardless of their starting points, over time. Planned learning will progressively build on prior knowledge and understanding and support children in producing outcomes of the highest quality.

We will ensure that the curriculum is regularly monitored and reviewed by the subject leader. The learning and outcomes will be monitored, and feedback will be given around what is going well and areas for improvement.

As part of our reporting process to Trustees, the subject leader will report on any appropriate monitoring of PSHE, including RSE.

SPECIFIC ISSUES WITHIN RSE

Sensitive Issues

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias, following the principles of our school values and ethos. Topics are presented using a variety of views and beliefs that are reflective of the school community which we serve and wider society. This ensures that pupils are able to explore and form their own opinions, but also respect others that may have different opinions and life experiences.

Dealing with Questions

Questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later, especially if the question is not deemed to be appropriate for the age of pupils or the theme being delivered. Where appropriate, teachers will try to answer a question in an age appropriate way.

The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead if they are concerned with any questions which pupils ask and may lead them to believe there is a safeguarding concern.

Teachers will make use of ground rules within all RSE sessions to ensure that a safe learning environment is achieved to allow pupils to explore and discuss topics in an appropriate way, yet also be clear on expectations around inappropriate questions or unintended disclosures.

Parental right of withdrawal

Our school seeks to work in partnership with parents and carers to provide age-appropriate and effective Relationships Education to children. Our programme of study aims to complement and support the role of parents as first teachers of their children.

There is **no** parental right of withdrawal from Relationships Education or Health Education.

Parents have the right to remove their child from sex education lessons. However, we do not teach sex education as a Lower School.

Parents will be informed when the Year 4 teaching about puberty takes place. Prior to the lessons taking place, information sessions for parents will be held in order to share the materials and resources to be used in lessons.

Parents who are concerned about these lessons should arrange to speak to the Headteacher.

Safeguarding and Confidentiality

Teachers conduct RSE lessons in a sensitive manner and with the needs of pupils at the fore. Teachers are aware that effective RSE which brings an understanding of what is and is not appropriate in relationships can lead to a disclosure of a child protection issue. If a child makes a disclosure, then the teacher will take the matter seriously and deal with it as a matter of Child Protection.

If the teacher has any concerns, they will record their concerns and inform the Designated Safeguarding Lead as a matter of urgency following school policy and protocol.

Inclusion

It is our intention that all children have the opportunity to experience a programme of Relationships Education which is appropriate for their age, physical and cognitive development, with differentiated provision if required. We aim to ensure that our programme is accessible to all pupils, including any pupils with special educational needs or disabilities. In teaching Relationships Education, we also understand the importance of equality and respect and the duties placed upon us by the Equality Act 2010.

MONITORING AND REVIEW

It is the responsibility of the Headteacher and the subject leader to monitor the PSHE curriculum and its delivery. Staff should annotate plans and these will be collated together by the subject lead. Any future adjustments will be identified.

We will take into consideration parents' comments, although we may not be able to change the policy.

The PSHE/RSE guidance should be read in conjunction with:

- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)
- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and the school's Equality Policy and Equality Objectives
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural education (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools



We support children in becoming well rounded individuals where they naturally demonstrate the values of the school in all aspects of their lives.