



Relationships, Sex and Health Education Policy

Policy Area	Curriculum
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Status	Awaiting consultation and approval
Category	School Specific
Implementation Date	Autumn 2021
Review Cycle	Biennial
Next Review Date	Autumn 2026
Related Policies/ Documents	<ul style="list-style-type: none"> ● Religious Education Policy ● Collective Worship Policy ● Safeguarding Policy ● Health and Safety Policy ● Behaviour Policy ● E Safety

Document Control

Date	Version	Comments
Autumn 2021	V1	Approved
Autumn 2025	V2	Draft

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Intent

RSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives. RSHE is enhanced by a supportive Christian school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

Statutory and Legal Requirements

Current regulations and statutory guidance from the Department for Education (DfE) state that Relationships & Health Education must be taught in all primary schools in England from September 2020. This guidance was updated in July 2025 for implementation from September 2026.

Sex education is not compulsory in primary schools, but the DfE recommend that primaries teach sex education in Years 5 and/or 6, in line with content about conception and birth, which forms part of the National curriculum for science. The National curriculum for science 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.

The statutory guidance document has been reviewed to ensure that our school policy and approach are in line with statutory requirements and established best practice. Information on statutory requirements, including the current statutory guidance document from the DfE, can be found in [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

As an academy, we must provide Relationships & Sex Education to all pupils in line with the Children and Social Work Act 2017.

In teaching RSE in our school, we must have regard for guidance issued by the Secretary of State, as required by the Education Act 1996.

Legislation and guidance documents that inform our school's RSE policy include:

- Education Act (1996).
- Learning and Skills Act (2000).
- Education and Inspections Act (2006).
- Equality Act (2010).
- Keeping children safe in education (updated annually).
- Children and Social Work Act (2017).
- Relationships Education, Relationships & Sex Education (RSE) and Health Education (2025).



This policy reflects how we deliver Relationships Education/Relationships & Sex Education (RSE) at Clapham and Patching, as part of a whole-school approach to the subject. The following school policies also have links to our Relationships Education/RSE provision across the school in developing positive, safe and healthy pupil attitudes and behaviours.

Definition and Aims

At Clapham and Patching, we believe that our pupils need to be educated in Relationships Education and Relationships & Sex Education (RSE) as part of a broad and balanced curriculum that develops the whole child and supports their personal development, health and wellbeing.

We consider effective Relationships Education and RSE to be a vital part of the school approach to effective safeguarding. We believe Relationships Education and RSE are important for our pupils and our school because they help to keep everyone safe, happy and healthy.

The aims of RSE in our setting link closely to our school values of **community, excellence, resilience, integrity and respect** and reflect our commitment to nurturing confident, compassionate and resilient learners.

We define Relationships Education as learning about personal, physical, social, moral, cultural and emotional development. It includes understanding the importance of stable and loving relationships, respect, love and care, and different kinds of family life, friendships and other relationships. It also involves acquiring information and developing and forming positive beliefs, values and attitudes that help pupils to form and maintain healthy relationships and connections.

We define sex education as learning that goes beyond the statutory science and relationships curriculum and supports pupils to develop an age-appropriate and factual understanding of human reproduction. In our school, sex education is taught sensitively and focuses on the biological aspects of conception, pregnancy and birth, while promoting respect, responsibility and care for oneself and others. Sex education does not include explicit teaching about sexual activity or adult sexual relationships.

At an appropriate age for our pupils, part of our school provision also includes the teaching of relevant additional non-statutory sex education to complement pupils' wider understanding of human development and relationships. Any non-statutory sex education content is clearly identified in our curriculum overview (see appendix). Further information can be found in the 'Working with parents/Parents' right to withdraw' section of this policy.



Relationships Education and RSE are not about the promotion of sexual orientation or sexual activity. Instead, they support understanding and acceptance of the diverse relationships that exist within our school community, in modern Britain and beyond.

We ensure that any Relationships Education and RSE we deliver are inclusive and meet the needs of all our pupils, including those pupils who may be vulnerable and have special educational needs and disabilities (SEND).

Roles and Responsibilities

An effective programme of RSHE requires support from the whole school community and the following people have specific roles and responsibilities:

Role of Headteacher

- Overseeing the development and delivery of RSHE.
- Providing staff with the opportunity to contribute to the development of RSHE.
- Providing information to the trustees/governors.
- Dealing with parents and carers who wish to withdraw a child from sex education.
- Leading the development and delivery of effective RSHE.
- Keeping up-to-date with the development of RSHE.
- Leading the development and delivery of effective RSHE.
- Keeping up-to-date with the development of RSHE.
- Supporting colleagues as required.
- Monitoring and evaluating RSHE and providing necessary reports.
- Liaising with parents and carers.
- Keeping subject information up-to-date, including on the school website.
- Overseeing external visitors and resources used in RSHE.

Role of all staff

- To understand and implement the policy of RSHE.
- To teach RSHE in line with the agreed curriculum.
- To assess and monitor the progress of children.
- To respond to the needs of individual children.

Teaching and learning

RSHE is delivered in line with the teaching and learning policy. However, as the subject deals with real-life experiences, it is important to establish a safe and positive learning environment using the following approaches:

- Establishing clear ground rules in consultation with children. Ground rules should include confidentiality, respect for others, privacy and boundaries.
- Using clear language to avoid misunderstandings.



- Avoiding prejudice and assumptions about children’s abilities, desires, background and experiences.
- Dealing sensitively with unexpected questions and comments.
- Assessing and building on existing knowledge and experiences.
- Ensuring that learning is engaging, using a range of activities, including structured discussion and problem-solving.
- Providing a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes.
- Allowing time for reflection.
- Providing differentiated learning.
- Using a variety of groupings to enhance learning.

Curriculum Content

Long term planning

The school has chosen to use the Kapow Primary RSE scheme of work, which provides full curriculum coverage, including all the statutory content for each year group. The scheme of work is written to be delivered to mixed age ranges Years 1 and 2, Years 3 and 4, Years 5 and 6. However, where there is year group specific content then those children will be taught separately.

See whole school curriculum overview.

Resources

Teachers will select any additional resources carefully, and the subject leader will oversee the selection. Additional resources will be:

- Up-to-date;
- Relevant to children;
- Consistent with the Christian values of the school.

Visitors

Visitors can enhance children’s learning. Teachers will select visitors in liaison with the Head of School. The following will be used to guide the use of visitors:

- The school will use visitors to enhance the lessons delivered by the class teacher; and information on where a visitor fits into the long-term plan will be shared with the visitor.
- The school will make visitors aware of the school policy for RSHE.
- The school will check the content of sessions delivered by visitors to make sure that it fits with the school’s Christian values, ethos and meets legal requirements.



- A member of staff will be present in sessions delivered by visitors.
- The school will make sure visitors undergo the necessary checks as required by the school safeguarding policies.

Equality

Under the Equality Act 2010, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age.
- Marriage and Civil partnership.
- Disability.
- Race.
- Religion and belief.
- Sexual orientation.
- Sex.
- Pregnancy and maternity.
- Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND). The RSHE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

Inclusion

It is our intention that all pupils have the opportunity to experience a programme of Relationships Education/Relationships & Sex Education (RSE) at a level that is appropriate for their age and cognitive development, with differentiated provision where required. We operate a fully inclusive ethos in our school. Lesson plans and content are adapted by the subject lead and teachers where necessary to ensure that all pupils can effectively access Relationships Education/RSE learning.

Our school recognises that there are different ethnic, religious and cultural beliefs and attitudes around Relationships Education/RSE topics, as well as acknowledging that pupils may come from a variety of different family types and backgrounds. These differences are reflected through teaching and resources that promote diversity and inclusion in Relationships Education/RSE.

During PSHE and RSE sessions, objective discussion of the diversity of the community we serve, and wider society in modern Britain, is approached in a sensitive and age-appropriate manner so that all pupils have access to lessons that are inclusive and based on a factual understanding of the law.



We are mindful of statutory guidance from the Department for Education (DfE) and Ofsted, and of the legal responsibilities placed upon schools by the Equality Act (2010) to promote inclusion, mutual respect and the protection of protected characteristics. Relationships Education/RSE provides an opportunity to support the discharge of these duties in a safe and appropriate environment.

The full Act can be viewed here: <http://www.legislation.gov.uk/ukpga/2010/15/contents>

All schools in England have a legal responsibility to eliminate discrimination and are required to raise pupils' understanding and awareness of diversity and to promote respectful relationships with those who are different from them.

Right to withdraw from sex education

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education.

A parent or carer does have the right to withdraw their child from sex education unless what is being taught is part of the science national curriculum.

The Kapow Primary lessons that are deemed to be sex education are:

- Year 6: Safety and the changing body, Lesson 5: Conception
- Year 6: Safety and the changing body, Lesson 6: Pregnancy and birth

Parents or carers will be notified 2 weeks in advance of the above sex education lessons being delivered.

If parents wish to withdraw their child from the sex education content they should notify the Headteacher in writing.

The Headteacher will respond in writing to confirm the request has been received and respected.

Parents can also ask to see specific lesson plans to help inform their decision.

Safeguarding

RSHE includes some sensitive topics. It is, therefore, possible that discussions may prompt safeguarding disclosures. In her role as Headteacher, the RSHE lead is also the Designated Safeguarding Officer.

The Headteacher oversees the delivery of the RSHE curriculum and will discuss with the teachers any potentially sensitive topics. Appropriate steps can then be taken to provide additional support for children if required. Staff should consider the timing of lessons to ensure



that children have the opportunity to report any concerns they may have either that day or the following day.

Support

RSHE should not be a time for children to make disclosures. It is important, however, to inform children of the support that is available to them at school if they are worried about anything raised in a lesson.

Monitoring and evaluating

The Headteacher will be responsible for monitoring and evaluating RSHE in line with other subjects. This will take place in the form of:

- Scrutiny of planning.
- Lesson observations.
- Learning walks.
- Evidence of learning.
- Feedback from staff.
- Pupil conferencing
- Feedback from parents/carers.
- Feedback from children.