



A lifelong love of learning;
a love of life.

Relationships, Health and Sex Education Policy

May 2021

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1. Aims

RHSE is lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities. It takes place in many contexts: at home, at school and in the community.

All adults at Bramber Primary School work towards providing a framework in which sensitive discussions can take place and creating a positive culture around issues of sexuality and relationships. We seek to enable our children to:

- develop good interpersonal and communication skills
- understand the importance of stable and loving relationships
- develop loving, caring relationships based on mutual respect
- respect themselves and others, their views, backgrounds, cultures and experiences
- be prepared for puberty and the emotional and physical effects of body changes
- be able to name the parts of the body and understand the process of human reproduction
- recognise and avoid exploitative relationships
- value, care for and respect their bodies
- develop feelings of self-respect, confidence and empathy

2. Statutory requirements

This policy has been written in accordance with the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education

Act 1996. This policy contains information on how our school will meet its legal duties, with which schools must comply, when teaching Relationships Education and Health Education. The Relationships Education and Health Education (England) Regulations 2019, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools.

For the purpose of this policy, “relationships education” is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

For the purpose of this policy, “health education” is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices

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](#).

However, we are not required to provide sex education but we do need to teach the compulsory elements on reproduction contained in the science curriculum.

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

At Bramber Primary School we teach RHSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with all key stakeholders. The consultation and policy development process involved the following steps:

1. Staff consultation – all teaching staff were given the opportunity to look at the policy and make recommendations
2. Parent/stakeholder consultation – parents and carers were invited to feedback about the policy and look at the overview of our curriculum.
3. Pupil Consultation – pupils were involved in class discussions to ascertain their thoughts about the school’s provision.
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RHSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RHSE involves a combination of sharing information, and exploring issues and values.

RHSE is **not** about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with staff and pupils, 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 do not seek answers online that may misinform.

Relationships and health education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy.

Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high quality, age-appropriate relationship and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

Relationships Education in primary school should be focused on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to:

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

Health Education focuses on physical health and mental wellbeing in order to give the information that pupils need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources

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

We have developed our curriculum by using the West Sussex County Council Education for Safeguarding Programme (E4S). For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

Relationships and Health Education is taught throughout the whole school curriculum. This includes within the Personal, Social, Health Education (PSHE) curriculum, science curriculum, Physical Education (PE), computing and some aspects are included in Religious Education (RE).

Pupils will mainly be taught in their class groups. Single gender lessons will be used as deemed appropriate by the school. It is important to note that although separated groups may have different activities, the messages and information they receive will be consistent. It is important that children learn about all changes not just their own. Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

In addition, teachers will:

- Deliver a high quality and age-appropriate relationships and health curriculum in line with school and 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 and health education.
- Respond to any safeguarding concerns in line with the school's Child Protection and Safeguarding Policy.

7. Equality and accessibility

The school understands its responsibilities in relation to the Equality Act 2010.

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other additional needs are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with additional needs.

The curriculum is taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances. Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

8. Sex education

All pupils must be taught the aspects of human reproduction outlined in the primary science curriculum – which includes teaching about the main external parts of the human body; how the

human body changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals. The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, we do not teach pupils sex education beyond what is required of the science curriculum. However, in line with our school's safeguarding policy, if a child is at risk of sexual harm, additional actions will be taken to ensure children have the knowledge and skills to keep themselves and others safe.

9. Parents' right to withdraw

Parents **do not** have the right to withdraw their children from relationships and health education or the programme of study as part of the requirements of the science curriculum. The school will continue to teach the science curriculum as set out in the National Curriculum. We will share with parents the learning objectives and content that we will be sharing about relationships in Year 5 that are in close connection to the Year 5 science curriculum. There will be an opportunity for parents to discuss the learning objectives prior to learning.

10. Roles and responsibilities

10.1 The Governing Body

The governing board will approve the RHSE policy, and hold the Headteacher to account for its implementation.

10.2 The Headteacher

The Headteacher is responsible for ensuring that RHSE is taught consistently across the school and in line with the statutory aspects of the relationships education and the Key Stage 2 science curriculum.

10.3 Staff

Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHSE are encouraged to discuss this with the Headteacher.

10.4 Pupils

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

11. Training

Staff are trained on the delivery of RHE as part of our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching RSE.

12. Monitoring arrangements

The delivery of RHE is monitored by the Senior Leadership Team through:

Planning scrutiny

Learning Walks

Pupil Interviews

Pupil and parent questionnaires

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually by The Senior Leadership Team. At every review, the policy will be approved by The Governing Body.

Appendix 1: Curriculum Overview

Relationships and Sex Education (RSE)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being Safe	Body, Privacy and Saying Yes or No (PANTS rule) Worries & Asking for Help		Early warning signs, saying yes or no, secrets			Body, Privacy Physical Contact & Appropriate Touch
Family & Friendships, Relationships	Special People Friends and Friendships	Family: Kindness & Relationships, Love	Changes in relationships (when things go wrong)	Types of relationships (love and commitment)		
Identity		Boys, girls and Stereotypes Changes in growth	Gender Expectations		Body changes and puberty	Media Influences: masculinity and femininity

Online Relationships and Media	Being safe in unfamiliar situations		Personal Boundaries and the right to privacy			Pressure to share and dares
	Private and Privacy					
Feelings and Attitudes	Feeling happy and sad	Feelings and impact on self and others	Changing feelings		Changing feelings	
		Coping with feelings and change			Dealing with strong feelings	
					Challenging the impact of feelings on self.	

Digital and Media Literacy (DML)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Online Content and critical Thinking		Sources of internet information	Validity of Information		Online vs Real World Knowing people online	

Self-image, Mental Health and Wellbeing		Online Activities Identities online and offline			Identities online and influence Managing time online	
Staying Safe Online	Privacy and information			Online security and sharing information Legal Use of Information		
Online Reputation		Digital footprints Risks of sharing online	Online profiles and age appropriateness			
Online Relationships and Cyberbullying		Communicating with others online			Cyberbullying and negative behaviours.	

Physical Health and Wellbeing (PHWB)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drugs, Alcohol and Tobacco				Everyday substances (inc caffeine)	Drugs and usage	Tobacco and Smoking Pressure Influence

Eating Well and Being Active		Food practice and choice Being healthy and active		Healthier lifestyle choices Habits and Choices		
Hygiene and Protecting Your Health		Well, unwell and the spread of germs Keeping Clean		Cleanliness, germs and immunisation Sleep and health		
Keeping Safe and Emergencies	Helping us stay safe Staying safe in emergencies		Responsibility to be safe			
Keeping Safe and Risks	Feeling Safe	Fair/Unfair Right/Wrong Rules	Safety rules and laws	Making decisions, taking risks and influences		

Emotional Health and Wellbeing (EHWB)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Emotional Resilience	Secrets and Privacy Recognising Feelings	Managing Feelings			Changes (inc puberty) Feelings and emotions	

Sense of Self		<p>Stereotypes – boys and girls</p> <p>Uniqueness, Similarities, Difference</p> <p>Being good at things and achievement</p>	Self esteem	Achievements and goals		Image and Representation
Wellbeing		Well and unwell		Sleep and our emotional health		Health and well being
Relationships	Right/Wrong Friends/Bullying	Belonging and responsibilities	<p>Friendships and bullying</p> <p>Community and belonging</p>	<p>Community and belonging</p> <p>Pressure and Uncertain feelings</p>		Pressure and Uncertain feelings
Transition		<p>Changing behaviours</p> <p>Coping with loss and changing situations.</p>				<p>Saying goodbye and moving on</p> <p>Understanding change</p> <p>Learning and Achievement</p>

Appendix 2: By the end of primary school pupils should know

Relationships Education:

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

TOPIC	PUPILS SHOULD KNOW
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 e.g. family, school and/or other sources

Health Education

TOPIC	PUPILS SHOULD KNOW
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TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	<ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health • 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 • 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 • How to judge whether what they're feeling and how they're behaving is appropriate and proportionate • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests • Isolation and loneliness can affect children and that it's very important for children to discuss their feelings with an adult and seek support • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • It's 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
Internet safety and harms	<ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits • 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 • 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 • Why social media, some computer games and online gaming, for example, are age restricted • 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 • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • Where and how to report concerns and get support with issues online

TOPIC	PUPILS SHOULD KNOW
Physical health and fitness	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle • 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 • The risks associated with an inactive lifestyle (including obesity) • How and when to seek support including which adults to speak to in school if they're worried about their health
Healthy Eating	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content) • The principles of planning and preparing a range of healthy meals • 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)
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health Prevention	<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • About personal hygiene and germs including bacteria, viruses, how they're spread and treated, and the importance of handwashing • The facts and science relating to immunisation and vaccination
Basic First Aid	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary • Concepts of basic first aid, for example dealing with common injuries, including head injuries

TOPIC	PUPILS SHOULD KNOW
Changing Adolescent Bodies	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • About menstrual wellbeing including the key facts about the menstrual cycle

Appendix 3: National Curriculum Requirements for Science in Year 5:

Science Curriculum – Year 5

Describe the changes as humans develop to old age.

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.