Hurworth Primary School

Relationship and Sex and Health Education Policy

Policy Version Control	
Policy type	Hurworth Primary School
Policy prepared by	Shaunagh Maguire PSHE Lead
Last review date	Autumn 2025
Description of changes/Updates	Amendments made in accordance with revised RSHE and Health Education Statutory Guidance DfE from July 2025 effective from September 2026
LGB approval	Autumn Term 2026
Date released	Autumn Term 2026
Next review date	Autumn Term 2027

This policy was developed in accordance to:

- Keeping Children Safe in Education, 2026
- Relationships Education, Relationships, Sex and Health Education (RSHE) and Health Education: Statutory Guidance, Department for Education, revised July 2025 and effective from 1 September 2026
- Relationships Education: Relationships, Sex and Health Education (RSHE and Health Education - Statutory Guidance), February 2019
- Equalities Act 2017
- Children and Social Work Act, 2017
- Sexual Abuse in Schools, 2021

What Is the Purpose and Vision for Relationship and Sex Education?

At Hurworth Primary School, relationships education is learning about the importance of stable, caring, loving, respectful and safe relationships; sex education is learning about the emotional, social and physical aspects of growing up, sex, human sexuality and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes and is an important aspect of preparing our children for life in Modern Britain. Some aspects are taught through the science curriculum and it is a key part of our Personal, Social, Health and Economic education (PSHE) and Social, Moral, Social and Cultural (SMSC) provision.

A cornerstone of this provision is that it takes place within a safe learning environment and within a 'spiralling curriculum', so children can revisit key concepts and units several times, across their time at primary school.

Principles and Values

In addition, at Hurworth Primary School we believe that Relationships, Sex and Health Education (RSHE) should:

- be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life
- be an entitlement for all children in our care
- encourage every child to contribute to the school community that aims to support each individual as they grow and learn
- be set within our wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept and includes a variety of types of family structure, and acceptance of diversity
- encourage children and staff to share and respect each other's views about sex, sexual orientation and family structure, without promotion of any view in particular
- respect the values of love, respect and care for each other
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment
- recognise that parents and carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and children, consulting them about the content of programmes of work
- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals
- provide accurate information

We see Relationship and Sex Education as having three main elements:

Personal and Social Skills

Through Relationships, Sex and Health Education, pupils will develop the personal and social skills needed to form positive relationships, communicate effectively, manage and regulate emotions, be resilient, respect boundaries, make safe and informed decisions both online and offline, seek help when needed, and participate as respectful and responsible members of a diverse society.

Attitudes and Values

Through Relationships, Sex and Health Education, pupils will develop respect, kindness, empathy, responsibility and fairness. They will learn the importance of values, moral choices, family life, stable and loving relationships, and the care involved in nurturing children. Pupils will explore age-appropriate moral dilemmas, develop communication, negotiation and decision-making skills, and learn to challenge myths, misconceptions and false assumptions, enabling them to make informed and responsible choices.

Knowledge and Understanding

Through RSHE, pupils will acquire knowledge and understanding about families, friendships, healthy relationships, personal safety, emotional wellbeing, physical health, puberty, online safety and safeguarding. They will learn about values, moral choices, respect, equality and diversity, the care involved in nurturing children, and the importance of stable and loving relationships. Pupils will also develop an understanding of personal boundaries, trusted adults, change and loss, and how to challenge myths, misconceptions and false assumptions using reliable information.

Aims

The aim of RSHE is to provide balanced, factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious and moral dimensions. These aims will be taught through a cross-curricular approach. Our RSHE programme, through our PSHE provision, aims to prepare children for an adult life in which they can:

- feel confident to ask questions, seek answers and be interested in themselves
- enable them to make informed choices and decisions about their health and welfare
- develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- have the confidence and self-esteem to value themselves and others and develop respect for individual conscience and the skills to judge what kind of relationship they want
- understand the consequences of their actions and behave responsibly within personal relationships
- understand on and offline safety, consent, violence and exploitation and avoid being pressured into uncomfortable or dangerous situations
- communicate effectively by developing the appropriate language for sex and relationship issues
- develop awareness of their own sexuality and gender identity, challenge sexism and prejudice, and promote equality and diversity
- have sufficient information and skills to protect themselves in a variety of situations

- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary

Organisation and Content of Relationships, Sex and Health Education

Hurworth Primary School specifically delivers Relationships, Sex and Health Education through our PSHE Programme, RE and Science lessons in Reception, KS1 and KS2.

Much of the Relationships, Sex and Health Education takes place within PSHE lessons. The PSHE curriculum is mostly delivered by teachers with support from professionals where appropriate. School staff are usually the best people to work with the children on many of the RSHE topics, as they are aware of each child's individual circumstances. RSHE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also taught as part of National Curriculum Science. The school PSHE Programme and Science National Curriculum are taught in every year group from Year 1. In Early Years, Reception children are taught through Personal, Social and Emotional Development.

Any RSHE lesson may consider questions or issues that some children will find sensitive. Before embarking on these lessons, ground rules are established which discourages inappropriate personal information being requested or disclosed by those taking part in the lesson.

When children ask questions, we aim to answer them honestly at an age appropriate level and within the ground rules established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the children, the question will be dealt with individually at another time. Children are always provided with an opportunity to ask questions anonymously.

Specialist teachers (form within school or from outside agencies) may support staff that are uncomfortable with teaching certain aspects of the RSHE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the RSHE programme.

Assessment & Learning

Assessment is carried out at appropriate times and involves teacher, pupil and peer assessment of knowledge and understanding, skills, and attitudes.

For specific content for each year group, please refer to Hurworth Primary School PSHE overview, which can be found on our school website.

Inclusion

We intend our policy to be sensitive and to take account of children' needs based on culture, disability, sexual orientation, religion and belief. We encourage parents/carers to discuss any concerns with the Head Teacher.

Children with Special Educational Needs

We will ensure that our RSHE curriculum will be inclusive and accessible for all pupils, including those with SEND. Learning will be adapted to meet individual needs and stages of development, ensuring that every pupil can participate fully and make progress in their understanding of relationships, health, wellbeing and personal safety.

Sexual Identity, Gender Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation and gender identity, answer appropriate questions and offer support. We aim to deliver a fully inclusive curriculum, underpinned by an understanding of healthy relationships – no matter who that relationship is with. Children, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them. Such issues are often raised outside of PSHE lesson time, e.g. from texts children are reading or TV they may discuss. Teachers are aware that 'incidental' teaching is key in all aspects of RSHE.

Right of Withdrawal of Children from Relationships, Sex and Health Education

Parents are not able to withdraw children from general PSHE lessons or those focusing on relationships education. This is detailed in the 2019 DFE publication 'Relationships Education: Relationships, Sex and Health Education (RSHE and Health Education - Statutory Guidance, February 2019). Some parents, however, prefer to take the responsibility for some aspects of this element of education. They have the right to withdraw their children from all or part of the sex education ***except for those parts included in the statutory National Curriculum (i.e. in Science lessons).*** Where an agreement is made that a parent chooses to withdraw their child from specific elements of sex education (as detailed above), we would make alternative arrangements. For example, whilst such lessons were being conducted, the child would be provided with appropriate tasks and asked to work under the supervision of another teacher or teaching assistant. Parents are encouraged to discuss their concerns and/or decisions with the Head Teacher at the earliest opportunity. Parents will be notified of when the RSHE topics will happen in the school year and more information of the content will be shared in the letter. Parents are welcome to review any RSHE resources the school uses and contribute to policy reviews.

Confidentiality and Safeguarding

Some children may have concerns which they may wish to share with a teacher, and whilst teachers wish to be supportive, it will be made clear to children that no adult in school can guarantee absolute confidentiality. This will be made clear when forming the class ground rules. It is important that ground rules are agreed to allow sensitive issues to be discussed whilst protecting the rights of children and staff.

The curriculum is underpinned with key safeguarding elements throughout; teaching children about:

- recognising healthy and unhealthy relationships
- understanding consent and personal boundaries
- recognising situations that making them feel unsafe or uncomfortable, including inappropriate behaviours from others
- know how to seek support from trusted adults

The above apply to both online and offline. If a child were to make a disclosure, staff will follow the school's safeguarding procedures. Parents have a right to be informed of any issue which is causing their child concern. We will always handle this kind of situation with care and consideration.

Pupils will be taught the correct scientific names for body parts, including genitalia, in an age-appropriate manner to support safeguarding, health education and effective communication

Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the Head Teacher/Leadership team to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject and will be involved in monitoring and evaluation exercises led by the leadership team and subject lead.

The local governing body is responsible for approving, overseeing, reviewing and organising the revision of the Relationships, Sex and Health Education policy and curriculum. The policy review is built in to the annual cycle of key policies, which much be revisited by the governing body each year as part of this process.

The local governing body will make sure that:

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

Ofsted is required to evaluate and report on personal, spiritual, moral, social and cultural development of children. This includes evaluating and commenting on the school's Relationships, Sex and Health Education policy, curriculum and on support and staff development, CPD and delivery.

Any changes made to this policy will be communicated to all relevant stakeholders.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

The next scheduled review date for this policy is Autumn 2027.

Signed:

Head Teacher:

Chair of Governors: