



# Hanbury CE First School

## Relationships, Health and Sex Education Policy

<b>ADOPTED BY</b>	<b>HANBURY CE FIRST SCHOOL GOVERNING BODY</b>
<b>Governors' Committee Responsible</b>	<b>School Improvement Committee Statutory</b>
<b>Status &amp; Review Cycle</b>	<b>Annually</b>
<b>Staff Lead</b>	<b>PSHE and Science Leads</b>
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### Our Vision...

## Flourishing Through Love and Nurture

Love is patient, love is kind. It does not envy, it does not boast, it is not proud. 5 It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. 6 Love does not delight in evil but rejoices with the truth. 7 It always protects, always trusts, always hopes, always perseveres.

1 Corinthians 13: 4-7

We flourish because:

We are a family founded on love and nurture

We build resilience for life

We are outward looking

We celebrate every step forward

## Contents

1. Aims .....	2
2. Statutory requirements .....	2
3. Policy development.....	2
4. Definition .....	3
5. Curriculum .....	3
6. Delivery of RHSE.....	3
7. Roles and responsibilities .....	4
8. Parents' right to withdraw .....	4
9. Training.....	4
10. Monitoring arrangements .....	5
Appendix 1 By the end of Primary pupils should know .....	6
Appendix 2 Parent Form .....	9

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### 1. Aims

The aims of relationships, health and sex education (RHSE) at our school are to:

- › Provide a framework in which sensitive discussions can take place
- › Ensure our Christian and Hanbury Values are the foundation of the RHSE curriculum
- › Prepare pupils for the onset of puberty, and give them an understanding of age appropriate sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies

### 2. Statutory requirements

As a maintained First school deemed 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 elements of sex education 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 Hanbury First School we teach RHSE as set out in this policy.

### 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a working group including the science and PSHE subject leaders pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school teaching staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parent reps from each Year group were invited to put their views forward about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RHSE
5. Ratification – once amendments were made, governors were invited to share their views before it was ratified.

## 4. Definition

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

RHSE is about pupils building a link between science, PSHE and our Christian Values.

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 RHSE Whole School Curriculum Map but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils at Hanbury First School. 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.

At Hanbury First School sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born
- Know the key facts of the menstrual cycle;

For more information about our curriculum, see our RHSE whole school curriculum map.

## 6. Delivery of RHSE

RHSE is taught within the personal, social, health and economic (PSHE) education curriculum delivered through the SCARF programme. Biological aspects of RHSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils will receive stand-alone sex education sessions in Year 4 delivered by the class teacher and may include input from a trained health professional.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

### › Being safe

Sex Education which is not covered in science and PSHE see RHSE Whole School Curriculum Map

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children 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).

## 7. Roles and responsibilities

### 7.1 The Governing Body

The governing body will hold the head teacher to account for the implementation of this policy.

The governing body has delegated the approval of this policy to the SIC committee

### 7.2 The Head Teacher

The head teacher is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RHSE (see section 8).

### 7.3 Staff

Staff are responsible for:

- › Delivering RHSE in a sensitive way
- › Modelling positive attitudes to RHSE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RHSE

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

### 7.4 Pupils

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

## 8. Parents' right to withdraw

Parents **do not** have the right to withdraw their children from relationships education.

Parents **have the right** to withdraw their children from the [non-statutory/non-science] components of sex education within RHSE.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

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

## 9. Training

Staff are trained on the delivery of RHSE as part of their CPD with Y4 staff who deliver sex education having additional training where required.

The head teacher will also invite visitors from outside the school, if thought necessary, such as school nurse or sexual health professionals, to provide support and training to staff teaching RHSE.

## **10. Monitoring arrangements**

The delivery of RHSE is monitored by PSHE and Science leads through:

Monitoring of subject leaders by the headteacher and/or peer schools during a peer review.

Normal timetabled monitoring through learning walks and book reviews.

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

This policy will be reviewed annually by the Science and PHSE lead. At every review, the policy will be approved by the School Improvement Committee.

## Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

## Appendix 2: Parent form: withdrawal from sex education within RHSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<i>Include notes from discussions with parents and agreed actions taken. E.g.: Joe B will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a task from the Year 4 curriculum.</i>