



RELATIONSHIP, HEALTH AND SEX EDUCATION POLICY

**Approved by the Local Governance Committee
on 23rd October 2025
For review October 2026**

AIMS

The aims of Relationships, Health and Sex Education (RHSE) at Wyke Primary School are to:

- Provide a framework in which sensitive discussions can take place as part of a whole school approach to RHSE where parents and teachers work in partnership
- Prepare pupils for puberty, and give them an understanding of 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
- Enable children to make informed decisions about their wellbeing, health and relationships
- Equip children with the knowledge they need to make good decisions about their health and wellbeing
- Equip children with an education that prepares them for the opportunities, responsibilities and experiences of adult life.

STATUTORY REQUIREMENTS

As a primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum. At Wyke Primary School we choose to follow the National Curriculum.

In teaching RHSE, we are required by our funding agreements to have regard to guidance issued by the Secretary of State, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

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

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

RHSE is not about the promotion of sexual activity.

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it 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 Wyke Primary School, we do teach pupils sex education beyond what is required of the science curriculum through lessons in Personal, Social, Health and Education (PSHE) to provide them with the knowledge they need to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy and to ensure that they can talk to a trusted adult if there is anything worrying them. Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

CURRICULUM

Our RHSE 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 parents/carers, pupils and staff, and considering the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born.

For more information about our curriculum, see our curriculum map in Appendix 1.

DELIVERY OF RHSE:

- At Wyke we teach RSHE through lessons provided by the Jigsaw scheme of work, to contextualise the other learning which the children complete as part of their health education.
- We consider the cognitive and social and emotional needs of SEND pupils and adapt our provision accordingly.
- We will ensure that keeping children safe and preventative education remain at the heart of PSHE subjects. Sex education will be delivered through the science curriculum and the PSHE curriculum. 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.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

The age and development of pupils is always considered when delivering sex education. Lessons which cover sex education are taught in Years 4, 5 and 6, within the unit of learning around puberty in health education ('Changing Me').

- The RHSE lessons outlined above are usually taught in Term 6 but this is regularly reviewed to ensure that the needs of the children are being met.

RHSE is taught within the Personal, Social, Health and Education curriculum. Biological aspects of RHSE are taught within the science curriculum.

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 beyond what is required of the science curriculum is covered in the following year groups:

Year 4 – Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry genetic information that carry personal characteristics.

Year 5 – Sexual intercourse is explained in slightly more detail than in the previous year. Children are encouraged to ask questions and seek clarification about anything they do not understand. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conceptions, e.g. IVF. Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored.

Year 6 – The children learn about childbirth and the stages of development of a baby, starting at conception. They explore what it means to be physically attracted to someone and the effect this can have upon the relationship. They learn about different relationships and the importance of mutual respect and not pressuring/being pressured into doing something that they don't want to do.

For more information about our RHSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not lawfully discriminate against any pupil because of their protected characteristics:

- Age
- Sex
- Sexual orientation
- Race
- Disability
- Religion or beliefs
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership.

INCLUSIVITY

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences.

During lessons, we strive to enable pupils to be:

- Safe and supported
- Able to engage with the key messages.

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

Consider the level of differentiation needed.

USE OF RESOURCES

- Are aligned with the teaching requirements set out in the statutory RHSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress.

We will consider any resources we plan to use:

USE OF EXTERNAL ORGANISATIONS

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RHSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with: Teachers' Standards, Equality Act 2010, Human Rights Act 1998, Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on what they plan to say, their position on the issues to be discussed, ask to see in advance any materials that the agency may use, know the named individuals who will be there, and follow our usual safeguarding procedures for these people, conduct a basic online search and address anything that may be of concern to us, or to parents and carers, check the agency's protocol for taking pictures or using any personal data they might get from a session.
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers.

We will not, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme.

ROLES AND RESPONSIBILITIES

THE LOCAL GOVERNANCE COMMITTEE

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

THE HEADTEACHER

The Headteacher is responsible for ensuring that RHSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RHSE (see section 9).

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/carers wish them to be withdrawn from the non-statutory 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 Headteacher.

At Wyke Primary School all teachers are responsible for the teaching of RHSE.

PUPILS

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

PARENTS' RIGHT TO WITHDRAW

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers do have the right to withdraw their child from the non-statutory components of sex education within RHSE, which are explicitly taught in:

- Year 4 – Changing Me: Having a baby
- Year 5 – Changing Me: Conception
- Year 6 – Changing Me: Conception to birth
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Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

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

TRAINING

Staff are trained on the delivery of RHSE and it is included in our continuing professional development calendar. The PSHE Subject Leader may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHSE.

MONITORING ARRANGEMENTS

The delivery of RHSE is monitored by the PSHE subject leader through:

Lesson observations, learning walks, work scrutiny, lesson planning scrutiny and pupil conferencing.

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

This policy will be reviewed by PSHE Subject Leader and SLT annually. At every review, the policy will be approved by the LGC and the Headteacher.