



HAYDON ABBEY SCHOOL AND PRE- SCHOOL

Relationships and Sex Education Policy

Autumn 2025

Approved by: Governing Body

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Introduction

This is the policy of Haydon Abbey School and PreSchool on the approach taken to Relationships, Sex and Health Education (RSHE).

Legal context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (The Children and Social Work Act 2017).

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- 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.

Following this change in the law, the Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019). This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

This RSHE policy also supports legal requirements relating to the following:

- The Equality Act 2010.
- The Education Act 1996.
- Statutory guidance, Keeping Children Safe in Education 2020.

This policy links to the Child Protection Policy, Anti-Bullying Policy, Equalities Policy and the School Behaviour Policy.

Definition

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.

At Haydon Abbey school we are committed to providing a holistic approach to education which aims to support the academic, cultural, personal and social development of all our pupils. From September 2020 statutory Relationships Education and Health Education will be part of the taught curriculum within PSHE. This is an essential part of a child's education and will contribute to the children's personal and social development. It will promote positive relationships and behaviours which will positively affect the school's ethos and culture.

Aims

The aims of our RSHE Policy are:

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching Relationships Education
- Help parents and carers to understand Relationships Education and support them to work with their child to secure the very best outcomes for all pupils
- Demonstrate how the school meets legal requirements with regards to teaching Relationships Education

The aims of our RSHE at our school is to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of bodily changes and the
- importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships
- 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
- Develop feelings of self-respect, confidence and empathy

Roles and responsibilities

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

Governors

- The governing board will hold the headteacher to account for the implementation of this policy. The governing board has delegated the approval of this policy to the headteacher.

Headteacher

- Overseeing the development and delivery of RSHE.
- Providing staff with the opportunity to contribute to the development of RSHE.
- Providing information to the governors.
- Providing training for the subject leader and staff.
- Supporting the subject leader to liaise with parents and carers.
- Consulting with parents and carers who wish to withdraw a child from sex education.

PSHE Subject leader

- 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.

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.

Curriculum Organisation

Relationships Education is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of Relationships Education are taught within the science curriculum, and other aspects are included in religious education (RE).

These lessons are taught by class teachers, once a week. Kapow planning has been planned to ensure that PSHE is taught with a whole school approach, with progressive plans to ensure that the children's skills are built on as they go through the school. These lessons are full of engaging activities and are mindful of different learning styles.

All PSHE lessons are delivered in a safe and well managed environment. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis.

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
- Pupils in year 5 and 6 receive sessions, delivered by class teachers, with regard to bodily changes during adolescence.

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. Please see appendix 1.

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.

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.

Right to withdraw from sex education

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationship's 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.

Following a consultation with the whole school community, the following content is deemed to be sex education:

The suggested 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*

The following process must be followed if a parent or carer wishes to withdraw their child from sex education:

Process for withdrawing:

If parents wish to withdraw their child from some or all of the sex education delivery they must inform the headteacher in writing via the school office. They will then be invited to a meeting with the headteacher or curriculum leaders to discuss the RSE curriculum and given an opportunity to ask questions about the school's approach. After the discussion has taken place, the school will respect the parent's decision to withdraw from the non-statutory lessons.

Monitoring and evaluating

The delivery of Relationship Education and Sex Education within RSE is monitored by the PSHE Subject Leader through: planning scrutinies, learning walks, pupil interviews etc.

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

Professional development

The headteacher and subject leader will assess the professional development needs of staff regularly. Appropriate development will be provided using internal or external expertise.

Communication of policy

This RSHE policy will be available to read and download from the school website and copies can be requested from the school office.

Review

This policy will be reviewed annually by the headteacher and approved by the governors.

Signed _____ Ashleigh Ferdinand, Headteacher

Signed _____ on behalf of the Governing Body

Date _____

To be reviewed Autumn 2026

Appendix 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre School	Calming Kitten Colour Monster	Calming Kitten Colour Monster	Calming Kitten Colour Monster	Calming Kitten Colour Monster	Calming Kitten Colour Monster	Calming Kitten Colour Monster Transition
Reception	Calming Cats Colour Monster Healthy Eating- (snacks) Bedtime Routine	Calming Cats Colour Monster Healthy Eating Moderating Feelings	Calming Cats Colour Monster Oral Hygiene Respectful Relationships	Calming Cats Colour Monster Importance of exercise Express feelings Consider others feelings	Calming Cats Colour Monster Limiting Screen Time Other perspectives	Calming Cats Colour Monster Road Safety Resilience and perseverance Transition
Year 1	Family and Relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic Wellbeing	Transition
Year 2	Family and Relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic Wellbeing	Transition
Year 3	Family and Relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic Wellbeing	Transition
Year 4	Family and Relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic Wellbeing	Transition
Year 5	Family and Relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic Wellbeing	Transition
Year 6	Family and Relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic Wellbeing	Transition