



Relationships, Sex and Health Education Policy

The Education Committee is responsible for this Policy.

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We have based our School's Relationships, Sex and Health Education policy on the revised statutory guidance document for Relationships and Sex Education (RSE) and Health Education July 2025 becoming statutory for September 2026.

Definition

Relationships, Sex and Health Education (RSHE) is lifelong learning about physical, moral, emotional and social development. It is about the understanding of the importance of stable and loving relationships, family life in all its forms, friendships, love and care. It includes the teaching of sex, relationships and sexual health, digital relationships, respectful online behaviour and awareness of online risks including AI-generated content and misinformation.

Rationale

At Highfield Priory we believe that Personal, Social, Health and Education (PSHE) and Citizenship Education provide the pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and become informed, active and responsible citizens.

Relationships, Sex and Health Education is taught every term, as part of PSHE curriculum. The children are made aware when this core theme is being taught so they have the vocabulary to articulate their learning in the area. It is an intrinsic part of the physical, intellectual and emotional growth of an individual.

The statutory guidance places increasing emphasis on digital literacy, online safety, mental wellbeing, respect, boundaries and the representation of diverse families, including LGBT+ families. These elements are embedded throughout our curriculum.

Aims and Objectives

We aim to:

- Provide a secure, sensitive and caring environment where learning and discussion can take place
- Promote an understanding of the nature of personal relationships, love and family life including marriage, and the wide range of family structures represented in modern Britain.
- Develop sensitivity for the feelings of others in sexual matters and of the responsibilities individuals have to society and to one another, by laying the foundations of responsible moral attitudes and behaviour
- Provide information, which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils
- Encourage the use of correct vocabulary
- Foster self-worth, confidence and a sense of moral responsibility
- Help children to acquire and practise important life skills such as critical thinking, decision making, communication and assertiveness
- Equip children with the knowledge and tools to make safe choices online including recognising misinformation, harmful content, manipulative behaviour, and AI generated material (in line with the Online Safety Policy)

Provision

Relationships, Sex and Health Education will be taught through PSHE (see scheme of work) and Science. It also explicitly addresses digital relationships, online communication, harmful online behaviours, and the influence of algorithms and AI on the content children encounter.

By the end of Key Stage 2, pupils should have:

- Knowledge and understanding of a variety of relationships.
- The ability to identify any concerns about a relationship, including online interactions.
- Coping strategies and an awareness of how and where to seek support.
- An understanding of their rights and responsibilities within a range of relationships, including marriage and civil partnerships.
- How to manage conflict and that resorting to violence is never right.
- The conventions of courtesy and manners.
- That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
- Awareness of the process of growing up and the changes they and others will experience.
- Understanding of the characteristics of positive relationships, including respect, boundaries and kindness both online and offline.
- How to pay attention to the needs and preferences of others and how we can balance this with different people in relationships.
- The difference between being assertive and controlling.

- Begin to know about and have some understanding of the physical, emotional and social changes that take place at puberty.
- Knowledge of the basic biology of reproduction and understand some of the skills necessary for parenting.
- Awareness that friendships and families take many forms, including LGBT+ families.
- Know that there are many different patterns of friendship.
- Understanding how to stay safe online, recognise harmful content, identify grooming behaviours, and critically evaluate digital information including AI generated material.
- To understand about personal safety near and in water, on the roads and railways.

The school goes beyond its statutory duties and chooses to provide sex education in Year 6. Parents will be given the opportunity to view resources prior to teaching in order to assist them in preparing for any follow-up questions their child may ask them when they get home and have the right to withdraw their child from these lessons.

Ideally, the lessons will be given to boys and girls separately. Staff shall attempt to deal with questions in a sensitive, open, matter of fact way. Difficult or explicit questions do not have to be answered directly. Teachers can use their own discretion in these situations. Both boys and girls will learn about the changes in their bodies and those of the opposite sex.

Teaching and Learning Strategies

Teachers will use a range of strategies to deliver Relationships, Sex and Health Education, this will enable pupils to develop confidence in talking, listening and thinking about sex and relationships.

These techniques include:

- Establishing ground rules with pupils – as in all aspects of PSHE a set of ground rules helps create a safe environment.
- Using ‘distancing’ techniques (talking about issues via the use of scenarios/fictitious characters rather than personal issues or experiences)
- Knowing how to deal with unexpected questions or comments from pupils.
- Encouraging reflection
- Delivering content through PSHE, science, external visitors and other curriculum area where appropriate

Dealing with questions

Ground rules provide boundaries for responding to unexpected or sensitive questions. Staff may defer questions that are inappropriate for the age group.

Suggestions for responding to questions:

- If a question is of a personal nature remind the pupil of the ground rule ‘no one has to answer personal questions’
- If a teacher or member of staff does not know or is unsure of an answer they will say so and explain that they will get back to the pupil later (try to specify when)
- Lengthy or complicated responses are not usually necessary. A simple and concrete piece of information offers clarity and may avoid confusion, for example, “At the moment we are looking at ‘X’, in Y4 you will look at ‘Y’ in more detail.
- If a question is very explicit, seems too old for a child, or inappropriate for a whole class session, acknowledge the question and arrange to respond later on an individual basis. Advice should be taken from the DSL where this causes concern.

Resources and Training

All resources are carefully selected to ensure they are consistent with the school's ethos and values and statutory Relationships, Sex and Health Education requirements. The materials are available for parents/carers to view on request to the class teachers, senior management team or PSHE Coordinator.

Staff receive ongoing training to ensure they are confident in teaching all elements of the curriculum.

Recording and Assessment

Teachers assess pupils through observations, discussions, written work and self-assessment. Tests or quizzes may be used before and after units of work. Assessment also considers pupils' understanding of online safety. Digital relationships and their ability to recognise unhealthy online behaviours. Attainment and progress in RSHE are reported annually to parents as part of PSHE.

The results of assessment will be used to identify where pupils need extra support or intervention. Teachers and support staff will provide this at a whole class, group or individual level as appropriate.

Monitoring and Evaluation

Teachers evaluate lessons to inform future planning and progression.

Monitoring of work in Relationships, Sex and Health Education takes place through liaison between the PSHE Coordinator and class teachers.

Formal monitoring of Relationships, Sex and Health Education lessons will be done through lesson observations. These will be carried out by a member of SMT (usually the Headmaster) and ensures compliance with the 2026 RSHE statutory guidance.

Specific Issues

We recognise that specific issues may be considered sensitive or challenging. What constitutes a sensitive/challenging issue is likely to vary according to the individual, group, place or context. Staff work within the school's agreed values framework and current guidelines

Teachers will be offered support and training to deliver the programme sensitively and effectively. This may involve support from the PSHE Coordinator, the senior management team and outside agencies such as the school nurse. Staff delivering RSHE will not be expected to deal with sensitive/challenging issues beyond those outlined in the curriculum content. This includes diverse families, including LGBT+ families, in a factual and age-appropriate way and harmful online behaviours such as cyber bullying, image manipulation and coercive digital behaviour.

Class teachers with their understanding and knowledge about their pupils in terms of age, maturity development, religious, cultural and special needs are in the best position to deliver RSHE. However, if staff do not feel comfortable teaching an aspect of Relationships, Sex and Health Education then it will be arranged for another member of staff to take the lesson (Helen Wilson PSHE Coordinator).

Visitors

Visitors offering specialist support complement the existing RSHE provision. Whenever visitors are involved. Teachers remain responsible for classroom management and ensuring visitors comply with the statutory and RSHE and online safety guidance.

Confidentiality

Highfield Priory is committed to acting in the best interests of the pupils. Relationships, Sex and Health Education should take place within a safe and supportive environment that facilitates relevant discussion. Confidentiality contributes to this and will be used for all Relationships, Sex and Health Education lessons.

Teachers and support staff are aware that teaching sex and relationship education can lead to pupil disclosures. All staff and visitors involved in the delivery of Relationships, Sex and Health Education are aware that they cannot give unconditional confidentiality to children. If a teacher was concerned about a child's safety, then they would be able to pass the information to the appropriate person. All staff are aware of child protection procedures.

E-safety

This is important in the modern world to protect children from those who may wish to exploit them online. We aim to equip the children at Highfield Priory with the tools and knowledge to deal with such situation appropriately.

During ICT lessons the SMART rules are discussed during the first half term of every academic year from Year 1 upwards. These are:

S – Safety - Be careful not to give out personal information to people you are chatting to online.

M – Meet someone you have only been in touch with online. This can be dangerous.

A – Accepting emails, IM messages or opening files, pictures or texts from someone you don't know.

R – Reliable information may not always be found on the internet, someone may be lying to you.

T – Tell your parent or carer or a trusted adult if someone or something makes you feel uncomfortable or worried online.

Posters with these SMART rules on are displayed prominently around the school. Pupils will be advised that the use of social network spaces outside school may be inappropriate for primary aged pupils. Full details of this can be found in the E-safety policy.

Liaison with Parents

We highly value the partnership between school and home and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children.

We aim to share responsibility with parents in the delivery of Sex and Relationship Education. We are confident that good communication and sharing our aims and purpose of RSE will enable parents to support our RSE.

Parents of year 6 children will be given the opportunity to view the resources used in the Relationships, Sex and Health Education programme. Parents are permitted to withdraw their children from Sex Education (other than that covered by the science curriculum) if they wish.

Equal Opportunities Statement

The school is committed to the provision of Relationships, Sex and Health Education to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs, including gifted and talented, are given additional support or extension activities. The school will consult closely with the SENDCo to support all children to access the Relationships, Sex and Health Education curriculum. We also aim to promote gender equality and represent the LGBT+ community through our Relationships, Sex and Health Education curriculum.

Fundamental British Values and Radicalisation

During the course of our studies it is possible that issues may be raised relating to aspects of FBV and terrorism/radicalisation. We as a school are aware that these need to be handled with due consideration to our Prevent Duty. All staff are aware of this and have taken part in radicalisation training. If anything is raised in Relationships, Sex and Health Education lessons which gives staff cause for concern they are aware of the process they need to follow and the appropriate member of staff they need to contact if they feel further guidance is required.

Political Views

We are aware that, during the course of Relationships, Sex and Health Education lessons issues may be raised relating to political views. At Highfield Priory, staff aim to ensure that, when such issues arise, a balanced presentation of opposing views should be given. Staff will not promote partisan political views or political indoctrination and will not actively encourage children to support a particular political viewpoint. All members of staff and visitors to school are made aware of this prior to their involvement in any event relating to the study of Relationships, Sex and Health Education. If anything is raised in Relationships, Sex and Health Education lessons or subject related activities, which gives staff cause for concern they are aware of the process they need to follow and the appropriate member of staff they need to contact if they feel further guidance is required.

Safeguarding

Teachers are aware that effective Relationships, Sex and Health Education, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this instance, teachers will consult with the designated safeguarding lead and in his/her absence, their deputy.

Authority

The Full Board of Governors, by delegation to sub-committees, is responsible for formulating the policies and procedures that will ensure the school continue to achieve the aims of the overall school strategy. Hence, each sub-committee has Terms of Reference and assigned responsibility for policies within that scope. The sub-committees are: Audit and Compliance Committee, Education Committee, Finance and General Purposes Committee, Health, Safety and Wellbeing Committee, Safeguarding and Child Protection Committee and Sales and Marketing Committee.