



Heathfield Schools' Partnership

RSE Policy

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for growing up and 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, and cultivate positive characteristics such as kindness and integrity
- 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 primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

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 RSE, we must 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 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the Equality Act 2010.
- The Public Sector Equality Duty (PSED) (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 Heathfield, we teach RSE as set out in this policy.

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

3. Definition

For the purpose of this policy:

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

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

RSE is not about the promotion of sexual activity.

4. Curriculum

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so that pupils are informed and don't seek answers online.

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

5. Delivery of RSE

RSE is taught within the Personal, Social and Health Education (PSHE) curriculum. Biological aspects of RSE are taught within the science curriculum. In religious education (RE), other topics will be explored, which may include: relationship and marriage, respect and diversity, values and ethics and gender and identity. There will be coverage of RSE in other areas of the curriculum where appropriate. Where RSE is taught within the curriculum, it will be delivered to the whole class by the class teacher.

Pupils in the upper school also receive stand-alone health education sessions delivered by a trained health professional.

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and 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

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

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

- Online safety and awareness
- Being safe

Primary sex education will focus on:

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

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

We have a whole school approach to PSHE that is taught discretely through our Kapow programme and reinforced through the ethos of the school and the wider curriculum (e.g. text choices and assemblies).

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

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, same-sex parents, families headed by grandparents, adoptive parents and foster parents among 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).

6. Roles and responsibilities

The governing body will approve the RSE policy, and hold the headteacher to account for its implementation.

The governing body has delegated the approval of this policy to Cathy Clarke.

The Co- headteachers are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE

Class teachers are responsible for:

- Delivering RSE in a sensitive, respectful and age-appropriate way

- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the co- headteachers.

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

Parents may contact Co- Heads David Colenso or Helen Child with any queries about the policy or curriculum delivery.

7. 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 components of sex education within RSE, but not from the statutory elements within the Science curriculum.

Requests for withdrawal should be put in writing and addressed to the headteacher.

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

8. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The co-headteachers or PSHE subject leaders will also invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching RSE where needed.

9. Monitoring arrangements

The delivery of RSE is monitored through:

Members of the Senior Strategy Team, Year Group leaders and PSHE subject leaders undertake a range of monitoring activities across a year that include:

- Learning walks
- Discussions with children
- Staff interviews
- Work scrutinised through 'Log Book' book looks

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

Completed: July 2026

Agreed by Full Governing Body: 16th July 2026

Review date: July 2028