



Relationships Education, Relationships and Sex Education (RSE) & Health Education (RSHE) Policy

POLICY CONTROL

Current Version	
Reference number	S-SRE
Title	Sex and Relationships Education Policy
Version number	6.0
Document type	Policy
Review & Approval responsibility	Headteacher
Approval Date	Sept 2026
Next review date	Jun 2027
Statutory / Additional	Statutory
Document owner	Curriculum Lead
Status	Approved

Amendment Control			
Version	Amendment	By	Date

Relationships Education, Relationships and Sex Education (RSE) & Health Education (RSHE) Policy

Highbury School is a community primary school providing for children from ages 4 to 11 who have a range of special educational needs, and whose needs cannot be fully met in a mainstream setting. All children at Highbury have an Education, Health and Care Plan (EHC) in place.

Please Note: This policy has been written in line with current DfE RSHE statutory guidance

Primary Relationships, Sex Education & Health Education Policy Guidance

Introduction

Effective relationships, sex and health education is essential if young people are to make responsible and well informed decisions about their lives. All work within this subject area will be undertaken in line with the school and LA's current Safeguarding policies and practice.

Children with disabilities are statistically particularly vulnerable, therefore at Highbury we feel strongly that it is essential for our pupils and their families receive information and guidance to support their development within this area of the curriculum.

It is important to us that our children start to build up an awareness and understanding to allow them to communicate in their own way to express their feelings about emotions, relationships and their bodies.

Aims

The aim of our RSE Curriculum is to nurture, develop and guide young people and their families through their physical, emotional and moral development. To enable them to learn, respect themselves and others and move with confidence from childhood through to adolescence.

'RHSE offers sustainable, embedded routes to recovery to our children post pandemic. It is the heart of the curriculum. It enables us to rebuild their emotional resilience, regenerate their confidence and move forward with hope – the gift of childhood.'

Barry Carpenter, July 2020

The purpose of the curriculum is to provide children with developmentally appropriate information, explore attitudes and values and build skills in order to empower them to make positive decisions about their health related behaviour.

As a school community we want to enable our children to grow up safely to allow them to enjoy the positive benefits of loving, rewarding and responsible relationships. Where appropriate, for them to be informed, comfortable and emotionally supported with the changes during puberty.

Parents/Carers play a vital role in providing the building blocks for healthy and fulfilling social and personal relationships while protecting their children and young people from risks.

Highbury Curriculum

Our scheme of work for RSE has been specifically tailored by teaching staff and our senior leadership team to ensure it is meaningful, personalised and effective for our pupils.

The content and delivery of our lessons will be appropriate to each individual child. They will be given a social understanding of what is appropriate and awareness of how to keep themselves safe. Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances. The teaching of RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of students, preparing them for opportunities, responsibilities and experiences as they approach puberty.

Sex and Relationship Education will not always be taught in isolation but with experiences from everyday life. Other curriculum areas are also used to illustrate and reinforce knowledge, skills and understanding through a collaborative approach by all staff.

In order to provide pupils at Highbury with experiences in RSE that are relevant, interesting and challenging, and to identify opportunities for progression. We have adopted a curriculum structure which encompasses 3 broad levels: 'pre-formal', 'semi-formal' and 'formal'. These enable us to offer a means of making subtle distinctions between not only groups of learners but also the degree of curriculum formalisation they will experience.

Our curriculum has been consulted with our parents/carers (May 2021) Results show how strongly our families feel about the importance of teaching the key areas of study in appropriate ways to our pupils. *See appendix 2 for our parental questionnaire results feedback.*

Our Relationships Curriculum

Contains 5 key areas of study;

- ❖ Families and People who care for me
- ❖ Caring Friendships
- ❖ Respectful Relationships
- ❖ Being Safe
- ❖ Emotions and Feelings

(See appendix 1 for our scheme of work overview for our Relationships Curriculum)

Our Health Curriculum

Is primarily covered through a self-care programme.

This has been devised by a Highbury staff member personally with mental and physical well-being at its core, it covers all key elements of self and personal care including;

- ❖ Self-care routines
- ❖ Hygiene
- ❖ Toileting
- ❖ Awareness of body parts
- ❖ Healthy eating (including food aversions)
- ❖ Sleep routines

Our Physical Education (PE) and Swimming Curriculums also provide excellent opportunities for pupils to consider good health and hygiene practises.

Our current recovery curriculum (March 2021) Also requires all classes to embed hygiene/hand hygiene practices within their weekly timetables and teaching, this further supports pupil understanding of the importance of this area of personal care, since the Covid pandemic.

Our Sex Education Curriculum

Parents will always be informed before these sessions and have the right to withdraw their child where appropriate.

This curriculum area will be taught to some pupils, where it is deemed appropriate. We know from evidence and experience that many children with additional needs may experience puberty at an earlier age than their peers.

We are respectful of this, and ensure that all teaching is appropriate to their needs, age and level of understanding.

Areas covered include;

- ❖ Puberty – physical changes
- ❖ Puberty – emotional changes
- ❖ Menstruation – menstrual health and the menstrual cycle
- ❖ Body Parts – anatomically correct terminology

Use of consistent language

When teaching children about their bodies as part of the SRE curriculum, staff will consistently use the terms, breast(s), vagina, penis, testicles and bottom. Where children may use their own word, this will be accepted and staff will teach that it means the same as the term above.

Monitoring and Reporting on progress

At Highbury, pupils are rigorously tracked and monitored to ensure progress is achievable and individual outcomes are realistic for each child. Progression is ensured through planning, with a system of evaluation and individual learning outcomes for each child. Achievements are captured through teacher assessment (using our BSquared assessment system) photographs, observations and video.

Observations and Monitoring of RSE are carried out by the curriculum co-ordinator (Amy Corp) with support from the Senior Leadership Team to ensure good practice and high standards are maintained throughout school.

Whilst maintaining confidentiality, progress will be shared with parents and any other relevant professionals working with an individual child.

Related Legislation/Documentation/Policies

This policy relates to the following:

- ❖ Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education June 2019)
- ❖ Keeping Children safe in Education – Statutory Guidance, 2018
- ❖ Special Educational Needs and Disability code of practice: 0-25 years, 2017
- ❖ Highbury School Safeguarding, Child Protection & Managing Allegations Policies

Review

Date policy approved/adopted:	JULY 2021 *Policy consulted with staff- 19/05/21 *Policy consulted with governors- 08/07/21
Date policy amended/update:	*18.11.21 – small update to include ‘safe touch’ within the ‘Being Safe’ Curriculum *18.07.24 – Policy Reviewed *12.06.25 – Policy Reviewed
Next review date:	JULY 2024 JULY 2025 JULY 2026
Approved by:	❖ Mrs Deborah Sweet – Head Teacher ❖ The Governing Body of Highbury School ❖ Amy Corp – RSE Curriculum Lead

Appendix 1 – Scheme of Work Overview – RSE Curriculum

Term	Curriculum Area	Theme
1	Relationships Curriculum	Caring Friendships
2		Families and People who care for me
3		Emotions and Feelings
4		Respectful Relationships
5		Being Safe
6	Health Curriculum <i>+ Puberty & Sex Ed Curriculum (select pupils)</i>	Self-Care Healthy Eating

Relationships Curriculum

Theme: Caring Friendships (C)

Overview:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- How it is important to be aware of my personal space and that of others.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.
- How to develop appropriate social interactions, including sharing, turn-taking and listening.

Relationships Curriculum

Theme: Families and People who care for me (F)

Overview:

- That families are important for children growing up because they can give love, security and stability.
- 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.
- 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
- 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
- That there are important people around me and understanding how they can help me in different ways
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Relationships Curriculum

Theme: Emotions and Feelings (E)

Overview:

- To understand there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise & nervousness) that all humans experience in relation to different situations
- How to recognise and communicate about different emotions, including having a varied vocabulary to use when communicating about their own or others feelings
- That I can judge how I am feeling and behaving, understanding if this is appropriate and proportionate
- That it is important to be able to communicate feelings
- How to seek support if needed
- Developing an awareness of different therapeutic resources and practices that enable me to regulate my emotions
- That there are simple self-care techniques to support regulation (e.g. calm time, hobbies & interests)

Please note: the term ‘communicate’ within this curriculum includes our total communication approach (e.g. gesture, sign language, vocalisation, eye contact)

Relationships Curriculum

Theme: Respectful Relationships (R)

Overview:

- 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.
- Practical steps that they can take in a range of different contexts to improve or support respectful relationships
- The awareness of how to ask for things in a meaningful and purposeful way
- The importance of self-respect and how this links to their own happiness.
- 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.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Relationships Curriculum

Theme: Being Safe (S)

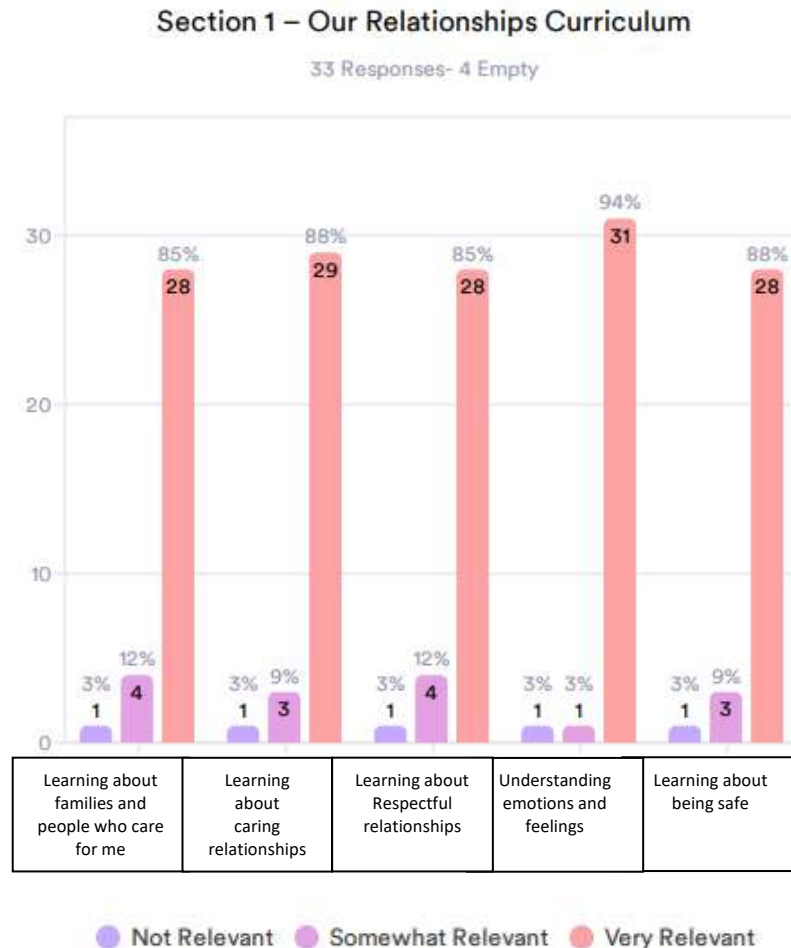
Overview:

- How to handle a variety of objects and equipment safely and appropriately.
- How to keep myself safe in different environments.
- That each person's body belongs to them (body awareness), and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to recognise and report feelings of being unsafe or feeling bad about an adult
- How to seek advice or help for self and for others, and to keep trying until they are heard

Appendix 2 – Parental/Carer Consultation Feedback

Parents/Carers were consulted in May 2021 on the new RSE Curriculum to gain further insight into what they believe skills are important for their children to develop.

35 responses were received by the deadline date and are summarised below, parents/carers were asked their views on which different areas of the curriculum would be relevant to teach to their child.



Additional Comments:

Think this important for any child to understand

I think these are important factors it would have been good to know from when I was a child.

If "Learning about being safe" is in relation to general safety then "Very relevant"

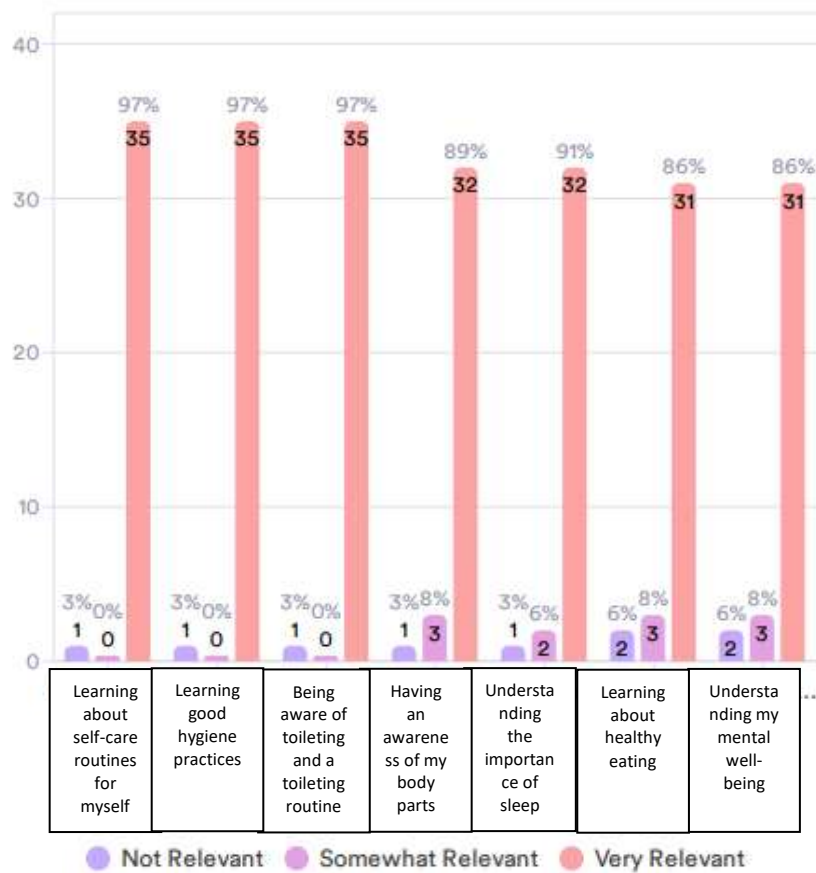
I think children need to learn these things at school and at home

Conclusion:

85% or higher parents/carers believe each area of our relationships curriculum is 'very relevant'.

Section 2 – Our Health Curriculum

36 Responses- 1 Empty



Additional Comments:

Important for a child to learn these

Again I think this is such a good thing.

All children should be able to talk at school about all these subjects

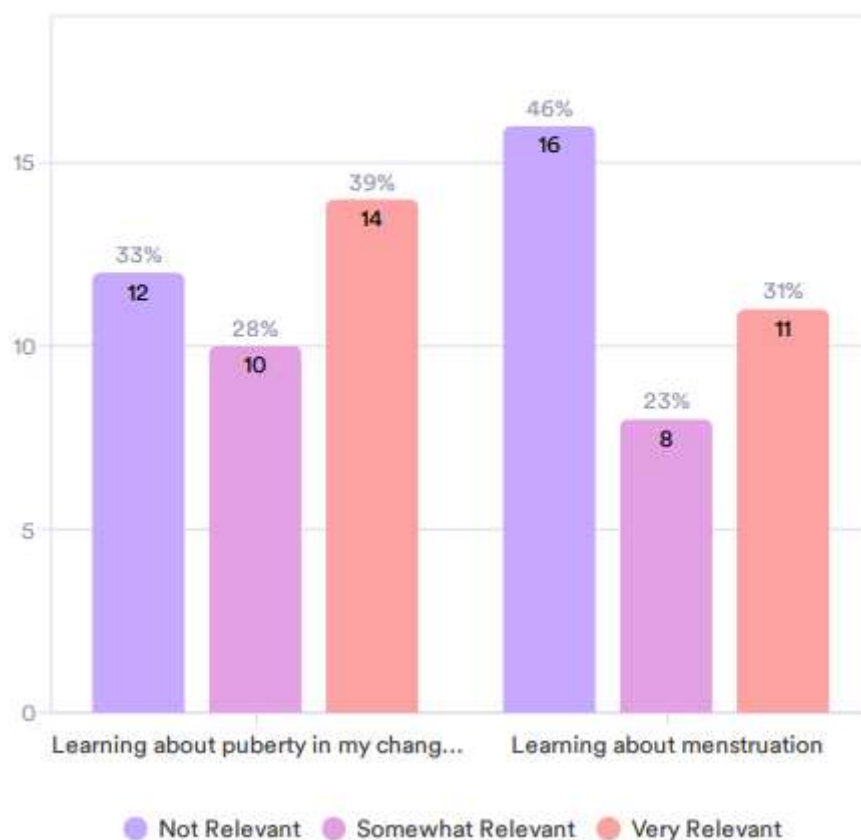
Conclusion:

86% or higher parents/carers believe each area of our relationships curriculum is 'very relevant'.

97% of families believe areas focusing on; self-care, hygiene and toileting are 'very relevant'.

Section 3 – Our Sex Education Curriculum

36 Responses- 1 Empty



Additional Comments:

Absolutely not, by September my child will have just turned 5 he's so much learning in other aspects, I don't think this is necessary at such a young age

Due to Charlie's age we do not feel it is relevant for him to learn about menstruation at this point

Yeah cause I do it at home and I'm glad my daughter does it at school too

My child isn't at the age of understanding or knowing about this curriculum.

Conclusion:

It is important to note that the questionnaire was sent out to all families irrespective of their child's age.

As a result of this responses are much more varied for our Sex Education Curriculum due to many families of younger children completing the survey.

It is important to note that as per our policy - **Parents will always be informed before these sessions and have the right to withdraw their child where appropriate.**

This curriculum area will be taught to some pupils, where it is deemed appropriate.