Halley Primary School
Including all learners, achieving their best

Relationships and Sex Education (RSE) Policy

Approved by:	Governing Body
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Shared with staff:	September 2025

Halley Primary School
Including all learners achieving their best

OUR INTENT

OUR VALUES



OUR VISION

Our vision is underpinned by the principles of the UN Convention on the Rights of the Child (UNCRC). As a Gold Rights Respecting School, we are committed to promoting children's rights in all areas of school life - ensuring every pupil is listened to, valued, kept safe, and supported to reach their full potential. We believe that by embedding the language and values of rights, we nurture respectful, confident, and active citizens who contribute positively to their school and community.

Provide a safe, supportive, and stimulating environment that enables and encourages highest standards of achievement (**ambition**).	Broad, balanced and **creative** curriculum which makes the most of the learning opportunities offered by the richness and diversity of the **cultures** and environment on our doorstep.	Provide an **enriched practical** curriculum based on excellence and **enjoyment** which allows for **exploration**, **enquiry**, and opportunities to ask questions.

OUR AIMS

1. All of our children are to become **successful**, **independent** learners.
2. All of our children are to be equipped with skills and knowledge to meet their current and future needs and **creative** potential.
3. All of our children are to be **confident** individuals who can live safe and **healthy** lives.
4. All of our children are to **respect** and value each other's contributions irrespective of race, gender, religion or ability.
5. All of our children are to be **self-aware** and able to manage their own behaviour, understanding that it has an impact on others.
6. All of our children are to be active and motivated **citizens** within the wider school community.

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Relationships and Sex Education (RSE) Policy

1. The UN Convention on the Rights of the Child (UNCRC) Articles which inform this policy

Article 24: Health and healthcare

Every child has the right to the best possible health and to healthcare. The state should ensure children have healthcare services, nutritious food, clean water, a clean environment and healthcare information.

Article 34: Exploitation

Children have the right to be free from sexual abuse and exploitation

Article 3: Best interests of the child

The best interests of the child must be a top priority in all actions concerning children.

Article 12: Respect for the views of the child

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 28: Right to education

Every child has the right to an education. Primary education must be free. Discipline in schools must respect children's dignity.

2. Aims

The main aims of this policy are:

1. Halley Primary School is committed to putting safeguarding at the heart of everything we do and this includes teaching RSE to pupils.

2. To teach RSE as outlined by the Department of Education and comply with the relevant provisions of the Equality Act 2010.

3. To ensure pupils are able to keep themselves safe by teaching factually accurate information so they can make informed decisions.

4. Children understand the changes to their body as they grow and develop and are supported to behave in a mature and responsible way.

3. Context

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019) – Secretary of State Foreword, Pg. 4

4. Curriculum provision and content

Relationships Education (Statutory)	• Families and People Who Care for Me • Caring Relationships • Respectful Relationships • Online Relationships • Being Safe (Please refer to Appendix 1 for further detail)
Health Education (Statutory)	• Mental Wellbeing • Internet and Safety Harms • Physical Health and Fitness • Healthy Eating • Drugs, Alcohol and Tobacco • Health and Prevention • Basic First Aid • Changing Adolescent Body (Please refer to Appendix 1 for further detail)
National Curriculum Science (Statutory)	**Key Stage 1:** • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Notice that animals, including humans, have offspring which grow into adults • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene **Key Stage 2**: **Year 5** • Describe the changes as humans develop to old age **Year 6**

	• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents **From the DfE guidance:** Puberty *"The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also 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".* *"106. At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty"* (Please refer to Appendix 1 for further detail)

5. Monitoring, evaluation and assessment

Monitoring and Evaluation	The subjects will be monitored and evaluated by the PSHE lead. It is important these subjects are consistently monitored to ensure confidence levels of teachers are maintained and the delivery and content is consistent across the school.
Assessment	The School will identify pupils' prior knowledge by doing a basic needs assessment, this could include a pupil question box, mind maps and 'draw and write'. The School will assess pupils' learning and progress through informal methods and using the Jigsaw assessment system (for key children). The school will evidence pupils' learning and progress in their Jigsaw Journals and using the Jigsaw assessment system.

6. The right to withdraw

No Right to Withdraw	There is no parental right to withdraw from Relationships Education, Health Education or the National Curriculum Science as these are a statutory part of the curriculum
Right to Withdraw	Parents have the right to withdraw from topics taught outside of these areas and relating to Sex Education, for example, how a baby is conceived and born.
Withdrawal Process	Parents wishing to withdraw their child from the non-statutory elements of Sex Education will need to make an appointment to meet with the Headteacher. Letters will not be accepted as a means of withdrawing a pupil and an individual meeting will need to be held, to discuss parent's concerns.

7. Equality and safeguarding

Equality	The School is committed to following the Equality Act and to tackling sexism, misogyny, homophobia and gender stereotypes.
LGBT	LBTH recommends teaching about LGBT relationships, in the context of different types of families, in order that children coming from same sex families feel welcomed and included in School, from the very beginning of their school career. It is also important in terms of tackling homophobic behaviour and bullying and demonstrates LBTH's commitment to equalities, as outlined in the **Equality Act 2010**. At Halley Primary School we are committed to protecting children and families against discrimination, whether knowing or unintentional. This includes discrimination against people's religion, culture or sexuality, to name just a few of the **Protected Characteristics in the Equality Act.** The Department for

	Education statutory guidance strongly encourages and enables schools to teach LGBT content, in the context of different types of families. At Halley Primary School we **have chosen to follow the LBTH recommendation with regards to LGBT content**, in the context of different types of families. With due regard to all relevant evidence we have chosen to place LGBT content, in the context of different types of families, into the statutory part of the curriculum across all age groups.
Naming of the Sexual Body Parts	LBTH recommends that children are taught in Key Stage 1 about naming of the sexual body parts, as a safeguarding issue. This is so pupils can report abuse if it happens or so that they can accurately report medical symptoms if they are unwell. The more children are able to name the sexual body parts and to know about appropriate and inappropriate touch, the more they are protected from abuse. Pupils will also be taught about stable, caring, healthy family life and friendships and how to recognise if or when relationships are making them unhappy or unsafe. Lessons will cover staying safe both online and offline, how to identify risks online, harmful online content and contact and how to report it. Pupils will also learn how to seek help and advice from others. LBTH also recommends that lessons about puberty begin in Year 4, to prepare children for puberty and menstruation for girls, before it occurs.

	At Halley Primary School we have chosen to place the naming of the sexual body parts into the **statutory part of the Science curriculum in Key Stage 1** (by the end of Year 2). The following words are recommended to be taught in Key Stage 1: • Penis • Vulva • Breast / Nipples • Anus / Bottom • Testicles • Vagina
SEND	The delivery of the content will be made accessible to all pupils, including those with SEND.
Disclosures	Any disclosures should follow the schools agreed safeguarding procedures.

8. Resources

Teaching Resources	Halley Primary School is committed to using diagrams, rather than pictures, and where appropriate and possible to teach single sex lessons. Our School is also committed to holding information meetings to show parents resources and lesson plans before the commencement of RSE lessons. The School will use lessons from the following teaching resources: • The Christopher Winter Project • Jigsaw Scheme of Work

9. Consultation and partnerships

Parents	Our relationship with parents/carers is paramount and we aim to support them with information meetings about our RSE curriculum content, including resources, where they can share any concerns or issues they may have about any aspect of the RSE provision.
Staff	The School encourages staff to contribute and support this RSE policy. The School holds staff meetings and training on RSE to ensure that all staff feel confident to deliver this content.
Governors	Governors, in conjunction with the Headteacher and SLT, ultimately make the decision about which resources are used to teach RSE and how RSE is taught within the School. The DfE RSE guidance (2019) provides further clarification as to the role of Governors: *"In addition to fulfilling their legal obligations, the governing boards or management committee should make sure that the subjects are timetabled, accessible to all pupils, including pupils with SEND (preparing for adulthood outcomes). Governors will oversee that subjects are well-led, staffed and lessons are resourced, so that the schools can fulfil its legal obligations. Also ensuring that pupils make progress and the curriculum has regular and effective self-evaluation built in. Governors will also ensure that clear information is passed onto parents about subject content, as well as informing parents about the right to request that their child is withdrawn from the non-statutory content.*

Schools will also need to publish the Policy on the school website, made available to parents and others. The school must provide a copy of the policy free of charge to anyone who asks for one."

NOTE: (11.07.25)

We have been advised by the Healthy Lives Team to wait to review this policy until after the government have reviewed the draft guidance on Relationships, Sex, and Health Education (RSHE) because there are expected to be significant changes.