# Larks Hill Primary School
# Relationships, Sex, Health Education Policy

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| Date of last review: | July 2026 | Author: | Regional Head of Pastoral and Inclusion |
| Date of next review: | July 2028 | Owner: | Regional Head of Pastoral and Inclusion |
| Type of policy: | ☐ Network-wide<br>☐ Schools-wide<br>☐ Set for School<br>☒ Tailored by school<br>☐ Central Only | Approval: | Ark Schools Management Team |
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**ARK LIBRARY COMPONENT**

| Component | Element |
|---|---|
| ☐ Strategic Leadership & Planning<br>☐ Monitoring, Reporting & Data<br>☐ Governance & Accountabilities<br>☐ Teaching & Learning<br>☐ Curriculum & Assessment<br>☐ Culture, Ethos & Wellbeing<br>☐ Pathways & Enrichment<br>☐ Parents & Community<br>☐ Finance, IT & Estates<br>☐ Our People | |

# Policy Context, Aims and Objectives

This policy outlines the Ark (Pontefract Region) approach to teaching Relationships, Sex and Health Education (RSHE).

The Department for Education's statutory guidance requires all primary schools to teach Relationships Education and Health Education, as set out in *The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019*, made under sections 34 and 35 of the Children and Social Work Act (2017).

This guidance requires primary schools in England to have a written relationships education policy. There is no equivalent requirement for a health education policy but, in line with best practice, this RSHE policy also covers health education.

This policy details how the RSHE provision at the school meets the DfE 'Relationships Education, Relationships and Sex Education and Health Education Statutory Guidance (2025).

**Please note: This policy is currently in draft and is published for consultation purposes only. It will be reviewed and finalised following consultation with parents/carers and governors.**

**Relationships Education** in primary schools includes learning about:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

**Health Education** includes learning about:

- mental wellbeing
- physical health and fitness
- healthy eating
- drugs, alcohol and tobacco
- health and prevention
- basic first aid
- emotional and physical changes during puberty

In addition to these statutory requirements, our school has chosen to teach **Sex Education**.

Within this policy, Sex Education is defined as the scientific process of human reproduction, including how a baby is conceived and born.

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

- The Equality Act 2010
- The Education Act 1996
- Keeping Children Safe in Education 2025

# Links to other policies

This policy should be read in conjunction with the following academy policies:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- Equalities Statement & Objectives

- Diversity and Inclusion Policy
- Mental Health and Wellbeing Policy
- SEND Policy

## RSHE at Larks Hill Primary School

Our school's overarching aim is for pupils to be equipped to navigate the world independently, successfully and safely. Relationships, Sex and Health Education (RSHE) is central to achieving this aim.

RSHE is underpinned by the *Guiding Principles for Relationships, Sex and Health Education* (Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance 2025) and reflects our school values. These principles are embedded across teaching, curriculum design and wider school practice.

Our vision is for pupils to become healthy, independent and responsible members of society. We aim to develop positive, respectful relationships, foster aspiration, and promote an appreciation of diversity. RSHE enables pupils to understand respect, love and care, and to make informed decisions about their health and wellbeing.

RSHE is central to safeguarding, helping pupils to recognise risks, report concerns and seek support. Through RSHE, pupils are taught the foundations of positive relationships, including boundaries, privacy and respect. They learn how to stay safe, including online, and how to respond to concerns, preparing them for the increasing complexity of relationships in secondary education.

RSHE is delivered through an evidence-informed, whole-school approach, underpinned by key policies such as behaviour and safeguarding, ensuring a consistent ethos of respect and kindness.

**Intended outcomes**

The intended outcomes of our RSHE programme are that pupils will:

- know and understand key concepts related to relationships, health and wellbeing
- understand their rights, including the right to feel safe and respected
- recognise their responsibilities towards themselves and others
- develop essential life skills such as communication, decision-making and self-regulation
- develop positive attributes including empathy, respect, resilience and integrity

**Policy Design**

This policy was developed by Regional Head of Pastoral and Inclusion in consultation with staff, pupils, parents and SPRB.

**Review process**

The policy was reviewed by the Regional Head of Pastoral and Inclusion, who considered the existing policy alongside current local and national guidance. Updates were made to reflect best practice and any changes in statutory requirements.

**Staff consultation**

Staff were consulted through a dedicated staff meeting. The draft policy was shared in advance, and staff were invited to provide feedback, comments and suggested amendments.

**Parent consultation**

Parents were consulted through meetings and information sharing. They were given opportunities to review the draft policy and share their views. Feedback from parents informed the development of the policy and helped identify areas where further engagement and awareness-raising may be needed.

**SPRB consultation**

The SPRB were consulted through a governor meeting. The draft policy was shared in advance, and governors were invited to provide feedback and suggest amendments.

# Entitlement and Equality of Opportunity

This policy has been developed in accordance with The Equality Act 2010.

RSHE is designed and delivered to reflect the diversity of our school community and is taught in a way that does not discriminate against any pupil or group. Teaching is inclusive, non-judgemental and evidence-based, providing clear, impartial and factual information. Pupils are supported to understand the importance of equality and respect, and to develop an awareness of protected characteristics over time.

We recognise and reflect a range of family structures, including those with same-sex parents, in accordance with statutory guidance. Pupils are taught that families may look different, and that all people should be treated with respect and dignity.

Teaching about different types of relationships, including same-sex relationships, is delivered in an age-appropriate and factual way. It does not intend to promote any particular sexual orientation, but to ensure that pupils understand the importance of respect, inclusion and the law.

We acknowledge that pupils may come from a range of religious and cultural backgrounds, and we approach these topics with sensitivity. Where appropriate, pupils are supported to understand that people may hold different beliefs, while making clear that discrimination and bullying, including homophobic language or behaviour, are not acceptable.

Any teaching that reflects a particular faith viewpoint will be clearly identified and balanced with factual information.

RSHE is adapted to ensure it is accessible for pupils with special educational needs and disabilities (SEND), in line with the SEND Code of Practice (0–25 years) and our school's SEND Policy. We recognise that some pupils may be more vulnerable to risks such as exploitation, abuse or bullying, and ensure that teaching supports them to stay safe.

# Roles and Responsibilities

**SPRB**

The SPRB will ensure that:

- all pupils make progress towards the expected outcomes
- teaching is accessible to all pupils, including those with SEND
- curriculum content and teaching materials align with statutory guidance
- clear information is provided to parents about content, delivery, external providers and the right to request withdrawal from sex education

**The Principal**

The Principal is responsible for ensuring that Relationships Education is delivered consistently across the school and for managing any requests to withdraw pupils from non-statutory elements.

**PSHE Lead**

The PSHE Lead is responsible for overseeing the planning and delivery of RSHE, supporting staff, monitoring provision and ensuring the curriculum meets statutory requirements and reflects best practice.

**Staff**

Staff are responsible for:

- delivering RSHE in a sensitive, inclusive and age-appropriate way
- modelling positive attitudes and behaviours
- monitoring pupil progress
- responding to the needs of individual pupils

All teaching staff, including cover staff, are expected to deliver RSHE. Staff do not have the right to opt out of teaching RSHE. Any concerns should be discussed with the Principal.

**Pupils**

Pupils are expected to engage fully in RSHE and to approach discussions with respect, sensitivity and maturity, in line with the school's values.

# Staff Training

All staff involved in delivering RSHE receive regular training to ensure they are confident, competent, and up to date with statutory guidance and best practice. Training covers:

- Curriculum content, including statutory and non-statutory elements
- Safe and inclusive teaching approaches, including differentiation for SEND and vulnerable pupils
- Managing sensitive questions and using distancing techniques
- Safeguarding procedures and identifying concerns during RSHE
- Promoting equality, diversity, and respectful relationships

The PSHE Lead is responsible for identifying staff development needs and ensuring appropriate support and guidance are provided. Staff are also encouraged to seek advice from senior leaders when handling challenging topics or disclosures.

# Curriculum Delivery

RSHE is delivered as an integral part of the school's Personal, Social, Health and Economic (PSHE) education provision from Reception to Year 6. Learning is sequenced and age-appropriate, and is further reinforced through the wider curriculum and everyday school life.

Key aspects of RSHE are also covered through other areas of the curriculum. For example, elements of online safety and digital relationships are delivered through the Computing curriculum, while themes such as respect, equality and wellbeing are reinforced through RE, other curriculum subjects, assemblies and through wider school experiences.

RSHE forms a core part of both PSHE and Spiritual, Moral, Social and Cultural (SMSC) development. It supports pupils to explore human and social diversity, develop self-worth, and understand the importance of respect, equality and inclusion. Pupils are supported to recognise, accept and value differences, both within the school community and in wider society.

## Time Allocation

RSHE is delivered each week through PSHE lessons.

- Year 1 – Year 6: 1 hour weekly lesson
- EYFS: Interwoven throughout the EYFS curriculum

# Curriculum Content

RSHE is primarily delivered through a comprehensive PSHE curriculum that has been adapted to incorporate Life Lessons curriculum, ensuring full statutory coverage through an evidence-informed, relational and pupil-centred approach. The curriculum supports pupils to build and maintain healthy relationships, understand and regulate their emotions, and make informed choices that promote their safety, wellbeing and happiness. It includes learning on diversity, online safety, financial education and aspiration.

The Life Lessons curriculum is designed to develop both knowledge and practical skills, using realistic and diverse scenarios that reflect pupils' lived experiences. It provides regular opportunities for reflection and discussion, enabling pupils to explore their views in a safe and supportive environment.

The RSHE curriculum is regularly reviewed to ensure it remains relevant and responsive to emerging needs and challenges, including those identified through public health data, changing technology and pupil voice.

The Life Lessons curriculum is organised in the following structure:

<table>
<tr><th colspan="3">Understanding myself</th><th>Self with others</th><th colspan="3">Self within the world</th></tr>
<tr><td colspan="3">• Physical wellbeing<br>• Mental health<br>• Understanding our emotions<br>• The way we grow and change during puberty<br>• Making choices to stay safe and well<br>• Drugs, alcohol and tobacco<br>• Optional sex education*</td><td>• Families<br>• Friendships<br>• Reducing hurtful behaviour and bullying<br>• Identifying safe and unsafe relationships<br>• Respecting self and others<br>• Having healthy boundaries</td><td colspan="3">• Responsibilities and power<br>• Understanding other people: how we are the same and how we are different<br>• Media and the online world<br>• Economic wellbeing: Money<br>• Aspirations, work, career and volunteering</td></tr>
<tr><td>Wellbeing</td><td>My body & Me</td><td>Healthy choices</td><td>Healthy Relationships</td><td>Identity & Community</td><td>Digital Lives</td><td>Aspiration & money</td></tr>
</table>

**For full curriculum overview see Appendix 1*

**Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of non-statutory RSHE.*

## Inclusion and Accessibility

All PSHE curriculum and lessons that are taught as part of the Life Lessons curriculum are designed to be inclusive and accessible to all pupils, with resources aligned to accessibility principles such as WCAG 2.2 accessibility guidelines. Teaching approaches support a range of learning needs, including the use of visual supports, structured tasks, key vocabulary and guided discussion to aid understanding and participation.

Provision is adapted for pupils with SEND in line with the school's SEND Policy. This may include differentiated tasks, pre-teaching, small group delivery and additional visual or practical support where appropriate. Staff work closely with the SENCo and external agencies, where needed, to ensure all pupils can access the curriculum and are supported effectively.

## Sex education

Parents have the right to withdraw their children from the non-statutory sex education content taught in Year 6: My Body & Me: Sexual Reproduction, as detailed in the 'Right to Withdraw' section of this policy.

This lesson focuses on the basics of human intercourse and reproduction, including age-appropriate information about how sexual intercourse and fertilisation happens. The resources use a factual scientific approach, and do not discuss the details of intimate sexual relationships, beyond the biology of intercourse, the basics of sexual consent and the law.

## Monitoring, reporting and evaluation

The quality of RSHE teaching will be monitored termly through lesson observations, learning walks, and book looks, carried out by the PSHE Lead.

Pupils will be assessed at the end of each unit, with progress against key learning measured through a combination of teacher assessment and pupil self-assessment. Assessment outcomes will inform future planning to ensure that key concepts are learned and embedded.

Pupil voice will be gathered termly to capture feedback on learning and understanding. Findings from monitoring and evaluation will be used to identify staff development needs and ensure continued effectiveness of PSHE teaching and learning and to inform curriculum development. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

# Safe and Effective Practice

## Safeguarding

Safeguarding is central to our RSHE curriculum, which is designed to prepare pupils to live safely in the modern world. The PSHE Lead works closely with pastoral and safeguarding staff to ensure the curriculum reflects pupils' needs and supports effective safeguarding.

This policy aligns with statutory and non-statutory guidance, including *Keeping Children Safe in Education (KCSIE)*, and should be read alongside the school's Safeguarding and Child Protection Policy.

Staff recognise that RSHE may lead to disclosures of safeguarding concerns. In such cases, they will act promptly, follow school procedures and share information only with those who need to know. Staff will never promise complete confidentiality. All concerns are reported to the Designated Safeguarding Lead (DSL), who will take appropriate action, including liaising with external agencies where necessary.

The DSL ensures that pupils receive appropriate support and that staff are guided in responding to concerns. Pupils are taught how confidentiality works, what happens if they make a report, and how to access help, including from trusted external services.

Teachers will use their professional judgement when addressing sensitive issues and will consult the DSL where there is any concern. Any disclosures or risks identified through RSHE will be managed in line with the school's safeguarding procedures.

## Working with external organisations

On occasion external visitors, experts and agencies may be invited to contribute to the delivery of RSHE to enhance delivery of these subjects, bringing specialist knowledge. It is important to note that where outside visitors help to deliver RSHE, they are not there to replace teachers but to enrich existing programmes by supporting the school.

When this happens, our school will:

- Check the visitor or visiting organisation's credentials
- Ensure the teaching delivered by the visitor fits with our planned programme and our published policy
- Discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils
- Ask to see in advance the materials visitors will use as well as a lesson plan so that collectively we can ensure it meets the full range of pupils' needs (e.g. special educational needs)
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with our school's policy
- Arrange for the visitor to be supervised/supported by a member of school staff at all times
- Monitor and evaluate the visitor input to inform future planning

## Answering difficult questions

We ensure a safe learning environment by establishing clear ground rules for discussions, which are agreed by teachers and pupils. These include using correct and agreed terminology for body parts, respecting others' views, and not requiring anyone to share personal information. Confidentiality will be included within this agreement so pupils are clear of the limits of confidentiality that can be guaranteed by a teacher. This supports safe, inclusive and respectful discussions.

Distancing techniques, such as the use of characters, are used where appropriate to discuss sensitive issues in a safe and appropriate way. This avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable.

Pupils' questions are answered in an age- and stage-appropriate way, using factual and accurate information. Teachers will respond based on pupils' level of understanding and may not answer questions in full where it is not appropriate to do so. Opportunities are provided for pupils to ask questions anonymously, for example through a class Worry Box or other opportunities, to reduce embarrassment and encourage openness. Where Worry Boxes are in place, these will be regularly checked, and teachers will decide whether a worry needs to be followed up with an individual, or whether it forms part of a class conversation or circle time.

If a pupil's question goes beyond the content taught or relates to sex education from which they have been withdrawn, teachers will respond sensitively and supportively. This may include suggesting the pupil speaks to a parent or trusted adult, signposting appropriate support, or addressing the question individually at a later time.

Teachers use their professional judgement when responding to questions and are trained to recognise when a question may indicate a safeguarding concern. In such cases, staff will follow the school's safeguarding procedures and consult the Designated Safeguarding Lead (DSL) without delay.

## Partnership with parents

We recognise parents as partners in the delivery of effective RSHE and values their role in supporting their child's learning and wellbeing. The school communicates with parents through RSHE workshops, the school website, and letters, and encourages open dialogue regarding any worry or concerns.

We proactively support parents to feel confident in discussing RSHE topics at home, including signposting resources and offering workshops where appropriate.

Parents are consulted during the development and review of the school's RSHE policy and are invited to discuss any concerns.

Parents are informed at the start of each term about the content their children will be learning. On request, parents may view all curriculum materials used to teach RSHE. Requests to view curriculum materials can be made to via the school admin email address.

## Right to Withdraw

Parents **do not** have the right to withdraw their children from statutory Relationships and Health Education lessons or from the statutory National Science Curriculum. In the wider curriculum, in Science, some elements relating to Sex Education are taught such as puberty, the menstrual cycle and early human development. These objectives are part of the curriculum and, therefore, are mandatory.

Parents may, however, withdraw their children from the non-statutory sex education content taught in Year 6: My Body & Me: Sexual Reproduction, as part of Relationships Education.

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

- Parents/carers will be informed about sex education before it is due to be taught
- Parents/carers should contact the school by letter, email or phone to arrange a meeting with the Principal
- Parents/carers will be invited in for a meeting. Meetings give an opportunity for the school and the parent/carer to discuss concerns and to outline the impact on the children of missing sex education lessons
- Following a meeting, parents/carers will be asked to confirm in writing that they wish to withdraw their child from sex education lessons. This will be added to the pupil's file
- When sex education lessons are being taught, alternative arrangements will be made for any children who are withdrawing from this aspect of the curriculum. The alternative arrangements will be learning about other areas of the statutory PSHE curriculum in a different classroom or learning space within school

Parents should be aware that withdrawn children may still hear about the lesson content from peers or seek information from other sources, such as friends, siblings, or the internet. These sources can be inaccurate, age-inappropriate, or misleading.

To support informed decision-making, lesson content will be shared with parents annually, including a session for Year 6 parents, ensuring they have full information before choosing to withdraw their child from sex education lessons.

# Policy Dissemination and Review

The Principal will:

- Disseminate a copy of the RSHE policy to all staff members
- Provide regular training to staff on the policy content
- Ensure that there are copies of the RSHE policy available from the school office and the school website for parents to access on request

This policy will be reviewed every 2 years or sooner if the RSHE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance.

This policy will be reviewed in July 2028