



South Haringay School

Relationship, Sex and Health Education Policy

Member of staff responsible: Ayse Thomas

Date approved by Governing Body: March 2026

Date to be reviewed: March 2028

We have based the school's Relationship, Sex and Health Education Policy on the DfES statutory guidance document Relationships Education, Relationships and Sex Education (RSE) and Health Education DfE July 2025.

In this document, RSE is defined as learning about physical, moral and emotional development. It is about building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. Teaching about stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. However, care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances. Sex and relationships education is part of the Personal, Social and Health Education (PSHE) curriculum in our school. While we use sex and relationships education to inform children about sexual issues, we do this concerning matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex and relationships education as a means of promoting any sexual orientation or encouraging pupils to question their gender identity. In compliance with the Equality Act 2010, we do teach pupils about LGBT and mixed race/religion relationships, appropriate to pupils' age, and ensure that this content is fully integrated into our programmes of study for this area of the curriculum through illustrations and discussions of different types of families rather than delivered as a stand-alone unit or lesson. Where a pupil discloses that they are questioning their gender identity, the school will respond in line with its safeguarding procedures. Pupils will be supported sensitively and appropriately, with the involvement of parents or carers where appropriate, and with due regard to the child's welfare and the school's safeguarding responsibilities.

Context

We teach RSE in the belief that:

What and How we Teach



RSE is taught from Reception to Year 6 through the PSHE curriculum using the 'Teach SRE' scheme of work by children's class teachers. RSE is taught discreetly in PSHE lessons and links are made to other areas of the curriculum where relevant, such as online safety. SRE is delivered in the summer term to ensure it is taught at a point in the year when pupils and staff have well-established, trusting relationships, enabling confident discussion of sensitive topics. Most sessions are taught in a circle time activity style for Reception and KS1 pupils. Similarly, for older children, whole class discussions and activities form the basis of most sessions. Materials such as social stories, problem scenarios, true and false quizzes and matching activities with pictures are used to make learning accessible to all.

Relationship Education

Relationship Education teaches children about the emotional, social and physical aspects of growing up and relationships to equip them with the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

Our teaching illustrates a wide range of family structures, such as single parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents/carers, positively, and care is taken to ensure that children are not stigmatised based on their home circumstances.

We teach children to have an understanding of positive and abusive relationships and know how to keep themselves and others safe, and to recognise and report risks and abuse, including online. This is delivered by teaching about boundaries, privacy, and children's rights over their own bodies and personal information and what counts as abusive behaviour, and to trust their instincts about behaviour that doesn't feel right.

Sex Education

We teach children, in an age-appropriate way, about the differences between boys and girls, correct names for body parts, the human life-cycle, and how our bodies change as we grow up. This learning begins in Year 1 with basic body part naming and is developed progressively in greater detail as children move through the school. We also teach what areas of the body are private and should not be touched, and who they can talk to if they are worried.

From Year 4, we teach about the emotional and physical changes of puberty, including how the body prepares for reproduction. In Year 5, we teach about changes to the reproductive system in puberty, including a detailed look at menstruation and sperm production. In Year 6, we teach how families can be formed and how a baby is conceived and begins to grow.

Health Education

We teach children how to recognise feelings and use a varied vocabulary to talk about their own and others' feelings throughout the Teach SRE scheme of work and our whole school approach of using Zones of Regulation, so that they understand that worrying and feeling down are normal, affect everyone at different times. Through this approach, we



teach them to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Children are provided with strategies to support them with feelings that they find challenging.

Children are taught that: bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing; change and loss, including bereavement, can provoke a range of feelings; that grief is a natural response to bereavement; and that everyone grieves differently; where and how to seek support, including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

Integral to our RSE scheme of work and our overall approach to online safety is children's wellbeing online. Children are supported to think about the positive and negative aspects of the internet, whilst considering their own and others' behaviour online. They learn their rights in relation to sharing personal data, privacy and consent. We teach children to recognise when a relationship is harmful and dangerous, including recognising who to trust and who not to trust and how to seek support from trusted adults.

For specific content and key vocabulary for each year group see (Appendix 1)

Managing difficult questions

We recognise that children may ask questions that go beyond the content for their year group. When this happens, staff will respond in an age-appropriate manner, reassuring pupils that they will learn more about the topic in later years, and will encourage them to speak with their parents/carers. In Years 3 to 6, teachers will use a question box to allow pupils to ask questions discreetly and anonymously. This approach enables staff to address misconceptions appropriately, ensure that answers remain within the scope of the curriculum for the child's year group, and identify any questions that may indicate a safeguarding concern. Where necessary, teachers may speak with a pupil individually and will share concerns with parents/carers or the Designated Safeguarding Lead, in line with the school's safeguarding procedures.

Assessment:

Teachers integrate effective assessment for learning strategies in all curriculum areas. Each class keeps a record of their PSHE work in pupil's PSHE books. In addition, each class has a scrapbook to record any collective work in P4C, and work is also evidenced in displays in classrooms and around school.

Safeguarding

RSE lessons are a time when teachers will have an opportunity to directly address issues that help keep children safe. Lessons in each year group will support children in understanding what denotes appropriate and inappropriate touching by others. We will seek to empower children to be clear about the boundaries of physical contact with others, whether the 'other' is a stranger or someone known to the child. Children will be reminded about who they can talk to if they are concerned that someone has



crossed these boundaries, and be encouraged to report any incident, regardless of whom the individual is.

The protocols of our RSE policy make it explicit that no personal remarks or information should be made in public. Any private or personal issues can be discussed with a teacher but information disclosed must not be kept confidential if the child's safety is at risk.

The Role of parents/carers

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective we:

- Inform parents/carers about the school's sex and relationships education policy and practice through yearly parent workshops
- Provide access to our schemes of work, lesson plans and materials through our workshops and by email request
- Answer any questions that parents/carers may have about the sex and relationships education of their child;
- Take seriously any issues that parents/carers raise with teachers or governors about this policy or the arrangements for sex and relationships education in the school.

Right to withdraw

Parents/carers have the right to withdraw their child from the sex education elements of Relationships and Sex Education (RSE) lessons. However, parents/carers cannot withdraw their child from the relationships education or health education aspects of the curriculum, as these are statutory, nor from any content delivered as part of the National Curriculum for Science, such as puberty or sexual reproduction. If a parent/carer wishes to withdraw their child from sex education, they must arrange an appointment to meet with the class teacher to review the content that will be covered. A formal request must then be submitted in writing, by letter or email, to the Headteacher, who will confirm the withdrawal arrangements in line with school policy.

The Role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Primary Care Trust, such as the school nurse and other health professionals, give us valuable support with our sex and relationships education program.



Confidentiality

Teachers conduct all lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the headteacher. The headteacher will then deal with the matter in consultation with health care professionals and social services.

The role of the headteacher

It is the responsibility of the headteacher to ensure that both staff and parents/carers are informed about sex and relationships policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Monitoring and review

The governing body monitors our sex and relationships policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. Governors require the headteacher to keep this policy updated on a biennial basis with details of the programs taught in school.



Appendix 1

RSHE Content: Reception to Year 6

Year Group	Learning intentions	Vocabulary
Reception	<p>To explore how friendships can help us feel happy and how we can welcome others.</p> <p>To explore what happens when friends fall out and how we can make things better.</p> <p>To recognise that families can look different and that families help and care for each other.</p> <p>To understand that everyone likes different kinds of touch and that we can say what feels okay or not okay for our body.</p>	<p>happy, sad, shy, angry, worried, proud, uncomfortable, friend, kind, help, share, sorry, welcome, family, grown-up, body, hug, touch, ask, yes, no, no thank you</p>
Year 1	<p>To learn how to be a kind and welcoming friend, even when people are different to us.</p> <p>To understand how we grow and change.</p> <p>To learn the correct names for private parts of the body.</p> <p>To understand that our private body parts are private, even when we are using screens or video calls.</p> <p>To know that families can be different</p> <p>To identify adults we can talk to when something doesn't feel right.</p>	<p>friend, kind, different, lonely, private parts, body, penis, vulva, grown-up, help, safe, proud, family, talk, screen, camera, online, trust, feelings, scared, happy, cross, calm, excited, unsure</p>
Year 2	<p>To explore and challenge gender stereotypes</p> <p>To explore how male and female animals and humans are biologically different and to understand how this is part of the lifecycle</p> <p>To focus on sexual difference and name body parts</p> <p>To understand body privacy, personal boundaries, and the importance of consent.</p>	<p>boy, girl, same, different, fair, unfair, stereotype, male, female, animal, baby, body, body parts, private, genitals, penis, vulva, touch, boundaries, consent, ask, stop, safe, trust, help</p>
Year 3	<p>To understand that all bodies are unique and to know some of the differences between male and female bodies.</p> <p>To understand personal space, body boundaries and what to do if someone makes us feel uncomfortable</p> <p>To understand that families can be different and to know who I can talk to if I feel upset, worried or unsafe</p> <p>To understand how to stay safe online and what to do if someone makes us feel uncomfortable or unsafe in a message, photo or video</p>	<p>unique, body, private, male, female, penis, scrotum, vulva, vagina, uterus, consent, personal space, boundaries, uncomfortable, safe, unsafe, secret, trusted adult, help, respect, online, message, photo, camera</p>
Year 4	<p>To understand that puberty is an important stage in the human lifecycle</p> <p>To learn about the emotional and physical changes of puberty, including how the body prepares for reproduction.</p> <p>To explore healthy and unhealthy friendships and how to balance our own needs with the needs of others.</p> <p>To explore what makes people unique and how to show respect for those who are different from us.</p>	<p>puberty, private parts, lifecycle, emotions, reproduction, periods, sperm, penis, vulva, testicles, scrotum, uterus, nipples, respect, fairness, feelings, friendship, kind, honest, boundaries, personal space, stereotype, difference, unique, upstander, trust, support, identity, confident</p>
Year 5	<p>To learn about the main physical and emotional changes during puberty.</p> <p>To understand the changes to the reproductive system in puberty.</p> <p>To learn how to care for our bodies and feelings during puberty, and where to find support.</p> <p>To understand how respecting ourselves and others helps us to set healthy boundaries and build positive relationships.</p>	<p>puberty, physical changes, menstruation, periods, menstrual products, sperm, egg, semen, erection, pubic hair, sweat, breasts, spots, emotional changes, hormones, boundaries, personal space, consent, assertive, kindness, empathy, upstander, fairness, inclusion, self-esteem, identity, stereotypes, peer pressure, support, trusted adult</p>



Year 6	<p>To understand how the body changes during puberty in preparation for reproduction.</p> <p>To understand why communication is important in relationships and why consent matters before any kind of physical touch.</p> <p>To understand how families can be formed and how a baby is conceived and begins to grow.</p> <p>To understand what is appropriate and inappropriate to share, and to know what to do if something makes us feel unsafe or uncomfortable.</p>	<p>puberty, reproduction, sexual intercourse, uterus, pregnancy, adoption, fostering, IVF, consent, communication, boundaries, respect, privacy, appropriate, inappropriate, pressure, assertive, permission, online, offline, bullying, harassment, discrimination, sexuality, safety, report, trusted adult, empathy, responsibility</p>
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