

Freegrounds Junior School



Relationships Education, Relationships and Sex Education and Health Education Policy

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Date of next review:	May 2026
Date approved:	
Approved by:	Policy working party

This policy reflects the most recent *Department for Education* statutory guidance: *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (DfE, September 2021). It outlines the required content and recommended best practice for governing bodies, headteachers, senior leaders, and teachers. The guidance ensures that pupils are equipped with the knowledge and skills they need to develop healthy, respectful relationships and to maintain physical and mental wellbeing.

At Freegrounds Junior School, we deliver our Personal, Social, Health and Economic (PSHE) education, including Relationships and Sex Education, through the **SCARF curriculum** provided by *Coram Life Education* (www.coramlifeeducation.org.uk/scarf). SCARF is a comprehensive, evidence-based resource designed to meet statutory requirements while supporting pupils' emotional literacy, resilience, safety, and overall wellbeing.

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*, make **Relationships Education compulsory for all primary schools** and **Health Education compulsory for all state-funded schools**. Schools are legally required to have regard to this statutory guidance and must be able to justify any deviations from it.

This policy is underpinned by the DfE statutory guidance (2021) and supported by local recommendations from **Hampshire County Council**. It ensures our curriculum is compliant, inclusive, and tailored to meet the needs of all pupils.

Source: DfE Statutory Guidance: Relationships Education, RSE, and Health Education (2021)

Definitions:

Relationships Education focuses on developing pupils' understanding of the essential building blocks for forming healthy, respectful relationships. This includes friendships, family dynamics, and interactions with peers and adults in a range of contexts.

Relationships and Sex Education (RSE) provides pupils with the knowledge and skills to form safe, caring, and meaningful relationships. It also includes age-appropriate, additional content on intimate relationships and reproduction beyond the science curriculum, tailored to meet the needs of the school community.

Health Education supports pupils in understanding the key principles of physical and mental wellbeing. This includes healthy eating, exercise, sleep, personal hygiene, managing emotions, and making safe, informed choices online.

These definitions reflect the DfE's statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2021.

Key Statement

The purpose of implementing this policy is to ensure that all pupils at Freegrounds Junior School are provided with meaningful opportunities to explore, discuss, and develop the skills they need to form and maintain healthy, respectful relationships. It also aims to ensure that pupils are equipped with accurate, age-appropriate knowledge about the basic biology of human reproduction, as well as the physical, emotional, and social changes that occur during puberty and adolescence.

Through the teaching of Relationships and Sex Education, pupils are supported in understanding the changes they and others will experience as they grow. This includes exploring feelings, attitudes, and values in a safe and supportive environment, helping them to develop empathy, self-awareness, and confidence.

Relationships and Sex Education plays a vital role in promoting children's personal, social, and emotional development, preparing them for the responsibilities and experiences of adult life.

At Freegrounds Junior School, this learning is delivered in a way that is inclusive, non-judgmental, and respectful of individual differences. All children and their families have the right to privacy, dignity, and acceptance, and these principles underpin our approach to RSE.

Aims

Relationships and Sex Education should:

- focus on teaching the fundamental building blocks and characteristics of positive respectful relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.
- ensure pupils are taught what a relationship is, what a friendship is, what family means and who the people are who can support them
- address the fact that the principles of positive relations apply as much online as they do offline
- to support pupils by teaching the knowledge they need to be safe and to report abuse
- teach physical and mental wellbeing giving pupils the information they need to make good decisions about their own health and wellbeing, recognize issues in themselves and others and when issues arise, seek support
- teach benefits and risks of the use of electronic devices
- the facts about legal and illegal harmful substances
- develop pupils' health related knowledge, so they are able to deal further with the physical and emotional changes involved in growing up
- be taught in a positive, supportive and caring environment
- present facts in an objective, balanced and sensitive manner
- be complementary and supportive to the role of the parents
- incorporate the spiritual, moral and cultural dimensions of the PSHE curriculum as well as elements of the Science and Computing curriculum
- be supported and complemented by the school's wider policies on behavior, inclusion, respect for equality and diversity, bullying and safeguarding
- teaching of Relationship and Sex Education will be compliant with 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

Implementation

Relationships Education, Relationships and Sex Education and Health Education will be taught through the PSHE curriculum from Years 3 to 6 with compliments and support from the national curriculum for science, PE and computing. As well as whole school approaches to Spiritual, Moral, Social and Cultural development and learning to learn values.

PSHE Overview

Year Group:	Year 3	Year 4	Year 5	Year 6
Autumn A:	Me and My Relationships	Me and My Relationships	Growing and Changing	Me and My Relationships
Autumn B:	Rights and Responsibilities	Rights and Responsibilities	Rights and Responsibilities	Rights and Responsibilities
Spring A:	Keeping Myself Safe	Keeping Myself Safe	Keeping Myself Safe	Keeping Myself Safe
Spring B:	Being My Best	Being My Best	Being My Best	Being My Best
Summer A:	Valuing Difference	Valuing Difference	Valuing Difference	Valuing Difference
Summer B:	Growing and Changing	Growing and Changing	Me and My Relationships	Growing and Changing

Topic to be covered and brief description:

- Me and My Relationships: Includes feelings/emotions/conflict resolution/friendships
- Rights and Responsibilities: Includes money/living in the wider world/environment
- Keeping Myself Safe: Includes aspects of safe internet use, drugs and Relationships Education
- Being My Best: Includes keeping healthy/Growth Mindset/goal setting/achievement
- Valuing Difference: Includes British Values focus
- Growing and Changing: Includes RSE-related topics

The national curriculum for science encompasses key topics such as the principal external body parts, human growth and development from birth through old age (including puberty), and the reproduction processes of selected plants and animals.

The national curriculum for physical education and sports is designed to ensure that pupils:

- participate in sustained periods of physical activity
- cultivate lifelong habits of health and fitness

The national curriculum for computing aims to ensure that all pupils:

- become responsible, competent, confident, and creative users of information and communication technology
- receive age-appropriate e-safety education, addressing the evolving risks young people face as they mature

The school recognises that relationships formed and maintained online are just as significant to pupils as those experienced face-to-face. For many young people, the boundaries between online and offline interactions are fluid, and they often experience both as part of the same social world. As such, our curriculum reflects the importance of online relationships and includes guidance on respectful communication, recognising harmful behaviour, and staying safe in digital environments.

In line with the Department for Education's statutory guidance, the school delivers a sex education programme that is age-appropriate and responsive to the physical and emotional maturity of pupils. This ensures that all children, regardless of gender, are well prepared for the physical, emotional, and social changes that occur during puberty.

The curriculum draws upon the statutory science content—specifically, the human life cycle—and provides pupils with factual, age-appropriate knowledge about how a baby is conceived and born. This is delivered with sensitivity and respect for the diverse backgrounds and experiences of pupils and their families.

Recognising that children develop at different rates, the school adopts a flexible approach to teaching. Where individual pupils mature earlier than their peers, teachers may offer tailored support and opportunities for one-to-one discussion to ensure that all pupils receive timely and relevant information in a way that meets their needs. Importantly, the topic of puberty is introduced before the onset of physical changes, so that pupils feel informed, supported, and confident as they approach this stage of development.

This approach aligns with the guidance outlined in the DfE Statutory Guidance (2021), which states: “It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.”

(Source: DfE Statutory Guidance, 2021, Paragraph 67)

In Years 5 children will learn about the changes their bodies will go through during puberty, this will include:

- Looking after myself and keeping healthy, this focusing on personal hygiene
- Understanding physical changes in both sexes during puberty, including menstruation and the physical and emotional changes which happen to boys at puberty
- Coping with physical changes during puberty
- Understanding feelings and moods during puberty
- Learning to cope with changes in relationships as a result of puberty

In Year 6 children will recap and extend their knowledge through further discussion about puberty and adolescence. This will include:

- Changes in the body, emotions and relationships related to puberty
- The basic biology of human reproduction
- How a baby is conceived and born.

The Law

It is important pupils also have an awareness of what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and rules regarding the sharing of personal information, pictures, videos and other material using technology. Pupils will be made aware of relevant legal provisions when relevant topics are being taught (this may include PSHE, Science, PE, E-safety, Relationships Education, Relationships and Sex Education and Health Education lessons).

Examples of relevant topics include (but are not limited to):

- consent, including the age of consent
- online behaviours including image and information sharing
- gender identity
- substance misuse
- marriage and civil partnerships

Dealing with children's questions

During lessons on Relationships Education, Relationships and Sex Education (RSE), and Health Education, pupils may ask a variety of questions—some related to the topics being taught, and others that extend beyond the planned curriculum. To support inclusive and safe participation, it is considered good practice to offer a *question box* or anonymous submission method. This provides pupils the opportunity to raise questions they may feel too embarrassed to ask in front of their peers or may think of after the lesson has concluded.

Educators must exercise professional judgement when responding to such questions, being mindful that children of the same chronological age may be at different developmental stages. Consequently, they may express curiosity or concerns in differing ways. Teaching strategies should account for these variations and may include structured opportunities for individual or small group discussion, especially when the subject matter is sensitive or potentially distressing.

In general, if a question relates directly to the planned programme and is appropriate for the whole class, it should be answered in a factual and age-appropriate way. However, if a question is particularly sensitive, personal, or not suitable for the group context, it may be more appropriate to respond in a one-to-one setting. Where staff feel uncomfortable or unsure about addressing a specific question, they should seek guidance from a senior colleague or consider involving the child's parent or carer in follow-up discussions.

Given children's increasing access to the internet and digital media, it is essential that their questions are acknowledged and addressed. Failing to respond can lead pupils to seek answers from potentially unreliable or inappropriate sources.

Where a pupil's question gives rise to a concern related to safeguarding or child protection, the staff member must report the matter to the Designated Safeguarding Lead (DSL) immediately and follow the procedures outlined in the school's Child Protection Policy.

This approach is in line with the *Department for Education's statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education* (DfE, 2021), which states that:

"Schools should be alive to the fact that children of the same age may be developmentally at different stages. Teachers should plan lessons so that they draw on the knowledge of the pupils and use materials that are appropriate to the age and maturity of the pupils, and sensitive to their needs."

(Source: DfE Statutory Guidance, 2021, Paragraph 67)

For further guidance on safeguarding, staff should also refer to:

- *Sexual violence and sexual harassment between children in schools and colleges* ([DfE Guidance, 2021](#))

Safeguarding, reports of abuse and confidentiality

Central to the teaching of these subjects is a strong emphasis on safeguarding children. Planning and delivery are guided by the *Keeping Children Safe in Education* (KCSIE) statutory guidance, which ensures that pupils are educated about safeguarding, including how to protect themselves online (Department for Education, 2023).

Given the sensitive nature of some discussions that may arise, there may be a need to make safeguarding reports. Both children and staff are well-informed about the procedures for raising concerns. KCSIE clearly states that all staff must be knowledgeable about the appropriate actions to take if a child makes a disclosure, in line with the school's safeguarding policy. This ensures a consistent and effective response to protect the welfare of all pupils.

Equal Opportunities and Pupils with special educational needs and disabilities (SEND)

Relationships Education, Relationships and Sex Education (RSE), and Health Education must be accessible to all pupils. Schools are legally required to comply with the Equality Act 2010, which prohibits unlawful discrimination against pupils based on age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Equality Act 2010). Planning and delivery of these subjects should reflect the diversity of the student cohort, including considerations of gender, age range, and any specific needs. Schools should assess whether additional support is necessary for pupils with particular characteristics that may place them at greater risk.

Classroom environments must promote healthy, respectful peer-to-peer communication and behavior across all genders, while actively challenging stereotypes or limitations based on gender or other protected characteristics.

Reasonable adjustments must be made to reduce disadvantage and comply with the SEND Code of Practice when planning for pupils with special educational needs and disabilities (SEND). Teaching approaches may be adapted to address the heightened vulnerabilities some SEND pupils face, including risks of exploitation, bullying, and other safeguarding concerns. Similarly, additional support should be provided for pupils with Social, Emotional, and Mental Health (SEMH) needs or learning disabilities for whom Relationships Education is especially critical.

The delivery of Relationships and Sex Education aligns fully with the school's broader policies, including Inclusion, Child Protection, Confidentiality, and SEND policies, ensuring a holistic and supportive framework for all learners.

LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, and others)

The department for education recommends that it is integral throughout programmes of study to address LGBTQ+ specific content, however schools are free to determine how. As with all RSE teaching, this will be in a sensitive and age-appropriate. At Freegrounds Junior School, we cover LGBTQ+ content when teaching about different types of families.

Staff Development

It is essential that all staff possess a solid foundational knowledge of Relationships, Sex, and Health Education (RSHE) and feel confident in their ability to deliver these subjects effectively. To support this, staff will have access to guidance and resources from Coram Life Education, alongside the latest Department for Education statutory guidance on RSHE (Department for Education, 2019).

Staff will be informed of the legal framework governing the teaching of these subjects and encouraged to raise any questions or concerns with designated members of the school leadership team. Ongoing professional development and training opportunities will be made available as needed to ensure that all educators remain well-prepared and up to date with current best practices and statutory requirements.

Parents and Carers

Effective communication with parents and carers will ensure that all parents and carers know what will be taught and when. Communication should offer parents support in talking to their children about Relationships, Health and Sex Education and how to link this with what is being taught in school. Overviews of the PSHE curriculum for each year group will be issued at the start of the year and consultation with parents before the final year of primary school will address the detailed content of what will be taught in additional Relationships and Sex Education lessons. We will also inform Year 5 parents when lessons relating to puberty are being taught and the content that will be covered.

Parents should be informed that they have the right to request their child be withdrawn from some or all of the non-statutory Sex Education delivered but not Relationships Education. In such cases, parents/carers will be invited by the head teacher to discuss their reasons and to ensure their wishes are understood. The head teacher should clarify the nature and purpose of the curriculum as well as any social and emotional effects of being excluded and the likelihood of the child hearing their peers' version of what was said, rather than what was directly taught by the teacher.

Requests will be granted for any pupil whose parents wish them to be withdrawn from any sex education delivered in primary schools, other than as part of the science curriculum. There is no right to withdraw from the national curriculum. Where a parent chooses to exercise this right, they will be offered access to resources used by the school to support any conversations or teaching that may happen at home.

The Governing body is responsible for ensuring clear information is provided for parents and the right to request a child is withdrawn is given.

Monitoring

Monitoring of the Sex and Relationship Education programme will involve the PSHE Lead liaising with Year Team Leaders, staff and pupils in order to assess the effectiveness and suitability of the programmes in place.

The Governing body is also responsible for ensuring subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Key aspects of Relationships Education, Relationships and Sex Education and Health Education are in scope for Ofsted inspections, for example consideration of pupils' personal development, behavior and welfare and pupils' spiritual, moral social and cultural development.

Assessment and evaluation

Teachers will have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. Lessons will be planned to ensure that pupils of differing abilities are suitably challenged. Through such activities as discussion and enquiry-based tasks as well as evidence in books, class teachers will carry out assessment of units of work continuously as they are taught. Subject leader will also take on the view of the children through discussions with learning and school councils to review and adapt the teaching of relationships education, relationships and sex and health education.

Governors are also responsible for ensuring all pupils make progress in achieving expected outcomes. They have a duty to check the subject is well led, effectively managed and well planned and regularly updated as a result of self-evaluation and utilizing new pedagogies and technology.

Responsibility

This policy applies to all members of our school community. It is the responsibility of the Headteacher, governors and all members of staff to uphold this policy.

Review

The Subject leader along with the Headteacher, staff, School Leadership Team and Governors will review this policy annually.

Appendix:

This policy should be read in conjunction with the following key government and statutory documents:

- **Department for Education (DfE).** (2024). *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges.*
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- **Department for Education (DfE).** (2016). *Behaviour and Discipline in Schools: Advice for Headteachers and School Staff.*
<https://www.gov.uk/government/publications/behaviour-in-schools--2>
- **Equality Act 2010: Guidance for Schools.** (Equality and Human Rights Commission).
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- **Department for Education (DfE).** (2015). *Special Educational Needs and Disability Code of Practice: 0 to 25 Years.*
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- **Department for Education (DfE).** (2013). *Alternative Provision: Statutory Guidance for Local Authorities.*
<https://www.gov.uk/government/publications/alternative-provision>

- **Department for Education (DfE).** (2018). *Mental Health and Behaviour in Schools: Departmental Advice*.
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- **Department for Education (DfE).** (2017). *Preventing and Tackling Bullying: Advice for Headteachers, Staff and Governing Bodies*.
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- **Department for Education (DfE).** (2021). *Sexual Violence and Sexual Harassment Between Children in Schools and Colleges: Advice for Governing Bodies, Proprietors, Headteachers, Principals, Senior Leadership Teams and Designated Safeguarding Leads*.
<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>
- **Equality and Human Rights Commission (EHRC).** *Advice and Guidance for Schools on the Equality Act 2010*.
<https://www.equalityhumanrights.com/en/advice-and-guidance>
- **Department for Education (DfE).** *Promoting Fundamental British Values Through SMSC (Spiritual, Moral, Social and Cultural Development) in Schools*.
<https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published>
- **National Citizen Service (NCS).** *Guidance for Schools and Colleges*.
<https://wearencs.com/providers/schools>

Recommended Books, Websites & Resources for Parents

These resources can support parents in discussing Relationships, Sex, and Health Education topics at home in a safe, age-appropriate way:

1. **Coram Life Education – SCARF**
<https://www.coramlifeeducation.org.uk/family-scarf>
Offers a family portal with resources aligned to SCARF curriculum to help continue learning at home.
2. **NSPCC – Talking about Sex and Relationships**
<https://www.nspcc.org.uk/keeping-children-safe>
Guidance on talking to children about relationships, staying safe online, and safeguarding.
3. **BBC Bitesize – PSHE and RSE Resources**
<https://www.bbc.co.uk/bitesize/subjects/zmpfb9q>
Child-friendly animations and articles about growing up, emotions, puberty, and health.
4. **YoungMinds**
<https://www.youngminds.org.uk/parent>
Offers mental health advice for parents and carers, including guidance on puberty, emotional development, and resilience.
5. **Parent Info** (from Parent Zone and NCA-CEOP)
<https://parentinfo.org>
Free and up-to-date information on sex, relationships, online safety, and health for parents.
6. **Brook – Sexual Health and Relationships Support**
<https://www.brook.org.uk>
Trusted site for older children and parents, covering puberty, relationships, and healthy decision-making.
7. **Childline – Puberty and Growing Up**
<https://www.childline.org.uk/info-advice/you-your-body>
Offers a child-friendly explanation of puberty and changes in the body, useful for joint parent-child browsing.

Recommended Books for Parents and Children

1. **"Let's Talk About the Birds and the Bees"** by Molly Potter
– A great introductory book to support parents in having age-appropriate conversations about reproduction and relationships.
2. **"What's Happening to Me?"** (for boys or girls) by Usborne Publishing
– Straightforward puberty guides that children can read alone or with an adult.
3. **"How to Talk So Kids Will Listen & Listen So Kids Will Talk"** by Adele Faber and Elaine Mazlish
– Valuable for any parent navigating difficult or sensitive conversations.
4. **"The Boy's Guide to Growing Up"** and **"The Girl's Guide to Growing Up"** by Anita Naik
– Suitable for children in upper KS2 who want to understand body changes, hygiene, and feelings.

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