



Relationships, Health and Sex Education Policy

Review Frequency: Annually

Reviewed by: Senior Management Team

Last Reviewed: 14th May 2025

Date of next Review: May 2026

RHSE Policy

RELATIONSHIPS, HEALTH AND SEX EDUCATION POLICY



Status

Statutory

Approval: Governing body free to determine

Review Frequency: Governing body free to determine

Last Reviewed: 14/05/25

Introduction

At Rickmansworth Park JMI School, the children are at the heart of all that we do. We have a strong tradition of promoting excellence and supporting ambition within a caring, happy and safe environment.

- Our guiding principles are:
- To provide an education which develops the whole child.
- To provide a broad and balanced curriculum with a strong focus on enrichment opportunities.
- To teach children to understand their own rights and to respect the rights of others.

Rickmansworth Park School is a Rights Respecting School, based upon the United Nations Convention on the Rights of the Child. A Rights Respecting School not only teaches about children's rights but also models rights and respect in all its relationships. We believe that being a Rights Respecting School promotes positive relationships and will enable us to develop successful, responsible citizens for the future. This is particularly relevant in Relationships, Sex and Health Education.

Article 2 - The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.

Article 3 - The best interests of the child must be a top priority in all actions concerning children.

Article 6 - Governments must do all they can to ensure that children survive and grow up healthy.

Article 24 - Every child has the right to the best possible health.

Article 13 - Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.

Article 34 - Governments must protect children from sexual abuse and exploitation

Purpose

A key outcome for our school is that each pupil will develop the skills and knowledge to make decisions. Decisions about how they relate to others can only be made if they have adequate knowledge and understanding of their own physical and emotional development. This is not a task for the school in isolation, and we seek to work with parents to ensure that the teaching of sex education reflects their expectations and complements teaching at home. Parents will be informed about the teaching of sex education each term so that they are aware of what is being covered.

Relationship to other policies

Sex and Relationships Education forms an integral part of the curriculum policy, and the schemes of work for science, citizenship, and personal, social, and health education (PSHE), and relates to child protection.

Aims

The following aims compliment those of the Science curriculum in KS1 and KS2.

- To have the confidence and self-esteem to value themselves and others
- To understand about the range of relationships, including the importance of family for the care and support of children
- To develop confidence in talking, listening and thinking about feelings and relationships
- To be able to name parts of the body and describe how their bodies work
- To be prepared for puberty
- To understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- To understand the role the media plays in forming attitudes
- To understand how safe routines can reduce the spread of viruses

Roles and responsibilities of headteacher, other staff, governors

The **governing body** will:

- Seek the advice of the headteacher on this policy, ensure it is kept up to date and is made available to parents
- Ensure that sex education is provided in a way that encourages pupils to consider morals, the value of family life and the importance of healthy relationships

The **headteacher** will ensure that:

- The governing body is advised about the nature and organization of sex and relationships education and how it reflects the aims and values of the school (information to be incorporated into PSHE Curriculum Update)
- Sex education is provided in a way that encourages pupils to consider morals, the value of family life and the importance of healthy relationships
- Pupils are protected from inappropriate teaching materials
- A scheme of work is agreed and implemented
- Parents are informed about the programme for sex education each term and any parental complaints are reported to the governors.

Staff who teach Sex and Relationships Education are expected to:

- Provide sex and relationships education in accordance with this policy and in a way which encourages pupils to consider morals, healthy relationships and the value of family life
- Participate in training to provide sex education in line with the school curriculum policy
- Implement the agreed scheme of work

- Draw to the attention of the headteacher any material which they consider to be inappropriate

Arrangement for monitoring and evaluation

Lessons on sex education may be observed in the normal cycle of monitoring teaching and learning.

Any parental complaints arising from the programme for Sex and Relationships Education, will be reported to the governors.

Parents' Rights

Sex education is separate from the Relationships and Health curriculum and is taught as part of our Science curriculum.

Much of the content is covered by the Science curriculum (see Appendix). There is no right for a parent to withdraw their child from the Science curriculum.

As well as teaching the science, teachers will build in 'talk time' to enable the children to ask questions, in a safe environment, about what they have learned. The content of this session will be generated by the children. Parents have the right to withdraw their child from this part of the sex education lesson.

Any request to withdraw a child must be made to the Headteacher.

Appendices (PSHE Curriculum coverage for):

- **Appendix A** - Relationships and Sex Education
- **Appendix B** - Physical Health and Mental Wellbeing
- **Appendix C** - Science – sex education
- **Appendix D** - Rights Respecting and British Values

	Families and People who care for me	Caring friendships	Respectful relationships	Online Relationships - Covered through Computing Curriculum	Being safe - Covered through all Year groups
EYFS	EYFS objectives	EYFS objectives	EYFS objectives	EYFS objectives	EYFS objectives
Y1	<p>Pupils should know</p> <ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. 	<p>Pupils should know</p> <ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. 	<p>Pupils should know</p> <ul style="list-style-type: none"> the conventions of courtesy and manners. 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. 	<p>Pupils should know</p> <ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 	<p>Pupils should know</p> <ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
Y2	<p>Pupils should know</p> <ul style="list-style-type: none"> 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. 	<p>Pupils should know</p> <ul style="list-style-type: none"> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 	<p>Pupils should know</p> <ul style="list-style-type: none"> the conventions of courtesy and manners. practical steps they can take in a range of different contexts to improve or support respectful relationships. 	<p>Pupils should know</p> <ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 	<ul style="list-style-type: none"> how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
Y3	<p>Pupils should know</p> <ul style="list-style-type: none"> 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. 	<p>Pupils should know</p> <ul style="list-style-type: none"> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 	<p>Pupils should know</p> <ul style="list-style-type: none"> the conventions of courtesy and manners. the importance of self-respect and how this links to their own happiness 	<p>Pupils should know</p> <ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 	<ul style="list-style-type: none"> how to recognise and report feelings of being unsafe or feeling bad about any adult. how to ask for advice or help for themselves or others, and to keep trying until they are heard. how to report concerns or abuse, and the vocabulary and confidence needed to do so.
Y4	<p>Pupils should know</p> <ul style="list-style-type: none"> that stable, caring relationships, which may be of different types, are at the heart of happy families, and are 	<p>Pupils should know</p> <ul style="list-style-type: none"> that most friendships have ups and downs, and that these can often be worked through so that the friendship is 	<p>Pupils should know</p> <ul style="list-style-type: none"> the conventions of courtesy and manners. 	<p>Pupils should know</p> <ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. 	<ul style="list-style-type: none"> where to get advice e.g. family, school and/or other sources

	important for children's security as they grow up.	repaired or even strengthened, and that resorting to violence is never right.	<ul style="list-style-type: none"> the importance of permission-seeking and giving in relationships with friends, peers and adults. 	<ul style="list-style-type: none"> that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. how information and data is shared and used online 	
Y5	<p>Pupils should know</p> <ul style="list-style-type: none"> that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 	<p>Pupils should know</p> <ul style="list-style-type: none"> to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 	<p>Pupils should know</p> <ul style="list-style-type: none"> the conventions of courtesy and manners. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 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. 	<p>Pupils should know</p> <ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. how information and data is shared and used online 	
Y6	<p>Pupils should know</p> <ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. 	<p>Pupils should know</p> <ul style="list-style-type: none"> how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 	<p>Pupils should know</p> <ul style="list-style-type: none"> the conventions of courtesy and manners. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. what a stereotype is, and how stereotypes can be unfair, negative or destructive. 	<p>Pupils should know</p> <ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. how information and data is shared and used online 	

	Mental wellbeing	Internet safety and harms	Physical health and fitness	Healthy eating	Drugs, alcohol and tobacco	Health and prevention	Basic first aid	Changing adolescent body
By the end of Year 6	<p>Pupils should know</p> <ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 33 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. where and how to seek support (including recognising the triggers for seeking support), including whom 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). it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	<p>Pupils should know</p> <ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. why social media, some computer games and online gaming, for example, are age restricted. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. where and how to report concerns and get support with issues online. 	<p>Pupils should know</p> <ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. the risks associated with an inactive lifestyle (including obesity). how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>Pupils should know</p> <ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<p>Pupils should know</p> <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	<p>Pupils should know</p> <ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. the facts and science relating to allergies, immunisation and vaccination. 	<p>Pupils should know</p> <ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>Pupils should know</p> <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle

Year group	RSE Science curriculum
Year 5	<p>Animals including humans:</p> <ul style="list-style-type: none">describe the changes as humans develop to old age, including the stages experienced in puberty <p>Living things and their habitats:</p> <ul style="list-style-type: none">describe the differences in the life cycles of a mammal, an amphibian, an insect and a birddescribe the life process of reproduction in some plants and animals
Year 6	<p>Animals including humans:</p> <ul style="list-style-type: none">describe the changes as humans develop to old age, including the stages experienced in pubertylearn about reproduction in animals including humans <p>Living things and their habitats:</p> <ul style="list-style-type: none">describe the differences in the life cycles of a mammal, an amphibian, an insect and a birddescribe the life process of reproduction in some plants and animals, including the development and birth of human offspring

	Element	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	EYFS objectives	EYFS objectives	EYFS objectives	EYFS objectives	EYFS objectives	EYFS objectives	EYFS objectives
	Rights Respecting	Article 1 Everyone under the age of 18 has rights.		Article 7 Right to a name		Article 31 Right to play	
Y1	British Values	Article 19 - Respect and tolerance (anti-bullying) Article 12 - Democracy (School Council elections)		Article 12 - Individual liberty (right to express our opinions and personalities) Article 14 - Tolerance (challenging stereotypes, understanding other cultures/beliefs)		Article 12 - Individual liberty (right to express our opinions and personalities, resolving differences)	
	Rights Respecting	Article 28 Right to an education		Article 12 Right to be heard		Article 2 Right to not be discriminated against	
Y2	British Values	Article 19 - Respect and tolerance (anti-bullying) Article 12 - Democracy (School Council elections)		Article 12 - Individual liberty (right to express our opinions and personalities) Article 14 - Tolerance (challenging stereotypes, understanding other cultures/beliefs)		Article 12 - Individual liberty (right to express our opinions and personalities, resolving differences)	
	Rights Respecting	Article 3 Right to have the best interest of the child		Article 4 Rights are fulfilled by the government		Article 6 Right to life	
Y3	British Values	Article 19 - Respect and tolerance (anti-bullying) Article 12 - Democracy (School Council elections)		Article 14 - Tolerance (challenging stereotypes, understanding other cultures/beliefs)		Article 12 - Individual liberty (right to express our opinions and personalities, resolving differences)	
	Rights Respecting	Article 24 Right to the best possible health		Article 13 Right to free expression and information		Article 14 Right to think and believe and practice religion	
Y4	British Values	Article 19 - Respect and tolerance (anti-bullying) Article 12 - Democracy (School Council elections)		Article 14 - Tolerance (challenging stereotypes, understanding other cultures/beliefs)		Article 12 - Individual liberty (right to express our opinions and personalities, resolving differences, making safe and sensible choices)	
	Rights Respecting	Article 15 Right to meet with others and join groups and organisations		Article 16 Right to privacy		Article 27 Right to an adequate standard of living	
Y5	British Values	Article 19 - Respect and tolerance (anti-bullying) Article 12 - Democracy (School Council elections)		Article 12 - Individual liberty (right to express our opinions and personalities) Article 14 - Tolerance (challenging stereotypes, understanding other cultures/beliefs)		Article 12 - Individual liberty (right to express our opinions and personalities, resolving differences, making safe and sensible choices)	
	Rights Respecting	Article 17 Right to information from mass media.		Article 23 Children with a disability have the right to live a full and decent life		Article 30 Right to language, customs, religion of their family etc	
Y6	British Values	Article 19 - Respect and tolerance (anti-bullying, understanding racism) Article 12 - Democracy (School Council elections, debating)		Article 12 - Individual liberty (right to express our opinions and personalities) Article 14 - Tolerance (challenging stereotypes, understanding other cultures/beliefs, challenging opinions that go against British values)		Article 12 - Individual liberty (right to express our opinions and personalities, resolving differences, making safe and sensible choices)	
	Rights Respecting	Article 19 Right to be protected from violence		Article 33 Right to be protected from the use of illegal drugs		Article 40 Right to justice	

Through whole school assembly, all year groups learn about:

Article 22 Rights for refugee children **Article 19** Right to protection from violence