Hook-with-Warsash
Church of England Academy
Relationships, Sex and Health Education Policy
RSHE

Signed:

Relationship, Health and Sex Education Co-ordinator:_____

Chair of Governors: _____

Headteacher: _____

Date of Policy Ratification: October 2026
Date to be Reviewed: October 2027

Statutory Review Period: Annual

"Let Your Light Shine"

To provide an inspirational environment based on Christian values where individuals can excel and flourish academically, socially and emotionally, preparing them for life's journey.

Hook with Warsash C of E Academy

Relationships, Sex and Health Education Policy

Introduction

This policy outlines the teaching, organisation and management of Relationship, Sex and Health Education taught at Hook-with-Warsash C of E Academy, underpinned by our school vision and values of Love Independence, Growth, Happiness and Trust.

The implementation of this policy is the responsibility of all teaching staff. Visitors delivering any aspect of the curriculum covered by this policy, must read this prior to visiting the Academy. The responsibility for monitoring and review rests with the Relationship, Sex and Health Education co-ordinator, Nicole Griffiths and Poppy Saville. This process will also be supported by nominated governors.

In teaching RSHE, we are required by our funding agreement and statutory guidance to have regard to guidance issued by the Secretary of State under section 403 of the Education Act 1996 and the Children and Social Work Act 2017. As a Church of England Academy, our RSHE curriculum is rooted in our Christian vision and values and reflects the Church of England's vision for education, as set out in *Flourishing for All*, enabling every child to flourish spiritually, morally, socially and academically. Our teaching promotes dignity, respect, healthy relationships and inclusion, recognising the worth of every individual. The Portsmouth and Winchester Diocesan Board of Education's RSE Guidance (2020) was consulted in the development of this policy.

RSHE forms an important part of the school's safeguarding curriculum and is delivered in line with the principles of *Keeping Children Safe in Education*.

At Hook-with-Warsash CE Academy we teach RSHE as set out in this policy.

Our Relationship, Sex and Health Education curriculum is taught as an integral part of our PSHE programme of study.

In the Statutory Document for RSHE 2025 the Secretary of State says; “Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.”

At Hook-with-Warsash C of E Academy, we aim to:

- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy; teaching children to value themselves and know how to keep their bodies and minds healthy.
- Teach pupils the correct, scientific, vocabulary to describe themselves and their bodies
- Create a culture of respect around issues of sexuality and relationships

- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Educate children to become informed, reflective thinkers who make wise, considered decisions with awareness of the possible consequences of their choices.

What is Relationships, Sex and Health Education (RSHE)?

It is a statutory requirement for primary schools to deliver Relationships Education and Health Education, and the Department for Education (DfE) recommends primary schools to deliver Sex Education in years 5 and / or 6, in line with content about conception and birth, which forms part of the national curriculum for science.

Health Education is also statutory in all schools[1].

All aspects of Relationship and Health Education will be compulsory for all pupils in Primary education from July 2025. At Hook-with-Warsash C of E Academy, we teach non-statutory Sex Education, as recommended by DfE, in Year 6.

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, and healthy lifestyles.
RSHE involves a combination of sharing information, and exploring issues and values.
RSHE is not about the promotion of sexual activity.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). These areas of learning will be addressed in an age-appropriate way according the nature of the cohort.

Our PSHE and RSHE Curriculum

At Hook-with-Warsash C of E Academy, RSHE is taught within the Personal, Social, Health and Economic (PSHE) Education Curriculum. Some of the biological aspects of RSHE are also covered through the science curriculum. PSHE is taught discreetly and regularly, across the school. We use SCARF, a comprehensive scheme of work for PSHE and wellbeing education. An overview of SCARF can be found in our appendices. It covers all of the DfE's statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum. All aspects of the RSHE curriculum are taught by the class teacher or invited specialists (SCARF Workshops).

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school and cohort.

The following document shows the way in which all the Growing and Changing Unit develops from Year R to Year 6, in age and developmentally- appropriate ways.

file:///C:/Users/nicolew/Downloads/Learning-journeys-Growing-and-Changing-V1.2%20(1).pdf

[1] Except Independent Schools where PSHE education remains statutory.

Curriculum Content

Relationships Education

Relationships Education in primary school will cover:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Relationships education at Hook-with-Warsash C of E Academy aims to teach the fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family, and relationships with other children and adults.

Families and people who care for me

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs

and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

1. What sorts of boundaries are appropriate in friendships with peers and others (Including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g., family, school and/or other sources.

Health Education

Health Education in primary school will cover:

- General wellbeing
- Wellbeing on-line
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic First Aid
- Developing bodies

At Hook-with-Warsash C of E Academy we aim to equip our pupils with the knowledge, understanding and strategies to support both their physical and mental health as they grow and become more independent.

General wellbeing

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g., happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.

9. Where and how to seek support (including recognising the triggers for seeking 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).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting 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.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Physical health and fitness

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. 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).

Drugs, alcohol, tobacco and vaping

1. The facts about legal and illegal harmful substances and associated risks,

including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health protection and prevention

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

1. How to make a clear and efficient call to emergency services, if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Sex Education

Although Sex Education is not statutory in Primary Education, at Hook-with-Warsash C of E Academy, we follow the DfE recommendations and deliver Sex Education lessons in Year 6.

Sex Education in our school will cover:

- Teaching children about their changing adolescent bodies; including emotions surrounding this
- Understanding human reproduction
- Growth and reproduction are taught throughout the Academy as part of the science National Curriculum

The non-statutory aspect of the curriculum is taught in Year 6 as part of their 'Growing and Changing' unit. The relevant lessons focus on Conception and Reproduction.
Children are taught to:
• Know and understand the terms conception and reproduction
• Understand the function of the male and female reproductive systems
• Understand the different stages of pregnancy
• Know how and where they can gain support.

- Sex Education units are provided by staff who are familiar with the children and are sensitive to the concerns and needs of pupils and their families.
- Pupils understand they are being trusted to use information gained in a lesson in a responsible way and not share it outside with younger children
- It recognises pupils' different backgrounds and varying levels of emotional and physical maturity
- Teachers will make use of a range of material to create purposeful learning environments;
- Teachers will facilitate the opportunity for children to ask questions of a personal nature confidentially via a confidential question box.

Often pupils are curious beyond our deemed age-appropriate programme of study and beyond the remit of our curriculum. When a question of this nature is asked, pupils will be directed to home to discuss with parents or carers. If a class teacher feels there is an area where a pupil has shown a particular interest, they will contact parents/carers to inform them of this.

Right to Withdraw

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

Parents/carers **cannot withdraw** their child from:

- Relationships Education in primary schools.
- Health Education.
- The statutory National Curriculum Science content.

At **Hook-with-Warsash C of E Academy**, we hold parent information sessions prior to teaching the Growing and Changing units in Years 4, 5 and 6, where we will share all content with parents and carers prior to the sessions being taught. The content taught in Years 4 and 5 includes menstruation, emotional and physical changes and general bodily hygiene. These are all statutory elements of the RSHE curriculum. In Year 6, we teach the non-statutory sex education elements, as outlined above. Parents/carers may request that their child be withdrawn from these elements.

Requests for withdrawal should be made in writing to the Headteacher. The Headteacher will meet with parents/carers to discuss the request, clarify the nature and purpose of the

curriculum, and explore any concerns. The school will respect the rights of parents/carers while ensuring that decisions are made in the best interests of the child.

As a Church of England school, we value strong partnerships with parents and carers as the primary educators of their children. We seek to work openly and collaboratively with families to ensure that pupils receive age-appropriate teaching that supports their wellbeing, safety and flourishing.

Curriculum materials relating to RSHE are available to parents/carers on request and opportunities will be provided for parents/carers to discuss the curriculum before it is taught.

How is it accessible to all pupils?

In line with our Christian vision and the Church of England's commitment to enabling all to flourish, we ensure that the RSHE curriculum is accessible, inclusive and appropriate for all pupils.

We recognise that pupils have different needs, experiences and starting points. Teaching is carefully planned and adapted to ensure all children can access learning and make progress.

This may include:

- Adapting teaching strategies and resources to meet the needs of pupils with Special Educational Needs and Disabilities (SEND).
- Using a range of teaching approaches, including visual, practical and discussion-based activities.
- Providing appropriate scaffolding, vocabulary support and differentiated resources where needed.
- Creating a safe, supportive and respectful learning environment where pupils feel able to participate and ask questions.
- Ensuring learning materials reflect the diversity of modern Britain and the range of families and communities represented in our school.
- Taking account of pupils' age, maturity, developmental stage and individual needs when planning learning.
- Working in partnership with parents/carers and, where appropriate, external professionals to support individual pupils.

Through our RSHE curriculum, we seek to ensure that every child can flourish, develop positive and healthy relationships, recognise their own worth and dignity, and contribute positively to their communities.

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