



Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy

Date Reviewed:	26.06.2026
Next Review Date:	26.06.2027
Policy Owner:	Miss Lana Sumners

Amendments

Date	Amendment	Staff member
26.06.2026	Policy Standardisation	GM
28.08.26	New statutory guidance checked and added	LS

Mission Statement

We are committed to providing a supportive, enjoyable and family style environment in which every child is nurtured and encouraged to achieve their potential through a broad-based curriculum and opportunities for developing sporting, dramatic, artistic and musical talents.

Statement of Aims & Objectives

- To enable each child to fulfil their own academic and personal potential.
- To instil in every child the importance of developing personal initiative and to foster in them a belief that they can fulfil their potential in any area of school life.
- To provide a broad based academic and extra-curricular education that is delivered in such a way as to satisfy the learning needs of each and every pupil.
- To help each pupil to develop both a set of values and an understanding and appreciation of other religious beliefs.
- To learn the difference between right and wrong and to appreciate that rights and responsibilities are equally balanced.
- To develop and promote a sense of caring and community between the pupils within the school and the wider community as a whole.
- To instil in each pupil a high degree of self-respect and respect for their fellow pupils, teachers and other adults.
- To prepare each child for the transition to the next stage of their education and to be able to take advantage of any opportunities as they present themselves.



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Safeguarding

Oakhyrst Grange School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. At this school we respect and value all children and are committed to providing a caring, friendly and safe environment for our pupils so that they can learn in a relaxed and secure atmosphere. We believe that every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Oakhyrst Grange School. We recognise our responsibility to safeguard all who access school and promote the welfare of all of our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. This should be read in conjunction with the Safeguarding Policy.

All staff will be asked to complete training annually following KCSIE updates. Further safeguard training will take place throughout the year. All staff must wear their lanyards at all times.

The Safeguarding governor is: Pauline Clark Pauline.clark@oakhyrstgrangeschool.co.uk

DSL: Roxann Dowling (Head of EYFS)

DDSL: Gemma Mitchell (Headteacher)

DDSL: Faye Dance (Deputy Headteacher)

Telephone: 01883 343344

Safeguarding Team: DSL@oakhyrstgrangeschool.co.uk

What is RSE?

At Oakhyrst Grange School, Relationships Education forms part of our statutory curriculum for primary pupils. It develops pupils' knowledge, understanding and skills to build and maintain healthy, respectful and positive relationships with themselves and others.

Primary Sex Education is non-statutory. Where the school provides additional Sex Education beyond the statutory Science curriculum, this is clearly identified in the curriculum map and policy, taught in an age-appropriate manner and subject to the parental right to withdraw.

Aims

This policy complies 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.

The aim of RSE is to help children build healthy friendships and positive relationships in an age-appropriate way. The overall objectives of the RSE curriculum are concerned about raising awareness of attitudes and values, developing personal and social skills, and promoting knowledge and understanding. RSE covers more than biological facts and information. It endeavours to help children develop self-esteem, self-responsibility as well as the acquisition of understanding and attitudes which prepare children to develop caring, stable and healthy relationships. Appreciation of the value of self-



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respect, dignity, marriage, civil partnership and parental duty should be encouraged in all pupils together with the sensitivity to the needs of others, loyalty and acceptance of responsibility. RSE will look at aspects of diversity in an inclusive and non-judgemental way. This sits alongside the essential understanding of how to be healthy.

The Implementation of this policy is the responsibility of all teaching staff and is firmly rooted within Oakhyrst Grange School's framework for PSCH and is clear across the entire curriculum.

Oakhyrst Grange School is aware of the need to be mindful and respectful of a wide range of religious and cultural beliefs and the needs of those pupils with SEND. We make every effort to be appropriately sensitive; equally we fervently believe that it is essential for our pupils to have access to learning that enables them to stay safe, healthy and understand their rights as individuals.

Statutory guidance

Oakhyrst Grange School is an independent primary school. Relationships Education is statutory for all pupils receiving primary education and must be taught in accordance with the Department for Education's statutory guidance. The revised Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance comes into force on 1st September 2026. Schools must have regard to this guidance when planning and delivering Relationships Education.

Primary Sex Education remains non-statutory. Where Oakhyrst Grange School provides Sex Education beyond the requirements of the Science curriculum, this will be clearly identified in the school's curriculum map and policy, taught in an age-appropriate manner and subject to the statutory parental right to withdraw.

The statutory Health Education requirements in the DfE RSHE guidance do not apply to independent schools. However, Oakhyrst Grange School provides health education as part of its PSCH curriculum in accordance with the Independent School Standards. The revised guidance places increased emphasis on pupils developing the knowledge and skills needed to build healthy and respectful relationships, establish and respect boundaries, communicate effectively, manage conflict, recognise unhealthy or controlling behaviour, respond to pressure, understand loneliness, challenge stereotypes and prejudice, and know when and how to seek help.

Oakhyrst Grange School incorporates these areas throughout its PSCH and Relationships Education provision.

Safeguarding in RSE

RSE contributes directly to the school's safeguarding curriculum. Pupils are taught about body autonomy, privacy, appropriate and inappropriate contact, recognising emotional, physical and sexual abuse, recognising unsafe or harmful relationships, and identifying trusted adults and appropriate ways to report concerns.

Online safety

Pupils are taught how to develop safe and respectful relationships online, recognise online peer pressure, manipulation and coercion, and understand the risks associated with communicating with people they do not know or who may not be who they claim to be. They learn how to protect personal information, use privacy and location settings appropriately and understand that information and images shared online may have a lasting digital footprint. Pupils are taught about age restrictions for social media and the importance of seeking help from a trusted adult if they encounter harmful,



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inappropriate or sexualised online content. Where emerging safeguarding concerns require discussion of pornography or the pressure to share intimate images, this will be addressed in an age-appropriate, proportionate and safeguarding-led manner, with parents informed where this represents content outside the published curriculum.

Intent

Oakhyrst Grange School enables its pupils to develop happily and successfully into adult life, experiencing fulfilling and rewarding relationships with both themselves and others. They build upon knowledge and experiences to make effective decisions about their wellbeing, health, and relationships and to develop their resilience, putting this into practice making sound decisions when facing risks, challenges and difficult circumstances. Effective personal development education enables pupils at Oakhyrst Grange School to develop resilience whilst knowing how and when to ask for help and where to independently access support. This policy was formulated in consultation with the whole school community with input from:

- Staff members; through regular agenda items at staff meetings.
- Governors; updated through meetings.
- Parents/carers; parents were encouraged to contribute by taking part in parents meetings.
- Pupils; pupils were encouraged contribute to the development of the policy through the School Council, Circle Time discussions, etc.
- Other partners; visiting external providers in school (health, police, wider community).

Implementation

Roles and Responsibilities

The Head Teacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies. The Head Teacher also has a responsibility to identify a lead teacher who will work closely with colleagues in related curriculum areas in order to complement and not duplicate content.

Where appropriate, pupils may be taught in smaller or separate groups for particular aspects of learning about puberty or changing bodies, where this supports pupils' comfort, participation and learning. Any such arrangements will be considered on an individual and curriculum basis and will not reinforce gender stereotypes.

The RSE and PSCE Lead is responsible for:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant partners.
- Implementation and monitoring of the policy, assessing its effectiveness in practice and using this information to inform policy review.
- Monitoring and quality assurance of content to ensure continuity and progression within the spiral curriculum.
- Coordinating training and support for all staff.

A set of ground rules, co-created with pupils, help teachers create a safe environment, in which both they and pupils are able to confidently and discuss the content being taught. The following are example rules for RSE lessons:

- pupils must be made aware that teachers cannot offer unconditional confidentiality.



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- no one (teacher or pupil) will have to answer a personal question
- no one will be forced to take part in a discussion
- meanings of words will be explained in a sensible and factual way
- when answering a specific question which involves information at a level inappropriate to the development of the rest of the pupils, the question may be dealt with individually at another time
- that any teasing on sexual matters will not be tolerated and will be treated as harassment or bullying. Children are being trusted to use the information gained in lessons in a responsible and mature way.
- where a member of staff is concerned that a child protection issue is arising, it is his/her responsibility to follow the school's Safeguarding policy.

Accessibility

RSE is taught in a way that is accessible to all pupils, including pupils with SEND. Teaching, resources, language, activities and communication approaches are adapted where necessary to meet individual needs. Appropriate scaffolding, visual resources, repetition, pre-teaching, alternative communication methods and additional adult support may be used where appropriate. Individual support plans and advice from relevant professionals will be considered when planning provision.

Staff Training

RSE can be a sensitive issue and teachers may welcome support and training. Provision will be made available for teaching staff to clarify legislation, curriculum requirements and to consider appropriate teaching approaches and materials.

Curriculum Design

At Oakhyrst Grange School, RSE is organised in a spiral curriculum that runs seamlessly alongside PSCH. The PSCH and RSE planning is combined in the PSCH curriculum map, which is part of the school's curriculum jigsaw. The curriculum map identifies which content forms part of statutory Relationships Education, which content is delivered through Science, and which content constitutes additional non-statutory Sex Education. It also identifies the year group and term in which each element is taught.

Beliefs and Attitudes

At Oakhyrst Grange School, pupils are supported to develop positive attitudes towards themselves and others and to understand the importance of respectful, healthy and caring relationships. Teaching encourages pupils to recognise that people and families may have different beliefs, backgrounds, experiences and circumstances, and that these differences should be treated with dignity and respect.

Pupils are taught about:

- the importance of self-respect, respect for others, kindness and empathy
- the characteristics of healthy and respectful relationships, including trust, communication, boundaries, consent, cooperation and mutual respect
- the importance of recognising and respecting the needs, feelings and boundaries of others
- how to communicate assertively and appropriately, including how to say no and respond to pressure



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- how to manage disagreements and conflict in a respectful way
- how to recognise behaviour that may be unhealthy, harmful, controlling or disrespectful
- how friendships and relationships can change and that everyone may experience loneliness or difficulties in relationships
- the importance of seeking help and talking to a trusted adult when relationships or situations cause concern.

Pupils learn that families are diverse and may include, for example, single-parent families, same-sex parents, adoptive families, foster families, kinship carers, grandparents and other people who care for them. Teaching reflects the range of family circumstances within our school community and is delivered in an inclusive, age-appropriate and respectful manner.

Pupils are taught to recognise and challenge stereotypes, prejudice, bullying and discriminatory behaviour. They learn that derogatory or discriminatory language relating to characteristics such as sex, race, disability or sexual orientation is unacceptable.

Where topics involve different beliefs, opinions or viewpoints, teaching will be age-appropriate, factual and respectful. Pupils are encouraged to listen to and respect different views while understanding that respectful behaviour and the school's expectations apply to everyone. Where a subject involves matters of law or contested views, these will be presented accurately and appropriately for pupils' age and maturity.

The school does not promote particular personal, political or religious views. Instead, pupils are supported to develop the knowledge, communication skills, confidence and judgement needed to form healthy relationships, respect others and make safe and responsible choices.

Knowledge and Understanding

Children get information about sex and sexuality from a wide range of sources, including each other, through media advertising, television, music (and music videos), magazines, as well as leaflets, books and websites. The RSE lessons will start by finding out what children already know and will aim to add to their existing knowledge and correct any misinformation they have. The knowledge and understanding component of RSE includes:

- learning and understanding physical development at appropriate stages
- understanding human sexuality and reproduction
- understanding emotions
- learning about the importance of committed relationships

RSE is taught within the Personal, Social, Citizenship, Health and Economic (PSCHE) curriculum. Biological aspects of RSE are taught within the Science curriculum, and aspects are included in other curriculum areas.

External providers:

Oakhurst Grange School subscribes to Kapow primary to support its PSCHE and RSE planning and teaching. This external provider has been vetted by the PSCHE lead and the headteacher.

The school must ensure materials are:

- age appropriate
- accessible
- consistent with the curriculum



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- consistent with the policy
- sensitive to pupils' needs

All content and materials are checked by the teacher for age-appropriateness before the lesson. The school retains responsibility for the content and quality of all teaching delivered using external resources or by external providers.

Any visitors will follow safeguarding procedure and their material will be checked by the PSCH lead.

Managing Difficult Questions

Issues will be addressed with sensitivity and at a level appropriate to the age group and developmental stage and will consider any additional SEND needs, in an objective manner, free from personal bias. Consideration will be given to the potential for small group or 1:1 discussion for specific questions to be discussed. Account must be taken of different viewpoints such as different religious beliefs. Discussion is set within the legal framework and pupils should be made aware of the law as it relates to these issues. Pupils are made aware that some information cannot be held as confidential, and understand that if certain disclosures are made, certain actions will ensue. At the same time, pupils will be offered sensitive and appropriate support. Teachers will not introduce content that falls outside the planned curriculum simply because a pupil asks a question. Where appropriate, the teacher may explain that the question will be discussed privately or seek advice from the RSE/PSCH Lead.

Parental consultation and Right to Withdraw

Parents and carers are consulted when the policy is developed and reviewed. The school provides information about the curriculum, including the content and purpose of additional Sex Education, and provides opportunities for parents/carers to ask questions and provide feedback. At Oakhyrst Grange this is conducted through an optional RSE information evening which shows examples of the curriculum followed by a letter that clearly states statutory teaching, withdrawal rights and how we approach the teaching of RSE. Parents can request to see all RSHE planning and curriculum materials used by the school by emailing the PSCH lead.

PSCH lead: ana.sumners@oakhyrstgrangeschool.co.uk

Relationships and sex education (RSE) and health education - GOV.UK

Relationships Education is statutory for all pupils receiving primary education and parents/carers do not have the right to withdraw their child from Relationships Education.

Primary Sex Education is non-statutory. Where Oakhyrst Grange School provides Sex Education beyond the requirements of the Science curriculum, this is clearly identified in the school's curriculum map and policy. Parents/carers have the right to request that their child is withdrawn from this additional Sex Education.

Parents/carers wishing to exercise this right should make a written request to the Headteacher. The school will discuss the request with the parent/carer, explain the content and purpose of the relevant teaching and make appropriate alternative provision.

Parents/carers cannot withdraw their child from Relationships Education or from statutory Science teaching.

Impact



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Pupils at Oakhyrst Grange School are supported in their personal development through the purposeful, sensitive and effective teaching of essential skills and understanding which enable them to develop qualities and strategies that will equip them in readiness for a happy and rewarding transition into adulthood. This policy will be reviewed annually by the Governing Body who will monitor the application and outcomes of this policy to ensure it is working effectively.

Monitoring and evaluation

The RSE/PSCHE Lead monitors the quality and effectiveness of provision through curriculum reviews, lesson observations, pupil voice, work scrutiny, teacher feedback and parent feedback. Curriculum content and delivery are reviewed annually to ensure that provision remains age-appropriate, meets statutory requirements and responds to the needs of pupils.

This policy is reviewed annually.



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	Autumn		Spring		Summer	
	My healthy self	Connecting with others	The online world	Health protection /Growing up/ Sex education	Citizenship	Staying safe/ citizenship
Year 1	My healthy self: How can we look after our emotions?	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Health protection: How can I protect myself and others in daily life?	Citizenship: How can I help others and the environment?	Staying safe: how can I stay safe?



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Year 2	My healthy self: How can we look after our bodies?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?	Growing up: How can we look after and respect our bodies as we grow? -How do we grow and change? (statutory) -How will I change as I grow up? (statutory) -Do I make the rules about my own body? (statutory) -How can I talk about my body? (statutory) -How can we show respect for each others bodies? (statutory) -Who can I talk to if I do not feel safe? (statutory)	Citizenship: How do people belong to a community and earn money?	Staying safe: How can I make safe choices in different places?
Year 3	My healthy self: How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Health protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What rights and responsibilities do we have?	Citizenship: What careers do people choose and why?



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Year 4	My healthy self: How can I make healthy choices?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?	Growing up: How will my body and emotions change as I grow up? -What are body boundaries? (Statutory) -How will I grow and change during puberty. (statutory) -What emotional changes could I experience when growing up? (statutory) -What is a period? (Statutory) -How can we show kindness and understanding about body changes? (statutory) -Who can I talk to about growing up and changes? (statutory)	Citizenship: How can I spend money responsibly?	Staying safe: What signs help me recognise what is safe or unsafe?



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Year 5	My healthy self: How can I support my mind and body as I grow?	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Growing up: How can I manage the changes to my body and emotions as I grow up? -How will my body grow during puberty (statutory) -How can I keep myself clean and hygienic? (statutory) - How can we treat others with kindness during puberty? (statutory) - How can I manage my emotions and feelings during puberty? (statutory) -What is a period? (statutory) -How can I challenge behaviour which crosses personal boundaries? (statutory)	Citizenship: How can we be in control of our money?	Citizenship: How can we make a difference in our communities and beyond?



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Year 6	My healthy self: How do my choices today shape my future health?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about the things I see online?	Sex education: How do people become parents and carers? -Which words can we use to describe our private body parts? (non-statutory) -How are babies made? (non-statutory) -What happens in pregnancy and how are babies born? (non-statutory) -How are families formed? (non-statutory) -How does life change after having a baby? (non-statutory) -What is consent? (non-statutory)	Citizenship: How can we protect everyone's rights?	Staying safe: How can I stay safe as I grown up?
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