



Relationships and Sex Education Policy

Date: October 2025

Approved by: Pupil and Curriculum Committee

Review Period: Annually

Next review due: Autumn 26

Principals

Relationship Education, Relationships & Sex Education (RSE) is lifelong learning about physical, moral and emotional development. It is about understanding the importance of committed, stable and loving relationships, family life respect, love and care and keeping safe. RSE is taught as part of PSHE lessons. Aspects of sex education may also be covered within the national science curriculum. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

RSE provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. RSE is therefore a tool to safeguard children.

Springhallow School has a diverse range of age and needs among its pupils, including a broad ethnic population and these factors can present challenges in relation to RSE.

We believe that it would be unwise to ignore the issues in respect of PSHE, Citizenship and Sex Education that concern our pupils and parents, especially when most of the issues are an integral part of daily life both within and outside school.

Our pupils have the right to information about themselves and others. They have wishes and needs to make appropriate and responsible relationships and to develop assertion and safe keeping skills, with adults playing a crucial role in protecting them. Our pupils should also have opportunities to develop their awareness and understanding of the benefits of a healthy lifestyle.

The DFE has issued statutory guidance regarding the approach school must take when teaching RSE – [Relationships and sex education \(RSE\) and health education - GOV.UK](#)

Aim and objectives

The aim of this policy is to enable the effective planning, delivery and assessment of RSE.

Objectives for primary school pupils:

Families and people who care for me	<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.• 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.• 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.• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
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	<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. • 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	<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. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • 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.
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • 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. • 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. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online 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. • 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.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others

	<p>(including in a digital context).</p> <ul style="list-style-type: none"> • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • 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. • where to get advice e.g. family, school and/or other sources.
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All lesson content will be adapted based on the pupils level of understanding and cognitive ability

Objectives for Secondary and Post 16 pupils:

<p>Families</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
<p>Respectful relationships, including friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • 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 people in positions of authority and due tolerance of other people’s beliefs. • about different types of bullying (including cyberbullying), the impact of bullying,

	<p>responsibilities of bystanders to report bullying and how and where to get help.</p> <ul style="list-style-type: none"> • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	<p>Pupils should know</p> <ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Intimate and sexual relationships, including sexual health	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available.

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| | <ul style="list-style-type: none"> • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. |
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All lesson content will be adapted based on the pupils level of understanding and cognitive ability

Teaching staff in all schools to be confident:

- In planning, delivering and assessing RSE
- In answering parents' questions and dealing with sensitive issues
- In supporting children to understand how to keep themselves safe
- In answering challenging questions from pupils or redirect or delay until appropriate

Equal Opportunities

The school is committed to the provision of RSE to all of its pupils and the differing needs of boys and girls. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of RSE.

Springhallow School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

Curriculum Delivery:

RSE will mainly be delivered through the PSHE and Citizenship curriculum, including the Ealing PSHE SoW and the SoSafe programme in the primary school, AQA UAS, SoSafe program, Sex & Relationships Education: A visual programme for learners with Autistic Spectrum Disorders or Learning Disabilities, for pupils in the secondary school. The elements of sex education will also be contained in the science curriculum, e.g. in KS1 pupils will be taught to "notice that animals, including humans, have offspring which grow into adults". At the Foundation stage through the Personal, Social and Emotional Development area of the Foundation curriculum, pupils will work on developing an understanding and awareness of themselves and others, this includes developing their senses, body awareness and early social skills.

At Key Stage 1 pupils will continue to work on developing their awareness of themselves and others including awareness through the senses. They will also work towards developing an awareness of gender, the child/adult role and behaviour, privacy, sharing and turn taking, preference and choice and being part of a group. The Life Processes and Living Things section of the Equals Science curriculum will also support the delivery of the subject, for example at Key Stage 1 pupils will explore how people grow and develop into adults.

At Key Stage 2 pupils will work towards developing their knowledge of and use of the senses and recognition of body parts. They will explore likes and dislikes, develop awareness of gender differences and of how living things grow and change. They will work towards developing an awareness of the importance of family and friends and will work on developing co-operative skills.

Pupils will work towards developing their understanding of public and private- body parts and places, appropriate greetings, issues relating to growing up including body changes in puberty. Wherever appropriate, pupils will be taught about the changes that will happen to their bodies before they start to occur, in order for pupils to be better prepared – this will include learning about menstruation. Pupils will also work to further develop their awareness of feelings and emotions and their ability to make choices. This includes saying “no”.

Delivery of RSE

Pupils will be grouped according to their individual needs and ability. RSE can occur in a whole group, small group or one to one teaching situation. RSE for all stages will be planned and delivered by class staff with support from the PSHCE co-ordinator.

Lessons are adapted and delivered according to individual developmental levels.

Class staff may also seek advice and support from the Occupational Therapist and/or the school nurse where necessary.

Resources

We have several PSHE resource boxes, which contain activity packs and objects including anatomically correct dolls, pictures, and videos that are appropriate for teaching RSE. There is also a good selection of teacher resource books which contains ideas for activities and resources as well as relevant Science resource boxes. There is also a wide range of electronic resources (worksheets, power point presentations, pictures, etc.) carefully selected by the Behaviour, Social and Emotional Development team and stored on teacher share. In addition to that there are individual lesson plans with accompanying high quality resources developed by Ealing Health Improvement Team and stored on teacher share.

We may also request help from outside agencies who deliver training on RSE to school staff and work alongside class staff in the delivery of RSE.

Assessment and Recording

Assessment and recording in RSE within PSHCE is an on-going process through the use of whole school on-line assessment tool. Intended Learning Outcomes relating to the schemes of work in both PSHE and Science are differentiated to meet the needs of all pupils every term and these are revised when necessary. An individual target is set if deemed appropriate for the pupils within their EHCP and this is continually assessed, recorded again and revised when necessary.

Results are recorded and reported to parents through the Annual Review. In close liaison with the assessment coordinator, data is collected and evaluated and we are able to track pupil progress over time.

Monitoring and Evaluation

Termly evaluations are completed by teachers and these are evaluated to identify areas of good practise, strengths and the areas that need further development; whether it be in terms of training, resourcing or changes to the structure of the Curriculum. Quality of RSE provision has also been the focus of the most recent

Development and Training

The need for training and development for individual staff is identified through Continuing Professional Development (CPD) and the Performance Management and Staff Development Cycles. Both these

processes also support staff training and development. Training is delivered through external courses, Curriculum Development meetings, staff INSET and feedback. Peer observation and working alongside colleagues are also very useful tools in training and development. Attendance at external courses and research through the internet or literature in books or journals on the part of the Behaviour, Social and Emotional Development team is instrumental in developing the subject as a whole at Springhallow.

Parents

Parents are the key people in:

- teaching their children about relationships and sex
- maintaining the culture and ethos of the family
- helping their children cope with the emotional and physical aspects of growing up; and preparing them for the challenges and responsibilities that sexual maturity brings

Parents need support in their role as relationship and sex educators. At Springhallow we work in partnership with parents via regular parents' coffee mornings which give parents the opportunity to have access to the content of the RSE curriculum and others. It also allows us to gain access to their views and opinions on the subject.

Parents can consult with the class teacher and/or member of the senior leadership team regarding all aspect of RSE at Springhallow. They also have the right to information about the content of the school RSE policy and the right to the withdraw their children from part of the RSE provided by Springhallow school except for those parts included in the statutory National Curriculum. For primary aged pupils, parents are allowed to withdraw their child from the lesson about reproduction.

Related Policy documents:

- Curriculum Policy
- Teaching and Learning Policy
- PSHE and Citizenship Policy
- Drug Education Policy
- Child Protection and Safeguarding, Behaviour Policy
- Single Equalities Scheme