

Relationship, Sex and Health Education (RSHE) Policy

Draft Policy for Parental Consultation

Linked Policies:	SMSC Policy PSHE Policy Anti-Bullying Policy Drugs Policy Child Protection Policy Teaching and Learning Assessment for learning SEND code of Practice Equality Policy Curriculum Policy Inclusion Policy
Policy is based upon:	DfE Guidance, National Curriculum requirements and Hampshire RSHE policy guidance

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1. Aims

Relationships and sex education (RSE) is the most commonly used term for this area of the curriculum. However, at Hook Junior School, we use the term Relationships, Sex and Health Education (RSHE) as we feel this more accurately reflects the importance of relationships in our curriculum.

At Hook Junior School, we wholeheartedly support the philosophy of RSHE and believe it is best taught as part of our Personal, Social, Health and Economic education (PSHE) curriculum for all year groups. Our curriculum seeks to promote the spiritual, moral, cultural, mental and physical development of our pupils, as well as preparing them for the opportunities, responsibilities and experiences of adult life in a digital age.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Support prevention of harms by helping young people understand and identify when things are not right
- Enable pupils to develop safe, fulfilling and healthy relationships, both online and offline
- Teach pupils to have respect for themselves and others

Through the provision outlined in this policy, the school's overall aims of RSHE are to teach and develop the following three main elements:

Knowledge and Understanding:

- Learning and understanding physical development and changes linked to puberty before they experience these changes for themselves
- Understanding emotions and relationships
- Learning about keeping safe and the importance of protecting their personal information, especially online

Attitudes and Values:

- Learning the importance of values, individual conscience and moral considerations
- Learning the value of family life, as well as stable and loving relationships

- Learning the value of respect, love and care
- Exploring and understanding moral dilemmas
- Developing critical thinking as part of decision-making
- Challenging stereotypes and judgmental behaviour

Personal and Social Skills:

- Learning to manage emotions and relationships confidently and sensitively
- Develop self-respect and empathy for others
- Learn to make choices and to respect peoples' differences
- Develop an appreciation of the consequences of choices made
- Learn how to recognise and avoid exploitation and abuse
- Learn how to identify risky and negative relationships (including all forms of bullying and abuse) and ask for help
- Learn how to assert themselves and know when and how to seek support if they feel unsafe or uncomfortable

The aim of RSHE is to help children build healthy friendships and positive relationships in an age appropriate way. The overall objectives of our RSHE curriculum are focused around raising awareness of attitudes and values; developing personal and social skills and promoting knowledge and understanding.

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. Our RSHE curriculum teaches all children the value of self-respect, dignity, marriage, civil partnership and parental duty, together with the sensitivity to the needs of others, loyalty and acceptance of responsibility.

Our RSHE curriculum will explore diversity in an inclusive and non-judgmental way.

2. Statutory requirements

The Department for Education's updated Relationships, Sex and Health Education (RSHE) statutory guidance (July 2025) comes into effect in September 2026. We must follow the new guidance from September 2026, but we can begin implementing it earlier if we wish.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships education compulsory for all pupils receiving primary education. They also make health education compulsory in all schools except independent schools.

As a maintained primary school, we must provide relationships education and health education to all pupils under section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education, but the DfE recommends we teach 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. At Hook Junior School, we believe it is important for children to receive accurate and timely information about changes and choices they face as they mature and in preparation for secondary school. Sex education will be taught specifically in year six.

We must proactively engage and consult parents when we develop and review our policy, ensuring parents understand that effective RSHE is important for promoting and protecting the wellbeing of all children.

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

When teaching RSE, we will have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

3. What this policy must include

This RSE policy must:

- Set out the subject content, how and when it will be taught, and who is responsible for teaching it, including any external providers the school will use
- Differentiate between relationships and sex education (where sex education is taught), so that parents have clear information. Relationships education doesn't involve explaining the detail of different forms of sexual activity, but can cover sensitive topics such as sexual violence in order to keep children safe
- Include information about a parent's right to request that their child is withdrawn from sex education
- Explain how content will be made accessible to all pupils, including those with special educational needs or disabilities (SEND)
- Describe how the subject is monitored and evaluated
- Set out how parents can view curriculum materials
- Explain how teachers will answer questions about topics in sex education that the school does not cover (in primary)
- Explain how the policy has been produced, who approves the policy, and how and when it will be reviewed

We must provide a copy of our policy free of charge to anyone who asks for one and publish the policy on the school website.

4. Definition

At Hook Junior School, we define RSHE as the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

5. Content and delivery

5.1 What we teach

At Hook Junior School, we use the term Personal, Social, Health and Economic education (PSHE) as an umbrella title for our PSHE, Relationships and Sex education (RSHE), Health education, SMSC education and British Values objectives that we teach from Year 3 to Year 6. Relationship and Sex Education is integrated into PSHE and science lessons.

Hook Junior School defines Relationship, Sex and Health Education (RSHE) as learning about the emotional, social and physical aspects of growing up and relationships. It equips children and young people with the information, skills and positive values to have safe, fulfilling relationships in a range of contexts. Pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. These lessons can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

Equality and diversity

We teach about healthy loving relationships and include same-sex parents/carers when discussing families. We cover the "facts and the law" about biological sex and gender reassignment, including that legal rights may differ based on biological sex, and that all people with protected characteristics, including sexual orientation and gender reassignment, have protection from discrimination.

We do not use materials that use cartoons or diagrams that oversimplify gender identity, or perpetuate stereotypes. We do not endorse any particular view or teach it as fact (e.g. we don't teach as fact that all people have a gender identity), or suggest that social transition is a simple solution to feelings of distress or discomfort.

Our RSHE curriculum will explore diversity in an inclusive and non-judgmental way, in line with the [Equalities Act 2010](#).

Relationship, Sex and Health Education is taught across the school in all year groups. In Lower Key Stage 2 (years 3 and 4), lessons focus on healthy, respectful relationships, the role of the family, physical and mental wellbeing and staying safe on and offline. In Upper Key Stage 2 (years 5 and 6), they are taught about puberty and growing up, dealing with emotions and managing personal relationships, increasing their knowledge and understanding to enable them to make informed decisions and healthier life choices. This is linked to the wider PSHE curriculum.

RSHE sessions also provide key opportunities to focus on safeguarding, keeping children safe and protecting them from abuse.

What we don't teach

We do not use RSHE as a means of promoting any form of sexual orientation.

5.2 How we teach it

At Hook Junior School, RSHE is organised in a spiral curriculum, that runs seamlessly alongside the PSHE and Science schemes of work. Learning is based on PSHE and RSHE objectives, taught through the themes outlined in the PSHE policy and curriculum map. These are taught in discrete, weekly lessons in each year group. However, when necessary, it may be more appropriate to block objectives together.

We will teach these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed so that RSE is accessible to all pupils, including those with special educational needs and/or disabilities (SEND)

Our teaching will reflect the law (including the Equality Act 2010) as it applies to relationships, so that pupils understand what the law does and doesn't allow, and the wider legal implications of the decisions they make.

Engaging with pupils

Our RSHE curriculum is informed by meaningful engagement with pupils so the curriculum feels relevant to them. We ensure pupils know that core curriculum content isn't up for discussion, but how we deliver it is. We engage with pupils through:

- **Age-appropriate surveys** within RSHE or PSHE lessons, with the support of form tutors or class teachers. We adapt survey questions so they're right for different ages
- **Feedback from our school council** about everyday school life and issues they bring to our attention. We look at where there are links to the RSE expectations, and ask questions that may help us identify gaps in our curriculum offer
- **Monitoring engagement with, and understanding of, our current RSHE curriculum** by taking note of the kinds of questions pupils ask and which topics they engage with throughout the year. We pop into lessons and talk to pupils about what they're learning and gauge how much of it they understand

Making our curriculum accessible to all pupils

We will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of health, relationships and keeping safe. We will ensure our curriculum is inclusive and accessible for all pupils by:

- **For pupils with SEND:** We will ensure that lessons are tailored to meet the needs of pupils with SEND, in line with the school's SEND policy. We will use a range of teaching methods and resources to ensure content is accessible. Where appropriate, we will provide additional support or adapt materials to meet individual needs
- **For pupils learning English as an additional language (EAL):** We will ensure that lessons are accessible for pupils with EAL, using visual resources, simplified language where appropriate, and checking understanding regularly
- **For pupils who are vulnerable:** We will be sensitive to the needs of pupils who may have experienced abuse or trauma, and ensure that lessons are delivered in a way that doesn't cause distress. We will work with pastoral staff to ensure appropriate support is in place.

6. Language

We will use anatomical terms for genitalia and sexual parts of the body.

We believe children should have the correct language to describe the private parts of their body and know them in anatomical terms. This supports our safeguarding of children when they have the correct terminology if they are being abused. Ofsted provides full support for this approach (2013) where teaching this vocabulary leaves children able to describe abusive behaviours.

Pupils will be taught the anatomical terms for body parts from Year 3. Slang or everyday terms used in certain social circles will be discussed when appropriate; this will surround discussion about what is and is not acceptable language to use.

In line with the National Curriculum (Section 11) and parent consultation, the agreed vocabulary used in school are listed below.

	Will be used The words and phrases below will be used by adults and children in the teaching and learning process.	Will be referred to Some vocabulary will be used to support teaching and learning, especially about the use of appropriate language.	May arise We do not plan to teach but it may be appropriate to re-visit some learning, to clarify or re-teach some aspects.
Reception			Vagina, breasts, penis, testicles
Key Stage 1			Vagina, breasts, penis, testicles, 'privates', willy, balls
Lower Key Stage 2 - Years 3 and 4	Penis, vulva, vagina, testicles, scrotum, nipples	'Privates', willy, balls	Other nicknames
Upper Key Stage 2 - Year 5 *Discreet RSHE lessons around puberty	Penis, vulva, vagina, testicles, scrotum, nipples, menstruation, period, menstrual products, period pads,	Nicknames for terms listed will be referred to support the teaching and learning process, especially to	Umbilical cord, epididymis, bisexual, transgender, biphobia, transphobia

	foreskin, sperm, ovary, ovum, egg, fallopian tube, womb, uterus, love, relationship, family, marriage, support, caring, loving, puberty	teach children about appropriate, respectful language	
Upper Key Stage 2 - Year 6	Consent, sexual intercourse, to make love, to conceive, conception, pregnancy, cells, embryo, foetus, birth, disease, infection, heterosexual, straight, gay, lesbian, homophobia*		All of the above
*Some words may be used as and when they are appropriate, regardless of age.			

Important note on terminology:

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.

We use appropriate language such as period pads and menstrual products instead of sanitary items or feminine hygiene products.

7. Answering difficult questions

We acknowledge that sensitive and potentially difficult issues will arise in RSHE as pupils naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for RSHE.

Staff members are aware that views around RSHE related matters are varied. However, while all personal views are respected, all RSHE themes are taught without bias. Topics are presented and taught using a variety of views and beliefs, so that pupils are able to form their own opinions, as well as value and respect that others have the right to a different opinion.

As a first principle, we answer questions relating to the taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question.

Both formal and informal questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. Teachers will use their professional judgement, skills and discretion in this area. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader or Senior Leadership Team. Questions may be referred to parents/carers if it is not appropriate to answer them in school.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom

indicates the possibilities of abuse or risk of harm, teachers will respond in line with our school safeguarding policy and child protection policy.

Our staff training includes dealing with difficult questions. Agreed phrases, where appropriate, will be used in response to difficult questions. When staff are faced with a difficult question in class that they feel uncomfortable about, they may wish to seek advice from the PSHE leader or a member of the Senior Leadership Team.

Teachers, guided by the PSHE Leader, will set ground rules in class as an essential part of discussing sensitive subject matters.

If a pupil indicates that they may have been a victim of abuse or neglect, or may be at risk of abuse or neglect, this will be dealt with in line with our child protection and safeguarding policy.

8. Principles for teaching sensitive issues

At Hook Junior School, we believe it is good practice for teachers to:

- Work with pupils to establish ground rules about how they will behave towards each other
- Ensure discussions offer some opportunities for pupils to discuss issues confidentially in small groups as well as sharing their views with the class
- Have question boxes in which pupils can place anonymous questions or concerns to avoid having to voice them in front of others
- Provide access to balanced information and differing viewpoints to help pupils clarify their own opinions and views (whilst making clear that behaviours such as racism, discrimination and bullying are not accepted or tolerated in any form)
- Be sensitive to the needs and experiences of individuals – acknowledging that some children may have direct experience of some of the issues
- Always work within the school's policies on safeguarding and confidentiality (ensuring that children understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside of lessons)
- Be mindful of the whole-school approach to supporting pupil welfare
- Raise children's awareness of how and where to seek support, both inside and outside of school
- Ensure that where pupils indicate that they may have been a victim of abuse or neglect, or may be at risk of abuse or neglect, this will be dealt with in line with our child protection and safeguarding policy

9. Resources

We use a wide range of concrete and virtual resources to support RSHE teaching and learning, including a range of high-quality texts to support children in their understanding of key objectives.

Selecting and checking resources

We check that external resources are accurate, age and stage appropriate and unbiased. We are particularly cautious about using resources from organisations that have a broader interest in promoting harmful products (e.g. cigarettes and alcohol) or that have a strong partisan view on a contested topic.

We are responsible for checking the credentials of any visitor or visiting organisation. We ask to see materials and a lesson plan in advance, and we seek the views of parents, making sure that all materials can be viewed by parents.

Examples of resources funded by the Government to complement classroom teaching are listed in Annex B of the DfE's RSHE guidance. It is ultimately our responsibility to ensure resources and teaching materials are appropriate for the age and maturity of pupils, are accessible for all pupils, including those with SEND, fit with our planned programme and policy, and are sensitive to pupils' needs.

Working with external agencies and visitors

While we may work with external agencies or invite visitors to support delivery of RSHE, we remain responsible for what is taught to pupils and how. We will:

- Make sure that an appropriate member of school staff (usually a teacher) is present during any teaching by visitors
- Review any materials visitors will use beforehand
- Agree in advance how confidentiality will work in the lesson, and ensure visitors understand how safeguarding reports should be dealt with in line with our child protection and safeguarding policy
- Check the credentials and expertise of visitors

Sharing resources with parents

We make parents/carers aware of what we're teaching in RSHE. This includes inviting parents into school to discuss the curriculum and the importance of RSHE, and showing parents a representative sample of the resources we plan to use.

We allow parents to view all curriculum materials used to teach RSHE, if they request them. Parents/carers aren't able to veto what we're teaching, but we allow them to see the materials. We share materials:

- Via our school website parent portal (where available)
- Through presentations at parent meetings
- By providing paper copies to take home (though parents/carers must abide by copyright law and agree to not copy or share the material further)

When we share materials from external providers, we acknowledge the provider's authorship and make clear that parents agree not to copy the content or share it further except as authorised under copyright law.

Where contractual clauses exist that seek to prevent us sharing any material at all with parents, they are void and unenforceable. This is because they contradict the clear public policy interest of ensuring that parents are aware of what their children are being taught in sex and relationships education.

Resource review

The PSHE Leader conducts a termly review of resources and newly available resources.

Period products

Curriculum content related to puberty and menstruation is complemented by sensitive arrangements to help girls prepare for and manage menstruation, including with requests for period products. We access the Department for Education's Period Products Scheme which is available for state-funded primary schools.

10. Assessment

We will assess pupil learning and development in lessons against the RSHE objectives and success criteria. This will form part of our overall end of term and end of year assessment of a child's achievement in PSHE (of which RSHE is a part).

Our assessment is not about making judgements on the character, worth or values of individual pupils, nor is it about continual testing.

We assess pupils' learning in RSHE in line with approaches used in the rest of the curriculum (including assessment for learning). We report to parents/carers at the end of the school year on pupils' learning progress and next steps in learning as part of PSHE.

Teachers will use a variety of assessment methods to evaluate pupils' understanding, including:

- Observation of pupils during lessons
- Discussions with pupils
- Review of pupils' work
- Pupil self-assessment
- Feedback from pupils about the curriculum

11. Staff Training

All staff members will receive appropriate training to teach RSHE effectively and handle any difficult issues with sensitivity.

We will ensure that:

- Staff are trained on the content of this policy and the RSHE curriculum
- Staff understand how to deliver RSHE in an age-appropriate way
- Staff know how to handle difficult questions and sensitive issues
- Staff are aware of safeguarding procedures and know how to respond if a pupil makes a disclosure
- The PSHE Leader receives ongoing professional development to keep up to date with RSHE developments

Training will be delivered through:

- Whole-school INSET sessions
- Staff meetings
- External training courses where appropriate
- Support from the PSHE Leader

12. Withdrawal

Parents/carers have the right to request that their child be withdrawn from part or all of sex education. Those parents/carers wishing to exercise this right are invited to write a formal letter to the Headteacher using the form in Appendix 2.

The headteacher will meet with parents/carers, if possible, to discuss the impact of withdrawing the pupil from sex education including:

- The social and emotional effect of being left out
- The pupil hearing an account of what happened in lessons from their peers, which might be inaccurate
- The benefits of receiving this important education

We will also discuss the withdrawal with the child to ensure their views are heard and to clarify the nature and purpose of the curriculum. We want to ensure that the withdrawal is in the best interests of the pupil.

We have to honour parents'/carers' request to withdraw their child, even if they don't want to discuss it.

Once a child has been withdrawn they cannot take part in the sex education programme until the request for withdrawal has been removed.

What parents cannot withdraw their child from

Parents/carers can't withdraw their child from:

- The relationships education in RSE
- Health education
- Content that's taught as part of the science curriculum, e.g. puberty, reproduction in some plants and animals, the main external body parts, the human body as it grows from birth to old age

Alternative provision

If a pupil is withdrawn, it's our responsibility to make sure they receive appropriate, purposeful education during the withdrawal period. Pupils who are withdrawn from RSHE are asked to attend learning in another class.

Materials are available to parents/carers who wish to supplement the school's sex education programme or who wish to deliver it to their children at home.

The child and family will not be stigmatised for the decision to withdraw.

13. Safeguarding

RSHE plays an important part in fulfilling our statutory duties. 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 prevention of harms by helping young people understand and identify when things are not right.

This subject helps children understand the difference between safe and abusive relationships and equips them with the knowledge and skills to get help if they need it.

Children have the right to:

- Say no
- Respect their own body
- Speak out and know that someone can help

When teaching any sensitive issue, young people may give cause for concern. If staff believe that the child is at risk or in danger, they will take action as laid down in our Child Protection policy and Safeguarding policy.

Teachers will be aware that effective RSE, which brings an understanding of what is and isn't appropriate in a relationship, may lead to a disclosure of a child protection issue.

If a disclosure is made, the teacher will consult with the Designated Safeguarding Lead (or deputy) and follow the school's child protection and safeguarding policy.

Confidentiality with external providers

It is important to agree how confidentiality will work in any lesson, and that any visitor understands how safeguarding reports should be dealt with in line with school policy.

14. Roles and responsibilities

14.1 The governing body

The governing body will:

- Approve the RSHE policy
- Hold the headteacher to account for its implementation
- Ensure the policy is compliant with statutory requirements
- Ensure the school is meeting its statutory duties with regard to RSHE
- Ensure that the policy is accessible to parents/carers and available on the school website

14.2 The Headteacher

The headteacher is responsible for:

- Ensuring that RSE is taught consistently across the school

- Managing requests to withdraw pupils from non-statutory components of RSE (see section 12)
- Ensuring staff are appropriately trained to deliver RSHE
- Ensuring the policy is implemented effectively
- Ensuring that parents/carers are informed about the policy and curriculum

14.3 The PSHE Leader

The PSHE Leader is responsible for:

- Implementing the PSHE and RSHE curriculum
- Monitoring standards and supporting staff to deliver high quality learning in RSHE
- Ensuring all staff understand the policy and curriculum
- Coordinating staff training
- Reviewing and updating the curriculum in line with statutory guidance
- Liaising with external agencies and visitors
- Monitoring and evaluating the effectiveness of RSHE provision
- Keeping up to date with developments in RSHE

14.4 Staff

All staff are responsible for:

- Delivering RSHE in a sensitive way in line with statutory requirements and in line with this policy
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE
- Following the school's child protection and safeguarding policy if a pupil makes a disclosure

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

14.5 Pupils

Pupils are expected to:

- Engage fully in RSHE
- Treat others with respect and sensitivity when discussing issues related to RSHE
- Follow the ground rules established in lessons
- Ask questions and seek support when needed

14.6 Parents/Carers

We must proactively engage and consult parents when we develop and review our policy. Listening and responding to the views of pupils and parents helps to ensure that RSHE meets pupils' needs and that topics are taught at the right time to support children to build positive relationships and avoid harms before they occur.

We take steps to pro-actively engage parents and make sure they are aware of what is being taught in RSHE. These steps include inviting parents into school to discuss the curriculum content and the importance of RSHE for wellbeing and safety, inviting them to discuss any concerns, and supporting parents in managing conversations with their children about RSHE topics.

Parents/carers are not able to veto curriculum content, but we consult with parents when developing our RSHE policy and they are able to see what their children are being taught, especially in relation to sensitive topics.

We expect parents/carers to:

- Support the school in delivering RSHE
- Communicate any concerns about RSHE to the school
- Request to view curriculum materials if they wish
- Reinforce learning at home in an age-appropriate way

15. Monitoring arrangements

The quality of teaching and learning in RSHE is monitored and evaluated by the PSHE leader and Senior Leadership Team. The planning and co-ordination of the teaching in RSHE are the responsibility of the PSHE leader who also:

- Supports colleagues in their teaching, by keeping them informed about current developments in the subject, and by providing a strategic lead and direction for RSHE
- Evaluates the strengths and areas for development in the subject through a range of evidence and monitoring activities including:
 - Learning walks
 - Book scrutiny
 - Pupil voice surveys
 - Staff feedback
 - Parent/carer feedback
- Communicates, supports and undertakes actions to secure improvement
- Monitors and analyses pupil achievement data on a termly basis
- Monitors pupil outcomes and standards in their books and from their work

Responding to emerging needs

We may need to include new content in RSHE to respond to emerging needs or issues in the school. When we do this, we will inform parents of any shifts away from the policy and continue to share relevant materials on request.

Policy review

This policy will be reviewed every two years, or sooner if there are changes to statutory guidance. The next review date is **September 2028**.

The policy will be reviewed by the PSHE Leader and Senior Leadership Team, in consultation with:

- Staff
- Pupils
- Parents/carers
- Governors

16. Links with other policies

This policy should be read in conjunction with our:

- Child protection and safeguarding policy
- Behaviour policy
- Anti-bullying policy
- SEND policy
- Equality and diversity policy
- Online safety policy
- PSHE policy
- Science curriculum policy
- Computing curriculum policy

Appendix 1: By the end of primary school pupils should know

This appendix sets out what pupils should know by the end of primary school, based on the DfE's statutory RSHE guidance (July 2025).

Relationship Education

Families and people who care for me

By the end of primary school, pupils should know:

- That families are important for children growing up safe and happy because they can provide love, security and stability
- 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
- 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
- That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up
- That marriage and civil partnerships represent 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

How we teach this at Hook Junior School:

- Through PSHE lessons exploring different family structures
- Through literature and stories that represent diverse families
- Through discussions about what makes families strong and supportive
- Through assemblies celebrating family diversity

Caring friendships**By the end of primary school, pupils should know:**

- How important friendships are in making us feel happy and secure, and how people choose and make friends
- 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
- 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
- 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
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened
- How to manage conflict, and that resorting to violence is never right
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed

How we teach this at Hook Junior School:

- Through PSHE lessons on friendship skills and conflict resolution
- Through circle time and class discussions
- Through role-play and scenarios
- Through our school council and peer support systems

Respectful, kind relationships**By the end of primary school, pupils should know:**

- 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

- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults
- 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
- Pupils should have opportunities to discuss the

Appendix 2: Parent form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			

TO BE COMPLETED BY PARENTS/CARERS	
Any other information you would like the school to consider	
Parent signature	