



**HAGBOURNE CE PRIMARY SCHOOL**  
*'Be the best you can be'*

**Relationships, Health and Sex Education (RSHE) Policy**

March 2026

Vision

In the parable of the Good Samaritan Jesus teaches us to 'Love your neighbour as you love yourself'. It is from this that we get our key Christian values of Respect, Responsibility, Care and Courage. These provide a nurturing environment where we encourage the children to '*be the best they can be*'.

Following the example of the Good Samaritan we are an inclusive school, serving equally those of all faiths or none through the provision of an education of the highest quality within the context of Christian belief and practice.

This policy has been written with a consultation from staff, parents, children and governors. We have listened to and responded to all views to help strengthen the policy, ensuring that it meets the needs of all our pupils.

Legal requirements of schools

It is now a statutory requirement for primary schools to deliver Relationships and Health Education. Although Sex Education is not statutory, the Department of Education (DfE) encourages schools to ensure both boys and girls are prepared for the changes adolescence brings and can draw on knowledge of the human life cycle set out in the National Curriculum for science.

At Hagbourne school, we acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

Flourishing for all

Our school's RSHE curriculum is informed by *Flourishing for All: Anti-Bullying Guidance for Church of England Schools*, produced by the Church of England. This guidance replaces *Valuing All God's Children* and underpins our commitment to safeguarding, inclusion and Christian distinctiveness.

Rooted in the belief that every person is made in the image of God, we are committed to ensuring that all members of our school community are treated with dignity, respect and compassion. We recognise that bullying — including bullying related to protected characteristics such as race, disability, religion or belief, sex, sexual orientation or gender reassignment — is incompatible with our Christian vision and will not be tolerated.

Through our RSHE curriculum we:

- Promote respect, kindness and empathy.
- Teach pupils about healthy relationships and positive behaviour.
- Help children understand and celebrate difference.

- Equip pupils with the skills to recognise, report and challenge bullying.
- Foster a culture of belonging where all can flourish.

Our approach reflects both our Christian foundation and our statutory responsibilities under the Equality Act 2010 and Department for Education guidance. We aim to create a safe and nurturing environment in which every child is supported to flourish academically, socially, emotionally and spiritually.

### **What is RSHE?**

RSHE stands for Relationships, Sex and Health Education. This combines PSHE (Personal, Social, Health and Economic Education) and RSE (Relationships and Sex Education).

RSHE, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future. It is a combination of sharing information and exploring issues and values. It does not promote sexual activity.

The school's provision supports the school's aims of developing confident citizens and successful learners who are creative, resilient, able to identify and solve problems and are prepared for the next step in their future. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture and is taught through our school values of: care, courage, respect and responsibility. This is woven into school assemblies, the behaviour policy and is embedded across the curriculum and into daily life.

We have a planned thematic RSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social and Health education are critical to ensuring children are effective learners.

### **Sex Education**

The DfE guidance 2019 recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'.

However, sex education is not compulsory at primary schools.

Schools are to determine the content of sex education at primary schools. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum in science - how a baby is conceived and born'.

At Hagbourne primary school we define sex education as understanding human reproduction including conception and birth.

## **How RSHE education is provided and who is responsible for this**

At Hagbourne school, SCARF is one of the programmes we use to support our delivery of RSHE. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the RSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum. We also use a resource called KiVa which is an anti-bullying program that is taught once a month to all classes in KS2.

Class teachers follow the suggested six half termly units provided by SCARF for each year (see below). Lessons may be a weekly standalone RSHE lesson or be cross curricular e.g. taught through computing, science or PE lessons. RSHE objectives are also taught in school assemblies and through our school values throughout daily school life. These are enriched through school trips, particularly residential in years 4, 5 and 6.

SCARF is a useful resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. It also builds a consistent vocabulary.

KiVa is an anti-bullying program that has been developed at the University of Turku, Finland, with funding from the Ministry of Education and Culture. The program is research-based which means that the effectiveness of KiVa has been proven scientifically. The KiVa program:

- Decreases the amount of bullying cases
- Intervenes in on-going bullying
- Promotes students' well-being, their liking for school and academic motivation
- Reduces anxiety and depression and improves students' perception of the school climate
- Makes the school a safer place for all students

Many of the themes in the RSHE curriculum are interwoven into the fabric of the school through the teaching of our school values of care, courage, respect and responsibility. These values are part of our behaviour policy and are often taught in collective worship and are modelled in daily school life.

## **What is being taught**

### **The Early Years (Reception)**

In Reception, RSHE education is about making connections; it's strongly linked to child-led activities, including play. RSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

### **KS1 and KS2**

The SCARF programme divides the year into 6 half termly units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers.

They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

The KiVa program contains 10 lessons across the year as follows:

The topics of Unit 1 student lessons	The topics of Unit 2 student lessons
1. Let's get to know each other!	1. Respect is for everyone
2. Emotions	2. In a group
3. Our class – everyone is included!	3. Recognize bullying!
4. Difference is richness	4. Hidden forms of bullying
5. We say NO to bullying	5. Responsible online
6. We will not join in on bullying!	6. Consequences of bullying
7. The bullied child needs your support	7. The group and bullying
8. I will not be bullied!	8. Communicating support
9. Literature lesson	9. Stick up for yourself
10. The KiVa contract	10. KiVa school - let's do it together!

Unit 1 is taught in years 3 and 4. Unit 2 is taught in years 5 and 6 and builds upon the learning from unit 1. The lessons consist of discussions, group work, short films about bullying, and learning-by-doing exercises.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty. These lessons are all compulsory and parents cannot opt to withdraw children from them.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils.

Our non-statutory sex education includes naming body parts correctly, understanding how puberty changes the body and menstruation. In Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase. Please see appendix 1 for more information about Sex Education and what is taught when.

## 1. How RSHE education, including Relationships Education, is taught

RSHE lessons are taught by their class teacher once a week in their timetabled RSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment. The teachers will use a range of skills, including distancing techniques (role play, stories, scenarios of real situations but fictional characters) and an anonymous question box. Teachers will answer children's questions factually and honestly in an age-appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy which can be found on the school website.

Support is provided to children experiencing difficulties on a one-to-one basis or in small groups with TAs if needed. Relevant posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found in the library.

Support and training is also provided for teachers so that they can teach effectively and handle any difficult questions with sensitivity. It is the responsibility of the teacher to request support from a member of SLT if they have any concerns about teaching the content of any of the lessons.

## **2. How RSHE education is monitored, evaluated and assessed**

For each of the six units we carry out a specially designed pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development.

This approach encourages children to reflect personally on their learning. They can record what they found helpful, thought-provoking, challenging and where their learning might take them to next.

The monitoring of the standards of children's work and of the quality of RSHE education is the responsibility of the RSHE subject lead and the headteacher/SLT. The work of the subject lead also involves supporting colleagues in the teaching of RSHE education and being informed about current developments in the subject.

## **3. How the delivery of the content will be made accessible to all pupils**

It is not our school's policy to withdraw pupils with special educational needs from RSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the RSHE education programme.

SCARF and KiVa lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the RSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

## **4. Parental concerns and withdrawal of students**

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Requests need to be in writing to the headteacher (through the school office email [office.3249@hagbourne.oxon.sch.uk](mailto:office.3249@hagbourne.oxon.sch.uk)). Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the

detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead).

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

### **5. Confidentiality**

Teachers conduct sex and relationships education lessons in a sensitive manner. However, if a child makes reference to being involved, or likely to be involved in something that will cause them harm, then the teacher will take matters seriously and deal with it as outlined in the school's safeguarding policy. If a teacher has concerns, they will report these to the Designated Safeguarding Lead as a matter of urgency.

Legally, the school cannot offer or guarantee complete confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken then the pupil will be informed and offered support.

### **6. Complaints Procedure**

Any complaints or concerns about the Relationships and Sex Education programme should be made to the class teacher in the first instance. If they feel things have not been resolved, parents may wish to speak to a senior leader or follow the Hagbourne School complaints procedure (found on the website).

### **7. Dissemination of the Policy**

This policy has been made accessible to parents, teachers and other school staff, governors through the school website.

Should further information about RSHE education be required, please contact the RSHE education lead, Mrs Dobson.

### **This policy should be read in conjunction with the following:**

- Safeguarding/Child Protection policy (inc. responding to disclosures)
- Anti-bullying policy
- DfE 'Keeping children safe in education'
- [Relationships, Health and Wellbeing scheme of work](#)
- [SCARF medium term plan](#)
- [KiVa program](#)
- [RSHE presentation for parents](#)

## Useful resources/Appendix

### Appendix 1 - Sex education - what is taught when?

Year group	Unit	Learning outcome
Reception	Where do babies come from?	Understand that babies are made by a man and a woman (a sperm and an egg) Name the different stages in childhood and growing up
Year 1	Keeping privates private	Identify parts of the body that are private and know what their real names are (external body parts)
Year 2	My body your body	Label body parts including genitals with correct names
Year 3	All change	Understand the word 'puberty' as a process which changes our bodies from children to adults
Year 4	My changing body Preparing for periods	Understand and explain why puberty happens Know the key facts about menstruation
Year 5	Growing up and changing bodies Changing bodies and feelings	Know the correct words for the external sex organs Know what menstruation is and why it happens Identify some products they may need during puberty and why
Year 6	Making babies Is this normal?	Identify the changes that happen through puberty to allow sexual reproduction to occur Know a variety of ways in which the sperm can fertilise an egg (e.g. intercourse, IVF, surrogacy) Know the legal age of consent and what this means Know where someone could get support if they were concerned about their own or another persons' safety

## Appendix 2 - DfE statements for what children need to know by the end of primary school

### DfE Statutory Guidance Categories: Relationships Education

#### By the end of primary school pupils should know:

<b>Families and people who care for me (FPC)</b>	<ol style="list-style-type: none"><li>1. that families are important for children growing up because they can give love, security and stability.</li><li>2. 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.</li><li>3. 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.</li><li>4. 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.</li><li>5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>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.</li></ol>
<b>Caring friendships (CF)</b>	<ol style="list-style-type: none"><li>1. how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>4. 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.</li><li>5. 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.</li></ol>
<b>Respectful relationships (RR)</b>	<ol style="list-style-type: none"><li>1. 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.</li><li>2. practical steps they can take in a range of different contexts to improve or support respectful relationships.</li><li>3. the conventions of courtesy and manners.</li><li>4. the importance of self-respect and how this links to their own happiness.</li><li>5. 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.</li><li>6. 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.</li><li>7. what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li><li>8. the importance of permission-seeking and giving in relationships with friends, peers and adults.</li></ol>

<p><b>Online relationships (OR)</b></p>	<ol style="list-style-type: none"> <li>1. that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>2. 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.</li> <li>3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>5. how information and data is shared and used online.</li> </ol>
<p><b>Being safe (BS)</b></p>	<ol style="list-style-type: none"> <li>1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>2. 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.</li> <li>3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>5. how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>6. how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>7. how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>8. where to get advice e.g. family, school and/or other sources.</li> </ol>

## DfE Statutory Guidance Categories: Physical Health and Mental Wellbeing

### By the end of primary school pupils should know:

<p><b>Mental Wellbeing (MW)</b></p>	<ol style="list-style-type: none"> <li>1. that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>9. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>10. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ol>
<p><b>Internet safety and harms (ISH)</b></p>	<ol style="list-style-type: none"> <li>1. that for most people the internet is an integral part of life and has many benefits.</li> <li>2. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>3. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>4. why social media, some computer games and online gaming, for example, are age restricted.</li> <li>5. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>7. where and how to report concerns and get support with issues online</li> </ol>
<p><b>Physical health and fitness (PHF)</b></p>	<ol style="list-style-type: none"> <li>1. the characteristics and mental and physical benefits of an active lifestyle.</li> <li>2. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>3. the risks associated with an inactive lifestyle (including obesity).</li> <li>4. how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ol>
<p><b>Healthy eating (HE)</b></p>	<ol style="list-style-type: none"> <li>1. what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>2. the principles of planning and preparing a range of healthy meals.</li> <li>3. 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).</li> </ol>

<b>Drugs, alcohol and tobacco (DAT)</b>	<ol style="list-style-type: none"> <li>1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ol>
<b>Health and prevention (HP)</b>	<ol style="list-style-type: none"> <li>1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</li> <li>6. the facts and science relating to allergies, immunisation and vaccination.</li> </ol>
<b>Basic first aid (BFA)</b>	<ol style="list-style-type: none"> <li>1. how to make a clear and efficient call to emergency services if necessary.</li> <li>2. concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ol>
<b>Changing adolescent body (CAB)</b>	<ol style="list-style-type: none"> <li>1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>2. about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ol>