

# High Grange

**Adaptive thinking, Communication, Emotional wellbeing, Independence**

Supporting learning & growth		
<b>RSE Primary Policy</b>		
Last Update: November <b>2025</b>	Responsible: <b>Principal</b>	Page: <b>1 of 8</b>

This policy promotes ACE because:



Pupils develop adaptable thinking to solve problems, assess risks, and respond confidently in real-life situations. They communicate clearly, listen actively, and express feelings and boundaries respectfully. They build resilience, empathy, and self-awareness to make safe, informed choices, supporting emotional wellbeing and increasing independence as confident young people.

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## 1. Principles and Values

High Grange School's Relationships, Sex and Health Education (RSHE) curriculum has been fully updated in line with the Department for Education's 2025 statutory guidance. Although these requirements become statutory in September 2026, the school has chosen to implement them early (from September 2025) so pupils benefit as soon as possible. The guidance requires parental consultation, publication of an RSE policy, and alignment with Ofsted's expectations for pupils' spiritual, moral, social and cultural (SMSC) development. Our curriculum also reflects *Keeping Children Safe in Education (KCSIE) 2025*, ensuring pupils learn about current and emerging risks, including digital safety, misogyny, extremism, coercion, and community-based harm. We will continue to review and refine our provision annually to remain compliant, age-appropriate, inclusive, and responsive to pupil needs.

Our approach is grounded in High Grange School's **ACE ethos**, which is also rooted in trauma-informed principles:

1. **Adaptable Thinkers** – building resilience, problem-solving skills, and the ability to respond to change calmly and confidently.
2. **Communication** – supporting pupils to express themselves, listen respectfully, and build healthy relationships.
3. **Emotional Wellbeing to Independence** – helping pupils understand and regulate emotions, reducing anxiety, and promoting independence and self-advocacy.
4. **Engagement (Trauma-Informed)** – creating predictability, safety, and trust so pupils feel secure enough to learn about sensitive and personal topics.

Children now grow up in an increasingly complex world, experiencing life both on and offline, sometimes without clear boundaries. While this brings opportunity, it also increases exposure to risk. Our RSHE curriculum equips pupils with the knowledge, skills, and values they need to navigate modern life safely, make informed decisions, and develop healthy, respectful relationships. It is taught sensitively and inclusively, with respect for different beliefs, cultural backgrounds, and special educational needs, while ensuring all pupils receive accurate, factual information and understand the law.

Guided by DfE RSHE (2025) and KCSIE (2025), our curriculum serves as both a **preventative safeguarding programme** and a foundation for lifelong wellbeing. We ensure all content is age- and developmentally-appropriate, acknowledging that pupils—particularly autistic pupils—may need explicit teaching, repetition, visuals, and careful emotional scaffolding to understand relationships and boundaries.

RSHE at High Grange helps pupils embrace the challenges of adult life by developing their ability to make informed decisions about their health, wellbeing, and relationships. It teaches them to recognise risk, manage complex social situations, and know when and how to seek help. Pupils learn what healthy relationships look like, how to identify unhealthy or harmful behaviour, and how to respond safely. Topics include consent, personal boundaries, pressure, contraception, and developing intimate relationships at an appropriate stage.

We build progression from primary Relationships Education, extending learning into adolescence in a structured and sensitive way. Pupils explore family relationships, friendships, and community relationships, gaining the skills to distinguish between healthy and harmful interactions. RSHE teaches pupils about their bodies, emotions, rights, responsibilities, and how to access trusted support. Our curriculum promotes self-esteem, mutual respect, critical thinking, and celebration of diversity.

We follow a **power of four** structure to ensure clarity and impact:

1. **Knowledge** – accurate, inclusive, age-appropriate content aligned with statutory guidance and equality law.
2. **Skills** – communication, regulation, decision-making, relationship skills, and critical thinking.
3. **Values and Attitudes** – respect, empathy, responsibility, and understanding of the nine protected characteristics.
4. **Safety and Support** – clear safeguarding processes, trauma-informed practice, and ensuring pupils know how to access help.

As a multicultural community, High Grange respects the beliefs of parents and guardians. Diverse views are acknowledged, yet we remain clear that the nine protected characteristics underpin all teaching. Our aim is to provide every pupil—regardless of need, background, or neurodiversity—with the knowledge, confidence, and safety to thrive now and in the future.

## **2. Aims**

The aim of Relationships and Sex Education (RSE) at High Grange School is to provide pupils with a carefully planned and age-appropriate curriculum that equips them with the knowledge, skills, and values needed to develop healthy, safe, and fulfilling lives. RSE is designed not only to provide factual knowledge but also to nurture personal development, critical thinking, and resilience so that children are empowered to make informed choices and lead positive lives.

RSE at High Grange seeks to:

- Provide accurate, age-appropriate knowledge so that pupils are informed and confident about the emotional, social, and physical aspects of growing up.
- Support the development of healthy, respectful relationships with family, friends, peers, and wider society, underpinned by kindness, trust, and empathy.
- Promote self-esteem, confidence, and resilience, enabling pupils to understand their self-worth and to make safe and positive decisions about their wellbeing and relationships.
- Develop communication skills, ensuring pupils can express their thoughts and feelings clearly, use correct vocabulary to describe their bodies, and engage in respectful dialogue.
- Challenge harmful attitudes and behaviours, including peer pressure, online harms, misogyny, incel culture, and exposure to pornography, ensuring pupils understand consent, boundaries, and respect.
- Teach pupils how to keep themselves and others safe, both offline and online, through risk awareness, critical evaluation of information, and knowledge of how to seek support.
- Promote inclusivity and equality by teaching pupils to respect difference and understand the nine protected characteristics of the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation).
- Support safeguarding priorities, in line with KCSIE 2025, by embedding preventative education that addresses emerging risks such as misinformation, disinformation, conspiracy theories, deepfake technologies, and community safety (including knife crime and exploitation).
- Prepare pupils for life in modern Britain by fostering respect for diversity, British values, and a strong sense of responsibility as active citizens.
- Contribute to whole-child development by promoting emotional well-being, positive self-image, and independence, in line with the school's ACE ethos:
  - Adaptable Thinkers – applying knowledge to real-life contexts and adapting to change.
  - Communication – developing respectful, confident dialogue in relationships.
  - Emotional Wellbeing leading to Independence – building resilience and confidence to thrive into adolescence and adulthood.

Through these aims, RSE at High Grange ensures pupils are well-prepared for the challenges of childhood, adolescence, and adult life, enabling them to build safe, respectful, and fulfilling relationships while contributing positively to society.

### **3. Definition**

Relationships and Sex Education (RSE) at High Grange School is a planned programme of learning about the emotional, social, cultural, and physical development of pupils. It is an integral part of our Personal, Social, Health and Economic (PSHE) curriculum and contributes directly to the safeguarding and wellbeing of every child.

RSE includes:

- Knowledge and understanding of families, friendships, relationships, health, safety, and personal identity.
- Exploring personal values and attitudes, helping pupils to reflect on their beliefs, respect the views of others, and understand how values shape behaviour.
- Developing essential skills to build positive, healthy relationships, make safe and informed choices, manage risk, and communicate effectively.
- Awareness of the law, including rights and responsibilities, equality, and consent.
- Preparation for change, including puberty, growing independence, and transitions through primary and into secondary school.

RSE is taught in a way that is age-appropriate, inclusive, and sensitive, ensuring pupils feel safe, respected, and supported in their learning. Importantly, RSE is not the promotion of sexual activity. It is about equipping pupils with the knowledge, values, and skills to make informed, healthy decisions about their relationships and wellbeing, both now and in the future.

[Link to Our ACE Ethos](#)

RSE is a key vehicle for delivering our ACE ethos:

- Adaptable Thinkers – pupils learn to apply their knowledge to real-life situations, problem-solve when facing challenges, and adapt their thinking to manage risks, online and offline.
- Communication – pupils develop respectful dialogue, active listening, and the confidence to express their feelings and boundaries clearly in different types of relationships.
- Emotional Wellbeing leading to Independence – pupils build self-esteem, resilience, and empathy, helping them to make safe, respectful choices that support their journey to confident independence.

[Link to the RSE Curriculum](#)

At High Grange, our RSE curriculum ensures pupils learn about:

- Families and Relationships – recognising different family structures, caring friendships, and respectful relationships.
  - Health and Wellbeing – understanding physical and mental health, managing feelings, and preparing for the changes of puberty.
  - Safety and Respect – staying safe online and offline, understanding consent and boundaries, and recognising harmful influences such as peer pressure, misogyny, and negative online content.
  - Personal Identity – developing a strong sense of self, respecting difference, and understanding the nine protected characteristics of the Equality Act 2010.
- This curriculum is taught through a spiral approach, meaning pupils revisit key themes at increasing levels of depth as they grow. This ensures that knowledge is reinforced, skills are embedded, and pupils become confident in applying their learning in real-life contexts.

#### **4. Curriculum**

The RSE and PSHE curriculum is planned sequentially from Key Stage 1 to Key Stage 2, building progressively on knowledge and skills. Long-term curriculum maps are available on the school website. From September 2025, in line with updated DfE RSHE guidance and KCSIE 2025, our curriculum includes:

- Online safety – understanding misinformation, disinformation, conspiracy theories, AI-related harms, and deepfakes.
- Personal safety – teaching children how to stay safe around roads, water, fire, and railways.
- Respectful relationships – addressing harmful influences such as misogyny and exposure to pornography; focusing on kindness, equality, and consent.
- Substance awareness – age-appropriate learning about the risks of vaping and nicotine.
- Mental health literacy – teaching that feeling worried, upset, or sad is a normal part of life and not always a mental illness, alongside strategies for seeking help.
- Legal awareness – factual teaching on biological sex and gender reassignment, aligned with the Equality Act 2010, presented sensitively.
- Emerging safeguarding themes – such as sextortion, suicide prevention, and ince culture, introduced at an age-appropriate level if relevant.

Primary sex education will focus on:

- Preparing pupils for puberty and the changes adolescence brings (Years 3–5).
- Understanding how a baby is conceived and born (Year 6).

RSE links to and complements National Curriculum subjects, including Science, Computing, Citizenship, PE, and RE, as well as whole-school events (e.g. Healthy Me Week, Safer Internet Day).

#### **5. Delivery of RSE**

RSE is delivered within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) and our school's well-being and values sessions. A range of teaching methods, which involve children's full

participation, are used to deliver RSE. These include the use of video, discussion, circle time, looking at case studies, drama and role-play.

RSE will usually be delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant. Where relevant, pupils may also receive stand-alone sex education sessions delivered by a trained health professional. Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:

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

For more information about our RSE curriculum, see Appendices 1 and 2. These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances. Families can include single parent families, LGBTQ+ parents, families headed by other relatives, adoptive parents, foster parents/carers, amongst other structures, along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **6. Parents' right to withdraw.**

Parents cannot withdraw their children from Relationships Education or Health Education, as these subjects are compulsory for all primary-aged pupils. However, parents may request withdrawal from the non-statutory, non-science elements of Sex Education within RSE. Requests must be made in writing, using the form in Appendix 3, and addressed to the headteacher. Pupils withdrawn from Sex Education will receive appropriate alternative work.

Sex Education is not mandatory in primary schools. The Department for Education allows schools to decide whether additional Sex Education, beyond the science curriculum, is needed. At High Grange School, we believe all pupils—regardless of gender, religion, or background—benefit from age-appropriate, factual RSE to support safeguarding and personal development. We therefore deliver RSE that meets pupils' needs while respecting parental rights.

There is no right to withdraw from Relationships or Health Education, as these subjects teach essential knowledge for safety, wellbeing, friendships, and family life. National organisations such as Brook, the PSHE Association, and the Sex Education Forum provide guidance that supports best practice alongside DfE advice.

## **7. Monitoring**

Monitoring arrangements: Monitoring is the responsibility of the PSHE/ RSE lead, alongside class teachers.

The school will assess the effectiveness of the aims, content and method of delivery used in promoting children's learning by lesson observation, sampling planning, questionnaires to children and feedback from parents. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing changes to planning and delivery if required.

This policy should be read in conjunction with the following policies:

- Schools' own Safeguarding (inc. responding to disclosures)
- Schools' own Anti-bullying policy
- Schools' own child-on-child abuse policy
- Schools' Equality, diversity and inclusion policy
- DfE Keeping children safe in education (2025)

## **Appendix 1: Curriculum Map: Relationships and Sex Education Curriculum Map**

Phase	Topic/ Theme Details
Early Years	Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop the skills required to form friendships and think about the nature of relationships with others.
Key Stage 1 (Years 1 & 2)	Through work in Science, children learn about the life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In PSHE work, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.  They should know and understand the names of the main external parts of the body, including agreed names for sexual parts.  They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They consider the ways in which they are liked and different to others and recognise that these similarities and differences must be addressed with sensitivity.  They also learn about personal safety and how to use simple rules for recognising safe and unsafe situations as well as resisting pressure when they feel uncomfortable or at risk.

Key Stage 2 (Years 3-6)	<p>In Science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction including the birth of a baby in Years 5 and 6. Children are taught about the physical, emotional and social changes at puberty, including the need to take care of personal hygiene.</p> <p>In PSHE work, they continue to develop an understanding of relationships within a family, friends and the community and that there are different patterns of friendship. They develop the skills needed to form relationships, to respect other people's relationships and to respect other people's emotions and feelings. They consider how to make simple choices and exercise some basic techniques for resisting peer pressure.</p> <p>RSE should focus on the development of skills and attitudes, not just the acquisition of knowledge.</p>
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Can parents withdraw their child from lessons	Primary	Secondary
Sex education	<p>Parents have the right to withdraw their children from sex education.</p> <p>This does not include what is taught as part of the science curriculum.</p> <p>All children have the right to comprehensive sex education and most parents support the teaching of sex education in schools. Schools should engage with parents and have a clear policy in place which explains the benefits of school based RSE.</p>	
Health Education	Parents do not have the right to withdraw pupils from health education.	Parents do not have the right to withdraw pupils from health education.
Relationship education	Parents do not have the right to withdraw pupils from relationships education.	<p>Parents do not have the right to withdraw pupils from relationships education.</p> <p>Parents have the right to withdraw their child from some aspects of sex education. This does not include what is taught as part of the science curriculum.</p> <p>Before granting a request to withdraw a child, the head teacher should discuss the value and importance of RSE with parents.</p> <p>A child can request sex education without their parent's consent from three terms before their 16th birthday.</p>