

QUALITY MANAGEMENT SYSTEM

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Last Update:	September 2025	Next Update Due:	September 2026

Policies will be reviewed annually or when there are changes to practices and legislation

Policy/Procedure Name:	Relationship and Sex Education Policy (RSE) / Relationships and Health Education (RHE) Primary
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1. Principles and values

High Grange School's Relationships, Sex and Health Education (RSHE) curriculum has been reviewed and updated to reflect the Department for Education's statutory guidance (July 2025).

- These updates become statutory from 1 September 2026, however, schools are encouraged to adopt the revised guidance from September 2025. High Grange School has chosen to begin early implementation to ensure pupils benefit from the strengthened curriculum at the earliest opportunity.
- The updated guidance requires schools to consult with parents, to publish their RSE policy online, and to ensure provision is consistent with Ofsted's expectations for pupils' spiritual, moral, social and cultural (SMSC) development.
- Our revised curriculum also aligns with wider safeguarding responsibilities outlined in Keeping Children Safe in Education (KCSIE) 2025, ensuring pupils are taught about current and emerging risks including online safety, digital harms, misogyny, extremism, and community safety.

High Grange School will continue to review and refine its PSHE/RSE provision annually to ensure that it remains compliant, age-appropriate, and responsive to the needs of our pupils and community.

At High Grange School, our RSE and PSHE provision is rooted in our ACE ethos:

- Adaptable Thinkers – developing resilience, problem-solving skills, and the ability to respond to change.

- Communication – building confidence to express ideas, listen respectfully, and form positive relationships.
- Emotional Wellbeing leading to Independence – supporting pupils to understand and manage emotions, preparing them for confident, independent adult lives.

We recognise that today's children are growing up in an increasingly complex world, where their lives are lived seamlessly on and offline. This brings many opportunities, but also risks and challenges. Our curriculum aims to equip pupils with the knowledge, skills, and values they need to stay safe, make informed choices, and develop healthy, respectful relationships.

RSE at High Grange is taught sensitively and inclusively, respecting the backgrounds, beliefs, and needs of all pupils and parents, while ensuring all children have access to factual knowledge and the law. Our approach is aligned with the DfE RSHE guidance (2025) and KCSIE 2025, making RSE both a preventative safeguarding curriculum and a foundation for lifelong wellbeing.

At High Grange School we agree with the view that 'today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline.' This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

The depth and breadth of views is clear, and there are understandable and legitimate areas of contention. Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law." (RSE:2019)

RSE will provide students with opportunity to embrace the challenges of creating a happy and successful adult life. In order to do this they 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 subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It will enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. RSE at the High Grange School will also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It will teach what is and is not acceptable behaviour in a relationship. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Our RSE curriculum provides clear progression from what is taught in primary school in Relationships Education. Teachers build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils will also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching will give the opportunity to pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

Relationships and Sex Education (RSE) / Relationships and Health Education (RHE) is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future. RSE is taught in a way which is complementary to the wider ethos, values and principles of our school. RSE in this school is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE empowers children to build self-esteem, offer positive and open views, support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

- Providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner.
- Providing an inclusive learning environment which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable.
- Teaching non-biased, accurate and information that is positively inclusive.
- Developing character skills to support healthy and safe relationships, ensure comfortable communication about emotions, bodies and relationships using appropriate terminology.
- Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- Providing protection from shock or guilt.
- Actively involving pupils as evaluators to ensure relevance.
- Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.
- Under section 3.6 of the National Curriculum, RSE is compulsory from Year 7 onwards. Secondary schools must have regard for guidance issued by the secretary of state as outlined in section 80A of the Education Act 2002 and section 403 of the Education Act 1996. As a maintained secondary school we must provide RSE to all pupils as per the Children and Social work act 2017: sections 34 and 35. This policy also complies with the advice given to schools by the Department for Education about the requirements of The Equality Act 2010.

- Since September 2020, Relationships Education has been compulsory for all pupils receiving primary education.
- All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:
- Promotes the spiritual, moral, cultural, mental and physical development of pupils at school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- High Grange School is a multi-cultural community involving parents/guardians, pupils, Governors and staff. It is therefore of critical importance that the views and beliefs of all sections of the community are considered in the content and delivery of RSE. There are strongly held views and religious beliefs about aspects of RSE such as abortion, and the religious convictions of pupils and their parents will be accepted.
- However, throughout our RSE program we will be clear that the 9 protected characteristics (These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) are respected and acknowledged at all times in our curriculum and are the basis of the equality laws in the United Kingdom.

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 wellbeing, 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 incel 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 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 do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory/nonscience components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

Is Relationships and Sex Education (RSE) mandatory? No. Whilst Relationships Education and Health Education will be compulsory in all primary schools from September 2020, Sex Education is not mandatory in primary schools. The DfE states that it is for primary schools to determine whether they need to cover any additional content on Sex Education beyond the mandatory Science Curriculum to meet the needs of their pupils. Relationships and Sex Education (RSE) at High Grange School, we believe that all children, regardless of gender, religion or background, have the right to access age appropriate RSE and, as such, uphold our right to teach Relationships and Sex Education (RSE) to meet the needs of our pupils. See below for our reasons. That said, we understand and respect that parents have the right to request that their child be withdrawn from some or all of Sex Education. Information will be sent home explaining more about the right to withdraw. There is no right to withdraw from Relationships Education or Health Education. Brook (www.brook.org.uk), the PSHE Association (www.pshe-association.org.uk) and the Sex Education Forum (www.sexeducationforum.org.uk) worked together to produce advice for schools which supplements the DfE's guidance.

7. Monitoring

Monitoring arrangements Monitoring is the responsibility of the PSHE/ RSE lead Alison Seager Spicer 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 (2023)

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.

<p>Key Stage 1 (Years 1 & 2)</p>	<p>Through work in Science, children learn about 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.</p> <p>They should know and understand the names of the main external parts of the body, including agreed names for sexual parts.</p> <p>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.</p> <p>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.</p>
<p>Key Stage 2 (Years 3-6)</p>	<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>

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.	Parents do not have the right to withdraw pupils from relationships education. 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. Before granting a request to withdraw a child, the head teacher should discuss the value and importance of RSE with parents. A child can request sex education without their parent's consent from three terms before their 16th birthday.
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Appendix 2:

*Please refer to school website to view current Primary Mapping.