



Relationships, Health & Sex Education policy

Name of Headteacher:	T Johnston
Date Policy approved and adopted:	Dec 2025
Date due for review:	Sept 2026

Equality at Merdon Junior School

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. (See Initial Equality Impact Assessment)

Aims

The aims of relationships, health and sex education (RHSE) 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
- › Relate RHSE to our school values and ethos (HEART)

Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

Although not compulsory, we do teach elements of sex education beyond what is contained in the science curriculum.

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

At Merton Junior School we teach RHSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to view the draft RHSE policy and provide feedback which was addressed by the working group
4. Pupil consultation – we investigated what exactly pupils want from their RHSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

RHSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RHSE is not about the promotion of sexual activity.

Curriculum

Our curriculum, based on the SCARF scheme, is set out as per Appendix 1 and 2 but we may need to adapt it as and when necessary, depending on the needs of different cohorts of children.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. The appropriate manners may include consulting with the parent(s) or following the safeguarding policy.

We will ensure that all pupils receive age-appropriate RHSE and we will offer provision appropriate to the needs of all our pupils, taking advice where necessary.

Primary sex education will focus on:

- › Preparing boys and girls for the changes that adolescence brings
- › How a baby is conceived and born

Parents will be given the opportunity to view and discuss the resources used to teach sex education prior to the lessons.

For more information about our curriculum, see our curriculum map in Appendix 1 and 2.

Delivery of RHSE

RHSE is taught within the personal, social, health and economic (PSHE) education, Science, Computing, Religious and Physical Education. It is also taught through whole school assemblies and events.

Our lesson plans will focus on friendship, bullying, building self-esteem, health and mental wellbeing using the SCARF (Safety, Caring, Achievement, Resilience and Friendship) Coram Life Education resources. By delivering a spiral curriculum, the same themes will be taught each year. This enables the children to apply their learning to age-related scenarios, helping them to make healthy decisions and keep themselves and others safe. Using the same themes across the year groups will ensure progression in knowledge, attitudes, values and skills thus developing the children's social and emotional learning skills which are known to improve outcomes for children.

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
- › Puberty, menstruation and sexual reproduction

For more information about our RHSE curriculum, see Appendix 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, LGBT parents, families headed by grandparents, 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).

Roles and responsibilities

The governing board

The governing board will approve the RE policy, and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RE (see section 8).

Staff

Staff are responsible for:

- › Delivering RHSE in a sensitive way
- › Modelling positive attitudes to RHSE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RHSE

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

All class teachers will be responsible for the teaching of RHSE in Merdon Junior School.

Pupils

Pupils are expected to engage fully in RHSE and, when discussing issues related to RHSE, treat others with respect and sensitivity.

Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships Health and Sex Education.

Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RHSE.

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.

Training

Staff are trained on the delivery of RHSE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHSE.

Monitoring arrangements

The delivery of RHSE is monitored by Louise Blake (PSHE/Wellbeing and Inclusion Leader), Claire Martin (Headteacher) through:

- Monitoring planning
- Learning walks
- Pupil conferencing

Pupils' development in RHSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Claire Martin (Headteacher) every two years. At every review, the policy will be approved by the governing body.

Appendix 1 - PSHE Whole School Half Termly Unit Overview

Objectives covered:

Colour code:

E-Safety British Values Science Wellbeing PE

	Autumn		Spring		Summer	
	<i>Me and My Relationships</i>	<i>Valuing Difference</i>	<i>Keeping Myself Safe</i>	<i>Rights and Responsibilities</i>	<i>Being My Best</i>	<i>Growing and Changing</i>
Y 3	<ul style="list-style-type: none"> Class rule making Feelings to do with loss (pet) Cooperation and collaboration in teams Looking after special people Solving conflict Dares Express opinions and listen to others Qualities of good friendships 	<ul style="list-style-type: none"> Families Belonging to a community Challenging others with respect Appreciating diverse backgrounds in our community Dealing with name calling Prejudice and bullying through name calling 	<ul style="list-style-type: none"> Identifying unsafe situations Dealing with risk Reducing and managing risk Alcohol and cigarettes facts Browsing online risks Being safe online re. privacy and strangers Making decisions associated with risk 	<ul style="list-style-type: none"> Volunteering People who keep us safe Fact and opinion and different viewpoints Looking after the environment Saving and financial responsibility Earning money 	<ul style="list-style-type: none"> Hygiene and medicines Making choices about healthy eating and well-being Celebrating own achievement Working as a team How the body is like a team Recognising talent in yourself and others 	<ul style="list-style-type: none"> Identify support networks Appropriate physical contact Safe and unsafe secrets Basic first aid
Y 4	<ul style="list-style-type: none"> Recognising good and bad feelings Identifying healthy relationships Saying no to a friend Teamwork and collaboration Linking feelings to physical states Recognising our changing feelings Peer pressure 	<ul style="list-style-type: none"> Negotiation and compromise Physical boundaries Different types of relationships Dealing with aggressive behaviour Respecting others from different backgrounds Identifying stereotypes 	<ul style="list-style-type: none"> Assessing risk Sharing images online Dares Safe use of medicines Risks of smoking and alcohol Managing risk Peer pressure 	<ul style="list-style-type: none"> People who help us keep safe Rules/laws/rights Rules and pupil voice Media influence Bullying Environmental responsibility Income and expenditure Taxes 	<ul style="list-style-type: none"> Celebrating uniqueness Making choices and respecting others Healthy food and sleep Respecting the environment The school community 	<ul style="list-style-type: none"> Dealing with change (moving house) Changing feelings associated with puberty Secrets and surprises Marriage Basic First Aid
Y 5	<ul style="list-style-type: none"> Collaboration Resolving conflict Qualities of good friendships Unhealthy relationships Being assertive Emotional needs Safe online communication 	<ul style="list-style-type: none"> Kind conversations Racism and prejudice Being part of diverse community Understanding messages on social media Recognising positive behaviour influence on others 	<ul style="list-style-type: none"> Habits (smoking and alcohol) Taking risks Identifying bullying Dares Dealing with risk Personal info privacy and 	<ul style="list-style-type: none"> Health and wellbeing choices Fact or opinion – media influence Rights, responsibility and duty Volunteering Money – buying and selling Loan and credit Local councils 	<ul style="list-style-type: none"> Getting fit Understand importance of food, water, sleep and exercise Recognise talents School community Taking responsibility Personal Qualities 	<ul style="list-style-type: none"> Describe feelings and resilience Personal boundaries Separation feelings Puberty – naming sexual organs Menstruation and changes in puberty Puberty and

			<ul style="list-style-type: none"> strangers online Medicinal and non medicinal drugs Smoking Peer pressure 		<ul style="list-style-type: none"> Basic first aid 	<ul style="list-style-type: none"> emotions Safe and unsafe secret Stereotypes
Y6	<ul style="list-style-type: none"> Collaboration Negotiation Dealing with friendship issues Assertiveness skills Assertiveness skills Positive relationships Arranged marriage Inappropriate touch Keeping personal info safe online 	<ul style="list-style-type: none"> Bystander bullying Diversity and stereotypes and bullying Respecting differences Respect for other beliefs/cultures Different friendships Gender stereotypes 	<ul style="list-style-type: none"> Posting online awareness Keeping personal info safe Sharing photos online Addiction and emotional needs Drugs and laws Drugs and laws Risks of alcohol abuse Meeting emotional needs 	<ul style="list-style-type: none"> Bias and media Social media accounts Saving money Jobs and taxes Voluntary groups Publicity Campaign Environmentally sustainable living Democracy – elections might move to House Democracy – law making 	<ul style="list-style-type: none"> Five ways to well-being Goal setting Pupil voice Risk taking First Aid 	<ul style="list-style-type: none"> Dealing with change Body image Gender stereotypes Online peer pressure Changes due to puberty Secrets and surprises Conception

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Evaluation and Review

Date of Ratification	December 2025
Date for Next Review	Sept 2026
Comments: No changes suggested. Will be rewritten for Sept 2026 to include new statutory guidance.	