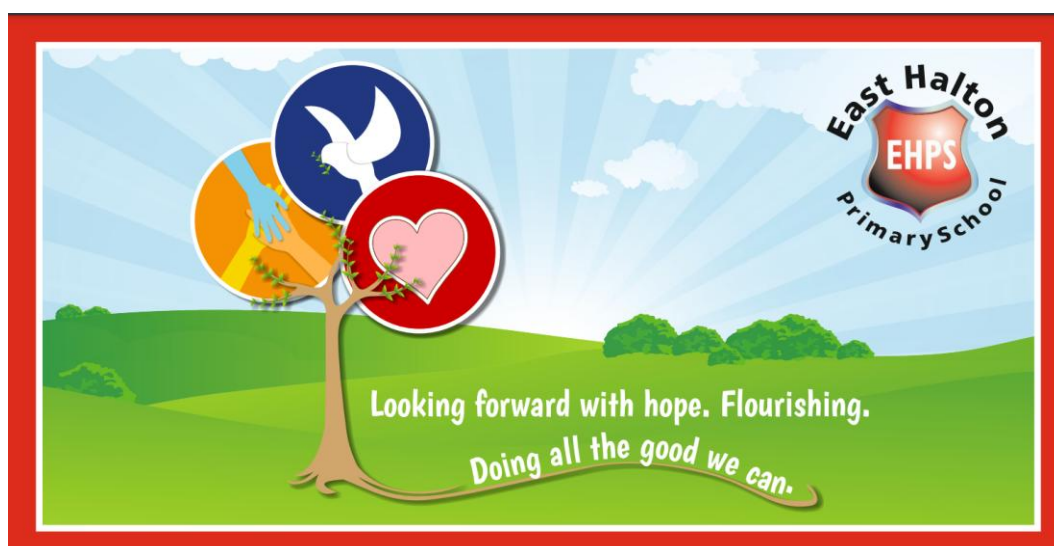




Humber Estuary Federation



**Relationship, Sex and Health Education Policy
(including puberty as a form of Health Education)**

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Adopted by Governors	Autumn 2025
Local Authority Version Date	N/A
Monitoring/Review Date	Autumn 2026
Consultations/Training	Miss Hayley Twidale

Our Federation Vision

It is vitally important that our children understand how to be honest, caring, tolerant, patient, understanding, open-minded, knowledgeable about and culturally aware of our diverse world. We pride ourselves on equipping pupils with these values and skills that they will need for the future; values and skills that will last a life-time. Our pupils have a right to learn in a caring, safe and supportive environment.

Definitions

Relationships Education - Relationships Education is learning about the emotional, social and physical aspects of growing up. It is inclusive of all types of families, to help children understand about loving and caring relationships of all types. It should equip children with the information, skills and positive values to build positive, enjoyable, respectful, loving and non-exploitative relationships, to understand their bodies and to empower them to know they have choice. It should also support pupils in developing positive beliefs, values and attitudes. This subject can support children to develop resilience and to know how and when to ask for help. It also gives pupils essential skills for staying safe both on and offline and enabling them to take responsibility for their body, relationships and wellbeing.

Sex Education - Sex Education provides a safe environment for children to have a factual, age appropriate introduction to human reproduction and to ask questions related to this topic. It is also about the teaching of sex, sexuality and sexual health. It should enable children to access a safe source of information.

Relationships, Sex and Health Education (RSHE) is part of the personal, social, citizenship, health and economics (PSHCE) curriculum in our federation. Puberty is taught as a statutory requirement of Health Education and covered by our PSHCE curriculum (Jigsaw)/through science/by the external organisation 'Big Talk.'

We conclude from the Department for Education (DfE) Guidance that relationship and sex education refers to Human Reproduction and relationship education which is part of the national curriculum. We are of course happy to discuss the content of the curriculum and invite parents to contact the school if they have any enquiries via phone, email or in person.

While we use RSE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to

ask and explore moral questions. We do not promote any form of sexual orientation or sexual activity.

The Department of Health set out its ambition for all children and young people to receive high quality relationships education in the *Sexual Health Improvement Framework* (2013), while the Department for Education's paper *The Importance of Teaching* (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'.

School's Legal Duty

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 the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The Relationship Education, Relationship and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 Children and Social Work Act 2017 make Relationship Education compulsory for all pupils receiving primary education in England. Within our PSHE curriculum, sits RSE.

Aims and Outcomes

All content in the RSE curriculum supports the wider work of school in helping to foster pupil's wellbeing and develop resilience and values that we know are fundamental to pupils being happy, successful and productive members of society.

Outcomes for pupils include:

- Pupils should be able to form a strong early understanding of the features of relationships that are likely to lead to happiness and security.
- Pupils should be able to recognise any less positive relationships when they encounter them.
- RSE should create the opportunity to teach pupils about positive emotional and mental wellbeing, including how friendships can support our mental wellbeing.
- RSE should contribute to the prevention of abuse and protection of children, by teaching the knowledge they need to be safe and to report abuse, including online abuse, emotional, physical and sexual abuse, harassment and sexual violence.
- Children should be prepared for the physiological and emotional changes they will go through during puberty, where possible before these occur. Understanding that these are natural and normal changes.

We aim to teach the children about:

- The physical development of their bodies as they grow into adults;
- The way humans reproduce;
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term, loving relationship;
- The importance of family life;
- Moral questions;
- Relationship issues including friendships, bullying and self-esteem;
- Respect for the views of other people;
- Sex abuse and what they should do if they are worried about any sexual matters;
- To feel comfortable when talking about more sensitive issues.

Principles

- Effective RSE is essential if young people are to make responsible and well informed decisions about their lives.
- Effective RSE education will help young people learn to respect themselves and others and move with confidence from childhood through adolescence to adulthood.
- RSE helps children to deal with difficult moral and social questions.

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas; and
- Developing critical thinking as part of decision making.

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made;

- Managing conflict; and
- Learning how to recognise and avoid exploitation and abuse.

Knowledge and understanding

- Learning and understanding physical development at appropriate stages;
- Understanding human sexuality, reproduction, sexual health, emotions and relationships;

Organisation

As a federation, we understand that RSE should not be confined to stand alone lessons and we also personalize our curriculum to ensure we are keeping our pupils safe in context of their locality. We ensure that our pupils are taught the skills needed and are exposed, across each academic year, to a variety of learning opportunities in order to be happy, healthy and to keep themselves safe both in and outside of school.

Examples include:

- Through cross curricular links (Computing, Science, PE etc)
- Mini first aid sessions
- NSPCC Speak out, Stay Safe
- Railway/road/water safety
- PCSO visits tailored to our pupil's needs
- School council who have particular focuses through the year e.g. safeguarding
- Whole school assemblies
- Themed days weeks as well as lesson coverage through the year

All areas of PSHE for the primary phase are covered within our PSHCE curriculum including statutory Relationships and Health Education. We use the Jigsaw approach to support our PSHE curriculum which is designed to support a spiral approach to learning. The table below gives the learning theme of each of the units and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding own identity and how we fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding

Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do we want to become and what would we like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. It is important to explain that whilst the Relationships unit covers most of the statutory Relationships Education, some of the outcomes are also taught at other times. e.g. the Celebrating Difference unit helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'. The expected outcomes for each of these elements can be found further on in this policy. It is important to explain that whilst the Healthy Me unit covers most of the statutory Health Education, some of the outcomes are taught at other times e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter. Further information regarding the structure of the PSHCE lesson can be found in the PSHCE Policy.

Sex Education Within our federation, puberty is taught as a statutory requirement of Health Education and is covered through our PSHCE curriculum/through Science/by the external organization, 'Big Talk.' We conclude from the DFE Guidance that relationship and sex education refers to Human Reproduction and relationships which is part of the national curriculum. We are of course happy to discuss the content of the curriculum and invite parents to contact the school if they have any queries.

If for any reason, Big Talk cannot attend, teachers would be trained to teach the objectives using the Jigsaw materials with support from the PSHCE lead and parents would be notified.

Our federation employs 'Big Talk' to deliver highly effective sessions to both our parents and children during the summer term. Safeguarding children is the main priority at BigTalk Education. They are a core member of the Relationship and sex education Forum which is the National Lead body for relationship and and sex education.

The content of the sex and relationship education programme is as follows:

Ages 4~8 (Foundation Stage ~ School Years 1, 2 & 3)

Using specially designed child friendly resources at the end of this session the pupils will be able to identify happy situations and those which may be unsafe (e.g. other children or adults taking improper photographs of them, inappropriate touches, exposure to unsuitable media etc.) plus who they can talk to if they are worried.

Ages 8~9 (School Year 4)

We cover different kinds of families (same sex parents, foster families etc.) the emotional and physical changes of growing up, similarities and differences between boys and girls including transgender, coping with different emotions, looking after our bodies as they change and the onset of periods (puberty) How babies are made from ovums and sperm, then develop in the womb (reproduction). How to be safe and healthy linking back to and building on identifiable risks, we also strengthen awareness of "our body is our own" and personal safety especially on-line grooming, etc.

BigTalk introduce reproduction education in year 4 in order that children learn about reproduction in the context of loving, caring, respectful, adult relationships. Big Talk have noted over the years that this year group tends to be the age group which is targeted by slightly older children who will inform inappropriately. Parents do have the right to withdraw in Year 4 and Year 5 from Big Talk sessions if they wish, however whilst we can ask the Year 6 pupils not to share information with them, we cannot guarantee this will be the case.

Ages 9-11 (School Years 5 & 6)

Reproduction, puberty, consent and personal safety are re-visited, knowledge retained can be checked with our "Quick Quiz". An "Ask it Basket" session (anonymous questions) gives the children more opportunity to ask the Team what they want to know, we actively encourage this as opposed to children choosing to find their own answers on the Internet. They will often want more details on conception, how babies develop and are born. Sometimes they ask how people can get germs from sex and how they can be prevented or there may be curiosity about feelings or body image, each group is different. Again, it is important they know there

is someone in school as well as at home if they want help or information about puberty, reproduction etc. Information at this stage is vital to protect them as they move onto Senior School.

Again, Parents do have the right to withdraw in Year 4 and Year 5 from Big Talk sessions if they wish, however whilst we can ask the Year 6 pupils not to share information with them, we cannot guarantee this will be the case. Reproduction Education is statutory in year 6, due to it being part of the National Science curriculum, parents should not be withdrawing their children.

The role of parents and Carers

Our federation believes that the primary role in RSE education lies with the parents and carers. We wish to build a positive and supporting relationship with the parents of the children within our federation through mutual understanding, trust and co-operation.

In promoting this objective we:

- Inform parents about the school's RSE education policy, its practice and the resources used in its teaching;
- Answer any questions that parents may have about the RSE education of their child. In the first instance, parents are asked to contact their child's teacher;
- Take seriously any issues that parents raise with teachers or governors about this policy or the arrangements for RSE education within the school;
- Inform parents about the best practice known with regard to RSE education so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

We conclude from the DFE Guidance that relationship and sex education refers to Human Reproduction which is part of the national curriculum. We are of course happy to discuss the content of the curriculum and invite parents to contact the school if they have any enquiries.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Authority, such as the school nurse and other health professionals, give us valuable support with our RSE education programme.

Confidentiality

The Big Talk staff and our teachers who conduct RSE lessons, do so in a sensitive manner and in confidence. It is the policy of the school to answer children's questions as they arise in an honest and caring manner encouraging the use of correct physiological terms as appropriate to the age and needs of the individual child. If a question is deemed to be inappropriate for the age and understanding of the child, the child will be referred to their parents. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the designated person for Child Protection immediately and follow the procedures in the schools Child Protection policy. They will then speak to the child as a matter of urgency without leading the child in any way. If the teacher has concerns, they will draw their concerns to the attention of the head teacher. The head teacher will then deal with the matter in consultation with health care professionals (See Also Child Protection Policy)

The role of the PSHCE leader/Head Teacher

- It is the responsibility of the head teacher and PSHCE leader (Mrs Laurie Bennett) to ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented effectively. It is also the head teacher's and PSHCE leader's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- The head teacher liaises with external agencies regarding the RSE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.
- The head teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of this policy.

Equal Opportunities

The Big Talk staff and our teachers have a duty to ensure that children with special needs and learning difficulties are included and their developmental needs met. There will be equality of opportunity for boys and girls. For any children identifying as transgender, school will liaise with the child's guardian to determine which group the child would be most comfortable with. Teachers will ensure that there is no stigmatization of pupils based on home circumstances. The governing body has wider responsibilities under the Equalities Act 2010, to ensure that no pupil(s) are discriminated against because of their sex, gender identity, sexual orientation, disability, educational needs, religion or belief, nationality, ethnic or national origin, pregnancy, maternity or home circumstances (e.g. looked after children).

For pupils who are absent on the day of the BigTalk delivery, our alternative provision will be that teaching staff will review the missed lesson content using BigTalk Education's Growing Up Safe Cards or other resources with the child on their return to school.

Monitoring and review

The Educational Committee of the governing board, monitors our RSE policy on an annual basis. The committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Educational Committee gives serious consideration to any comments from parents about the RSE programme. Governors require the head teacher to keep a written record, giving details of the content and delivery of the RSE programme that we teach in our school.

Distribution of this Policy

This policy will be shared with all members of the Governing Body and all teaching and non-teaching members of staff. Copies of the document will be available to parents through the school website.

Relationships Education in Primary schools (Appendix) – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. All statutory outcomes are covered in our PSHCE curriculum.

The guidance states that, by the end of primary school:

	Pupils should know...	Where this is delivered
Families and people who care for me	● R1 that families are important for children growing up because they can give love, security and stability. ● R2 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. ● R3 that others' families, either in school or in the wider world, sometimes look different from their	All of these aspects are covered in lessons within: ● Relationships ● Changing Me ● Celebrating Difference ● Being Me in My World

	family, but that they should respect those differences and know that other children's families are also characterised by love and care. • R4 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. • R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • R6 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	• R7 how important friendships are in making us feel happy and secure, and how people choose and make friends • R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded • R10 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 • R11 how to recognise who to trust and who not to trust, how to judge	All of these aspects are covered within: • Being Me in My World • Celebrating Difference • Relationships

	when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed	
Respectful relationships	● R12 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 ● R13 practical steps they can take in a range of different contexts to improve or support respectful relationships ● R14 the conventions of courtesy and manners ● R15 the importance of self-respect and how this links to their own happiness ● R16 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 ● R17 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 ● R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive ● R19 the importance of permission-seeking and giving in relationships with friends, peers and adults	All of these aspects are covered within: ● Being Me in My World ● Celebrating Difference ● Dreams and Goals ● Healthy Me ● Relationships ● Changing Me
Online relationships	● R20 that people sometimes behave differently online, including by pretending to be someone they are not. ● R21 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.	All of these aspects are covered within: ● Relationships ● Changing Me ● Celebrating Difference

	• R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • R24 how information and data is shared and used online.	
Being safe	• R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • R26 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. • R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. • R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, • R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. • R32 where to get advice e.g. family, school and/or other sources.	All of these aspects are covered within: • Relationships • Changing Me • Celebrating Difference

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	Where this is delivered
Mental wellbeing	• H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. • H2 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. • H3 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. • H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.	All of these aspects are covered within: • Healthy Me • Relationships • Changing Me • Celebrating Difference

	• H9 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 well-being or ability to control their emotions (including issues arising online). • H10 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.	
Internet safety and harms	• H11 that for most people the internet is an integral part of life and has many benefits. • H12 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. • H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • H14 why social media, some computer games and online gaming, for example, are age restricted. • H15 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. • H16 how to be a discerning consumer of information online including understanding that information, including that from	All of these aspects are covered within: • Relationships • Healthy Me

	search engines, is ranked, selected and targeted. • H17 where and how to report concerns and get support with issues online.	
Physical health and fitness	• H18 the characteristics and mental and physical benefits of an active lifestyle. • H19 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. • H20 the risks associated with an inactive lifestyle (including obesity). • H21 how and when to seek support including which adults to speak to in school if they are worried about their health.	All of these aspects are covered within: • Healthy Me
Healthy eating	• H22 what constitutes a healthy diet (including understanding calories and other nutritional content). • H23 the principles of planning and preparing a range of healthy meals. • H24 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).	All of these aspects are covered within: • Healthy Me
Drugs, alcohol and tobacco	• H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	All of these aspects are covered within: • Healthy Me
Health and prevention	• H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	All of these aspects are covered within: • Healthy Me

	• H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • H31 the facts and science relating to immunisation and vaccination	
Basic first aid	• H32 how to make a clear and efficient call to emergency services if necessary. • H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.	All of these aspects are covered within: • Healthy Me
Changing adolescent body	• H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • H35 about menstrual wellbeing including the key facts about the menstrual cycle.	All of these aspects are covered within: • Changing Me • Healthy Me