

# Relationships and Sex Education Policy (RSE)



<b>Formally adopted by the Governing Board</b>	
<b>On:-</b>	<b>January 2026</b>
<b>Chair of Governors:-</b>	<b>Susan Gothard</b>
<b>Next review:-</b>	<b>January 2027</b>

## Relationship and Sex Education (RSE) at Hingham

At Hingham Primary we believe that RSE is a vital part of working towards our school vision – Nurture, Learn, Achieve. We believe that it is our responsibility to provide a RSE curriculum that supports children in developing positive relationships, making choices and understanding responsibilities alongside learning about the physical changes and reproduction.

It will be reviewed every three years, or sooner if the RSE curriculum is amended, in response to emerging themes, changing pupil needs, or introduction of new legislation and guidance.

*“Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.”*

*(Relationships Education, Relationships and Sex Education (RSE) and Health Education - Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers 2025)*

Relationships and sex education (RSE) 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. We use the Norfolk Educator Solutions RSE Toolkit.

The different parts of our curriculum:

**Relationships Education** (Compulsory): Focuses on the building blocks of positive relationships, such as kindness, respect, and boundaries.

**Health Education** (Compulsory): Gives children the information they need to make good decisions about their own health and wellbeing.

**Sex Education** (Non-Compulsory in Primary): Defined as learning that goes beyond the National Curriculum for Science.

### Aims

- ✓ 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 factual 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.

Where possible the curriculum will be complemented by themed assemblies, topic days and cross-curricular links.

### How will RSE be taught at Hingham School?

RSE will be taught using a range of teaching methodologies including story-telling, drama, discussions, individual private reflection, quizzes, fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles. Distancing techniques, such as the use of characters within RSE, avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSE more accessible to all pupils, including those who may have experienced unhealthy relationships and/or abuse. The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

At Hingham Primary School we actively celebrate the diversity of our pupils, their families and the wider whole school community. RSE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law. Through consultation, continual assessment and regular reviews of the curriculum, we ensure that we continually recognise and respect pupils' different abilities, levels of maturity and personal circumstances including gender identity, faith or culture and that of their family, friends and the wider whole school community.

At the end of most lessons, pupils will be provided with an opportunity to ask questions as a class and can also ask anonymous questions through the use of an 'ask it basket' (or similar). Teachers will answer questions as fully as they feel age and stage-appropriate, based on the level of knowledge demonstrated by pupils during the lesson. Teachers may ask a pupil to wait for a response to a question if they need time to consult with a colleague, or the school leadership team, to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate. Teachers will not answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons for this decision clearly explained. The teacher will work with the pupil to identify suitable sources of information, where they can safely obtain an answer to their question.

At the end of the lesson sequence, teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the schools' pastoral system to advise of topic coverage. This will ensure the school can be responsive to pupils' pastoral needs, and safeguarding arrangements can be actioned efficiently if required. If the school has any reason to believe a pupil is at risk of harm, we are required to respond in accordance with the school's safeguarding policy.

Pupils' learning will be assessed at the end of every topic. This will ensure that pupils are making sufficient progress building on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

RSE is most effective when it is a collaboration between school and home. The school will provide support to parents and carers through an information letter, considering ways to build on RSE at home. The school operates an open-door policy enabling parents to discuss RSE at relevant times throughout the school year.

As a school that puts openness and listening at the centre of its ethos, we believe there is no question that shouldn't be asked of the adults in school. Children are encouraged to clarify misconceptions and misunderstanding to ensure a clear understanding. Some of these questions may be considered safeguarding concerns. Where there are concerns, these will be logged on CPOMs and followed up by the DSL (Designated Safeguarding Leads) where appropriate.

At no point will we accept sexualised "banter" that could demean a person or group. Where this occurs, adults will explore the impact of this with the children to support the re-education around these behaviours. This conversation will be logged on CPOMs and may need further follow up beyond the classroom.

*"Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of Keeping children safe in education (KCSIE), all staff working with children are advised to maintain an attitude of 'it could happen here'."*

Sexual violence and Sexual harassment between children in schools and colleges. Sept 2021

Teachers will explain that no conversation they have can be strictly confidential. Where there are concerns, the children will need to know that it will be shared with the Designated Safeguarding Lead.

### **Parental viewpoint**

Teachers will communicate via their class newsletter when this subject matter will be taught.

Parents and carers are able to view the Relationships and Sex education policy and curriculum at the end of this document and are welcome to meet with the class teacher or PSHRE lead to go through the resources. Parents and carers are invited to ask questions about the curriculum.

Please note the aspects of Science, Health and Relationships Education are statutory in line with the National Curriculum 2014

Where there are concerns raised by a parent/carer regarding the content of the curriculum, open dialogue will aim to resolve this. Parents retain the right to withdraw their child from sex education.

## Child Protection / Confidentiality

Teachers need to be aware that effective Relationship and Sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will log this on CPOMs and inform the Designated Safeguarding Lead in line with school policy.

A member of staff cannot promise confidentiality.

## Equal Opportunities

It is vital that we demonstrate that all families are valuable regardless of their make up. We believe that we need to ensure that children understand that sexism or homophobic name-calling is unacceptable. Equally racism, ageism and discrimination based on disability are unacceptable. We promote tolerance and acceptance of all and ensure that ALL children feel valued.

## Adjustments to the curriculum

Our intended RSE curriculum is detailed as follows but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case parent/carers will be provided with appropriate notice before the amended programme is delivered.

## The Curriculum

### Reception – Butterfly class

Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.

Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.

Pupils understand the concept of privacy, including the right to keep things private and the importance of respecting another person's right to privacy.

Pupils can identify the special people in their lives, what makes them special and how special people care for one another.

### Year 1 – Owl class

Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.

Pupils understand the importance of listening to other people, playing and working co-operatively, including strategies to resolve simple disagreements through negotiation.

Pupils understand that some diseases are spread, and that they have the right to be protected from diseases and the responsibility to protect others.

Pupils can identify the people who look after them and how to attract their attention if needed.

### **Year 2 – Kingfisher class**

Pupils can judge what kind of physical contact is acceptable, comfortable or uncomfortable and how to respond.

Pupils know the difference between secrets and surprises, and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.

### **Year 3 – Fox class**

Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem.

Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.

Pupils understand the right to protect their body from unwanted touch.

Pupils can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret.

### **Year 4 – Hedgehog class**

Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.

Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.

Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.

### **Year 5 – Badger class**

Pupils can anticipate how their emotions may change as they approach and move through puberty.

Pupils can anticipate how their body may change as they approach and move through puberty.

Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships

Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission

Pupils have considered how to manage accidental exposure to explicit images and upsetting online material, including who to talk to about what they have seen.

### **Year 6 – Otter class**

Pupils can recognise how images in the media, including online, do not always reflect reality and can affect how people feel about themselves.

Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female sexual organs.

Pupils realise the nature and consequence of discrimination, including the use of prejudice-based language.

Pupils develop the confidence and skills to know when, who and how to ask for help independently, or with support