High Rocks Federation

ASPIRATION INCLUSION COLLABORATION

LANGTON GREEN
PRIMARY SCHOOL

Relationships, Health & Sex Education Policy

This is a policy specific to Langton Green Primary School within the High Rocks Federation.

Approved	Summer 2026
Next review	Summer 2027

Contents

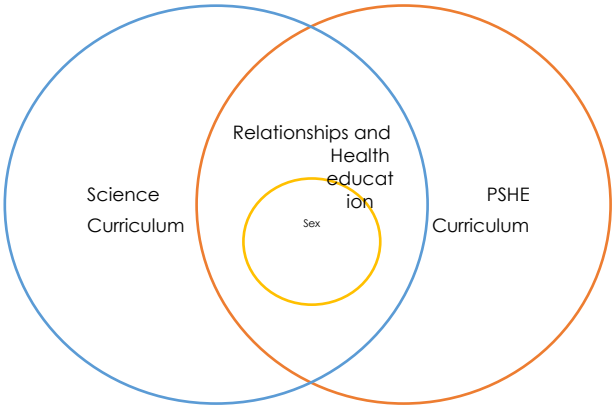
1. Where does Relationships, Sex and Health Education sit within the curriculum?
2. How do our core values influence the teaching and learning of Relationships, Sex and Health Education?
3. How are parents and carers involved in the teaching of Relationships, Sex and Health Education?
4. Relationships and Health Education - Intent
5. Relationships and Health Education - Implementation
6. Relationships and Health Education - Impact
7. Sex Education – Intent
8. Sex Education - Implementation
9. Sex Education – Impact

WHERE DOES RELATIONSHIPS, SEX AND HEALTH EDUCATION SIT WITHIN THE CURRICULUM?

RSHE is not a stand-alone subject at Langton Green Primary School. It is woven through our PSHE, RE and Science curricula within the context of a broad and balanced approach to learning across the school. The teaching of Relationships, Sex and Health Education is a part of our legal obligation to promote the spiritual, moral, social, cultural, mental and physical development of our pupils.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, makes relationships education compulsory for all pupils receiving primary education and health education compulsory in all schools except independent schools.

Sex education is a non-statutory element of the curriculum which we choose to teach to our pupils at Langton Green Primary School to supplement our relationships education.



HOW DO OUR CORE VALUES INFLUENCE THE TEACHING AND LEARNING OF RELATIONSHIPS, SEX AND HEALTH EDUCATION?

- Love for learning.
- Aspire to be the very best we can be.
- Respectful to others.
- Kind to everybody.

These values are reflected in our class names, which have each been selected to describe a quality that we hope to instil in our school community:

Joy. Kindness. Hope. Courage. Love. Peace. Curiosity. Honesty. Compassion. Liberty. Unity. Integrity. Pride. Honour.

Our core values directly support our teaching of RSHE content.

	LOVE	ASPIRATION	RESPECT	KINDNESS
R.S.H.E.	Our pupils learn to describe the characteristics and importance of love within a healthy relationship.	At Langton Green Primary School, we aim to inspire our children to value positive healthy relationships with their friends and families.	We teach pupils to respect the beliefs, preferences and lifestyles of others regardless of their own personal feelings.	The pupils at Langton Green are expected to treat one another with respect and empathy at all times, but especially when discussing relationships.

HOW ARE PARENTS AND CARERS INVOLVED IN THE TEACHING OF RELATIONSHIPS, SEX AND HEALTH EDIUCATION?

At Langton Green Primary School we recognise that parents, carers and families are the chief educators of their children in regards to issues around relationships, sex and health. Our role is to facilitate opportunities for discussion; provide a safe space for questions; and to contextualise the children's knowledge within the rest of the curriculum.

Statutory requirements

Schools are required to comply with the relevant requirement of the Equality Act 2010, and our RSHE curriculum forms one key element of this compliance. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

DfE Statutory Guidance for Relationships Education 2019 is also very clear that schools should work to counter issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated.

Curriculum consultation

Upon making changes to the RSHE policy, Langton Green Primary School will share the policy for a consultation period. During this time, parents have the right to comment on the policy and ask questions about the content. The Head Teacher and the Governing Body will ratify the RSHE policy at the end of the consultation period.

Parental right to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents do have the right to withdraw their children from the non-statutory components of sex education within RSHE (please see below for further information). Requests for withdrawal should be put in writing and addressed to the Head Teacher. Alternative work will be provided to pupils who are withdrawn from sex education.

RELATIONSHIPS AND HEALTH EDUCATION

INTENT

At Langton Green Primary School, we believe that relationships, sex and health education (RSE) goes beyond the biological knowledge of sex and the importance of personal hygiene; it also has moral, social, religious, legal, cultural and ethical dimensions. It is part of our duty to guide and develop the children in making informed choices, to understand and deal with their emotions and experience healthy relationships with others. We also expect them to recognise and respect all types of healthy relationships.

> *"To embrace the challenges of creating a happy and successful adult life, pupils 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. Everyone faces difficult situations in their lives. 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." (DfE, Statutory Guidance, 2019)*

Aims

- Contribute and promote the spiritual, moral, cultural, mental and physical development of our children. It will prepare them for opportunities, responsibilities and experiences of adult life.
- Throughout our teaching we hope to enable children to learn the significance of stable relationships and a range of different family structures. We aim to encourage children to develop caring, honest relationships and value others.
- Inform the children about the physical changes of the male and female bodies throughout puberty and encourage them to ask questions in an anonymous way. We will also provide reassurance that puberty is normal and acceptable.
- We aim to help young people build their self-esteem in order to respect themselves and others and move with confidence from childhood through to adolescence.

IMPLEMENTATION

At Langton Green Primary School, we use a variety of teaching and learning styles to aid Relationships Education. Our principal aim is to teach children the characteristics of positive relationships with particular reference to friendships, family relationships, and relationships with other children and adults. Teachers have responsibility to ensure the safety and welfare of pupils and therefore the teaching of Relationships Education always follows the Child Protection and Safeguarding Policy with an ethos balancing sensitivity with honesty and openness.

The teaching of Relationships, Sex and Health Education is supported by resources provided by the PSHE association and the use of the scheme 'Living, Learning Together'. An outline of the core principles and teaching points is provided in a later section of this policy.

Relationships and Health Curriculum

Relationships Education has six main strands. These are shown in the table below, alongside some of the core concepts that are delivered as part of those strands at Langton Green Primary School.

Families and people who care for me:	• Love, security and stability are essential elements of caring for another person. • The characteristics of loving relationships, such as commitment to each other, including in times of difficulty, protection and care for each other, the importance of spending time together and sharing each other's lives. • Other families, either in school or in the wider world, sometimes look different from their family, but we should respect those differences and know that love and care in all its forms are crucial to development. • Stable, caring relationships, which may be of different types including between people of the same gender, are at the heart of happy families, and are important for children's security as they grow up. • Marriage and civil partnerships represent formal and legally recognised commitments of two people to each other which are 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	• 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. • Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • Most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, and how to manage these situations, resolving different types of conflict, and how to seek help or advice from others, if needed.
Respectful relationships	• 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, lifestyles 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. • Concepts of mutual respect, including 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 and courtesy to others. • How to recognise 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	• Understanding the principle dangers of online communications. Identifying that people sometimes behave differently online, which may include pretending to be someone they are not. • 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 and how to identify the benefits and pitfalls of communicating online.
Being Safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • Rights in regard to self-defence and the protection of one's own body. • How to respond safely 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, including knowing the proper vocabulary for talking about their own bodies in order to report worries clearly. • 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.
Respect for self	• Non-judgemental evaluation of one's own self, celebrating personal achievements, skills and positive personality traits. • Recognising and managing emotions • Finding and describing the values that are important to each individual • Learning to discuss ethical dilemmas respectfully with someone whose values may be different from their own. • How to ask for guidance when considering issues of personal characteristics, including gender identity or sexual orientation.

Question-based model

Relationships education is taught through a "Question-based model" advocated by the PSHE Association. Each year group will have a question for the half term which they explore throughout their Science, PSHE and RE lessons.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

It is important to note that at Langton Green we embrace the rights of all positive relationships, including those within the LGBTQ+ community. Children are often inquisitive about different types of relationships and our staff will explain that the quality of the relationship is the most important element, not the gender of the participants. We expect our pupils to understand that loving and respectful relationships occur between same-sex partners, as well as male/female partners, and that these relationships have the same rights and deserve the same respect.

Vocabulary

The table below sets out some of the vocabulary taught in each of the key phases in regard to Relationships, Sex and Health Education. We teach children in KS1 the correct names for their own body parts in order to facilitate clear and precise conversation about bodies. This means that children can report safeguarding concerns about themselves or others more accurately.

Pupils in Key Stage 2 learn terms to help them discuss different types of relationship. It is important that pupils explore this language appropriately in order to ensure that it is not used derogatively or to form stereotypes.

KS1 (Year One and Two)	LKS2 (Year Three and Four)	UKS2 (Year Five and Six)
pregnancy penis testicles vulva vagina nipples breasts	transgender gay lesbian homosexual heterosexual	transsexual bisexual sexual intercourse sperm ovum ovary homophobic transphobic gender fluid non-binary

IMPACT

The most important impact of our Relationships and Health Education policy that we hope to see in school is in the quality of the relationships that pupils build in their time here. This is measured qualitatively by the staff around the school, particularly those involved in supervising the children during playtimes.

Our Relationships and Health Education will have been successful if our Year 6 pupils leave us to begin secondary school with positive, lasting relationships and the skills to build new relationships in the world beyond our school gates.

Assessment

Teachers carry out assessments through observation, discussion with the children and written evidence. There is also feedback from midday supervisors about lunchtimes and any social or friendship difficulties. Children displaying positive, caring behaviour to one another are rewarded where possible using classroom reward systems.

Concerning behaviour is noted and discussed with class teachers and brought to the attention of all staff if necessary in staff meetings. Some behaviours and incidents will be escalated to Safeguarding issues, raised with a DSL and dealt with following the school Safeguarding processes.

Monitoring

Relationships and Health Education falls under the remit of the PSHE subject leader, who will monitor teaching and learning across the school regularly alongside the Senior Leadership Team, and the school governing body using the same methods that we would use to monitor other areas of the curriculum. The evidence base for the teaching and learning of RHE may be broader, more qualitative and will rely heavily on conversations with pupils.

Review

The subject leader, the SLT and the school governing body will review the Relationships, Sex and Health Education policy and materials regularly to ensure that they continue to be fit for purpose for the pupils of Langton Green Primary School.

SEX EDUCATION

INTENT

Sex education is a non-statutory element of Relationships and Health Education. At Langton Green Primary School, we choose to teach it in Upper Key Stage 2 because of its close links with the Science and PSHE curriculum taught in those year groups. Teachers find that pupils often come to sessions on these topics with many questions and also many misconceptions, showing that it is an appropriate time to address the issues covered in our sex education.

Aims:

- Provide our pupils in the older years with a knowledge and understanding of the process of sexual intercourse and that this can result in pregnancy. We also wish to encourage discussion and correct any misconceptions about sex and sexuality before playground rumour takes hold.
- We will also emphasise respect for their own bodies and the importance of sexual activity being within a respectful, committed, long term loving relationship. Pupils will be given accurate information and helped to develop skills to enable them to understand differences and develop an awareness of responsibility for themselves and for others.
- Provide an environment where children can seek advice on sexual matters, including those that could be perceived as sexual abuse or exploitation.

IMPLEMENTATION

Sex Education Curriculum

The Sex Education element of our RSHE curriculum is primarily taught in Upper Key Stage 2 (Year 5 and 6), as an extension of their learning in Science and their understanding of relationships through their work in PSHE. At Langton Green, we firmly believe that an open and honest approach to these topics is vital. Pupils in Year 5 and 6 often raise questions revealing misconceptions about sex and it is best that pupils have these misconceptions corrected by a trusted and responsible adult such as a parent or teacher, rather than finding information online or playground rumour.

The table below shows the relevant Science topics for Upper Key Stage Two and the additional Sex Education topics that our pupils cover as well:

Upper Key Stage Two	
Science Curriculum content	***Sex Education Curriculum Content***
• The lifecycles of different types of animals. • The reproductive process for some animals and plants. • Describe changes in humans as they grow to old age including puberty. • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • Understand how offspring of living things inherit characteristics from their parents and that this process leads to adaptation and evolution.	• Human reproduction, including sexual intercourse • Pregnancy and childbirth

Teaching and learning approaches

- All of the Sex Education content is linked closely to our Relationships and Health Curriculum, emphasising that healthy relationships and mental well-being are at the heart of sexual relationships between adults.
- Pupils learn about sexual reproduction and have opportunities to ask questions anonymously, abiding by some ground rules and watching the 'Living and Growing' DVD. Distancing techniques are used, i.e. fictitious characters instead of real people, as a vehicle for teaching and enabling the children talk more openly about this subject. Other teaching methods include drama, role play, emotional literacy and circle times.
- Prior to the showing of the DVD to the children, parents are invited to view the programmes and discuss any issues arising.
- All sex education lessons with UKS2 pupils start with a reminder of the key ground rules agreed by the class, including that all knowledge shared should not be passed to younger pupils.
- Questions asked by pupils are answered accurately and frankly within the context of our Sex Education Curriculum. However, some pupils ask questions which are beyond the scope of the school's Sex Education policy. In these circumstances, teachers will refer pupils to their parents for further information or answers, although the school will provide guidance for any conversations that parents would like support with in regard to Sex Education.

IMPACT

Our Sex Education will be deemed successful if our Upper Key Stage 2 pupils are able to recognise school as a safe place where they can ask questions and receive answers about some issues relating to sexual reproduction and sexual health. Our curriculum will also ensure that teachers are able to resolve any fundamental misconceptions that children have.

Assessment

Teachers carry out assessments through observation, discussion with the children and written evidence. Evidence of sex education lessons will be collected in Science or PSHE books, depending on the learning objective of the lesson.

Concerning behaviour is noted and discussed with class teachers and brought to the attention of all staff if necessary in staff meetings. Some behaviours and incidents will be escalated to Safeguarding issues, raised with a DSL and dealt with following the school Safeguarding processes.

Monitoring

Sex Education falls under the remit of the PSHE subject leader, who will monitor teaching and learning across the school regularly alongside the Senior Leadership Team, and the school governing body using the same methods that we would use to monitor other areas of the curriculum. The evidence base for the teaching and learning of Sex Education may be broader, more qualitative and will rely heavily on conversations with pupils.

Review

The subject leader, the SLT and the school governing body will review the Relationships, Sex and Health Education policy and materials regularly to ensure that they continue to be fit for purpose for the pupils of Langton Green Primary School.