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RSE Policy

February '26

Review date: February '29



Vision

Our pledge is for every member of our school family to 'gain a heart of wisdom' every day. We aim to live wisely as we **Amaze** with our knowledge, zest for learning and kindness to ourselves and others. We aim to live well as we **Achieve** our full potential in a happy, caring and fully inclusive environment based on the core values of Christianity. We use our wisdom and hearts to **Aspire** to reach great heights as we take flight on our individual journey of endless possibilities.

'Gain a heart of wisdom' Psalm 90 v 12

Amaze. Achieve. Aspire

Our school curriculum is built upon our vision for every member of our school family to 'gain a heart of wisdom' each day, and this is deeply woven into our provision for Relationships, Sex and Health Education (RSE) including PSHE. Through these subjects, children are nurtured to live wisely—amazing others with their growing understanding of themselves, their relationships, and the wider world, while showing kindness and respect to all. They learn to live well by achieving their full potential in a safe, inclusive and caring environment shaped by Christian values such as compassion, integrity and love. As they explore themes of identity, safety, emotional wellbeing and personal responsibility, pupils aspire to make wise choices, celebrate diversity and flourish on their unique journey of endless possibilities. RSE and PSHE empower children to use both their wisdom and their hearts to navigate life with confidence, empathy and purpose—fulfilling our pledge to 'gain a heart of wisdom' in every aspect of learning and living.

[Overview](#)

Across our school, RSE and PSHE are taught progressively from the Early Years through to Key Stage 2, supporting children to develop the knowledge, skills and values they need to build healthy relationships, understand themselves and others, and make safe, informed choices. In the Early Years, children begin by learning to recognise their feelings, form friendships, communicate their needs and develop respect and kindness. In Key Stage 1, this foundation grows as pupils explore families, personal safety, wellbeing and how to manage their emotions. By Key Stage 2, children deepen their understanding of physical and emotional changes, personal responsibility, online safety, diversity and respectful relationships, preparing them for the wider world. Throughout all stages, our RSE and PSHE curriculum nurtures confidence, empathy and wisdom, helping children learn to live well with themselves and others.

Relationships and Sex Education Policy

To be read in conjunction with PSHE policy

Date: March 2024

Review: March 2027, every 3 years, in line with statutory review of guidance

Coordinator – Mrs Doyle

1. Definition

The Education Reform Act (Section 1) states that schools should provide a curriculum that “promotes the spiritual, moral, cultural, mental and physical development of pupils ... and of society: and prepare such pupils for the opportunities, responsibilities and experiences of adult life.” From September 2020 the teaching of Relationships Education became compulsory in primary schools. Sex Education lessons are non-statutory. The Governing Body is committed to ensuring both these elements are delivered within the context of a broad and balanced curriculum.

Harworth Church of England Academy has always seen Relationships and Sex Education as an important part of children’s Personal, Social and Health Education (PSHE), essential to the care and wellbeing of all children. Parents and carers are consulted through questionnaires and at meetings. Additionally, when sex education content is going to be delivered, parents are informed and reminded of their statutory right to excuse their children from this element.

We aim to prepare children to cope with the physical and emotional challenges of growing up, as well as giving them an elementary understanding of human reproduction. We see parents and carers as the important educators of children in RSE and our school role is to complement and reinforce children’s knowledge and understanding.

2. Aims

In our school we aim through implicit and explicit learning experiences to:

- ensure that relationship and sex education is integrated into the curriculum
- foster self-esteem and respect for others as the cornerstone of good health education and therefore of good relationship and sex education
- nurture a partnership between caring adults – governors, teachers, ancillary staff and parents – to ensure sensitive support for children and young people as they grow and mature
- ensure children have the ability to accept their own and others’ sexuality
- encourage children to enjoy relationships based upon mutual trust and respect, free from any abuse
- generate an atmosphere where questions and discussions on sexual matters can take place without embarrassment
- answer questions that may arise with honesty
- adopt a whole school approach to Relationship and Sex Education.

3. Teaching and Learning

Effective teaching of relationship and sex education will increase pupils’ knowledge of:

- the body, so that they can name parts of the body and describe how their bodies work
- human growth, development and life cycles and prepare them for puberty
- families and parenting
- safety and child protection, including online safety, in order to protect themselves and ask for help and support
- sexual identity

- improve their self-esteem
- develop confidence in talking, listening and thinking about feelings and relationships
- make informed choices and decisions
- develop personal initiative and be able to take responsibility
- recognise personal skills and qualities in themselves and others
- maintain and develop relationships
- develop self-confidence
- develop assertiveness in appropriate situations
- develop the motivation to succeed.

Within the taught curriculum, i.e. the whole school environment, pupils will be given frequent and regular opportunities to focus on feelings and to practise personal and interpersonal skills.

RSE is taught by the class teacher and teaching assistant. At times, we may invite visitors who bring in specialist knowledge and different ways of engaging pupils to enhance delivery of these aspects; for example, The Life Education Centre and the local priest. Any visitors will be checked and briefed on the planned programme to ensure the content is age-appropriate.

RSE includes the following aspects, as defined by the statutory guidance. See Appendix 3.

Relationships:

1. Families and people who care for me
2. Caring friendships
3. Respectful relationships
4. Online relationships
5. Being safe

Mental health and Wellbeing:

1. Mental wellbeing
2. Internet safety and harms
3. Physical health and fitness
4. Healthy eating
5. Drugs, alcohol and tobacco
6. Health and prevention
7. Basic first aid
8. Changing adolescent body

And will include:

- self-respect
- physical health and mental wellbeing

- respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality
- taking account of other people's feelings
- mutual support and co-operation
- truthfulness and honesty
- accepting responsibility for the consequence of our own actions
- the right of people to hold their own views
- not imposing our own views on other people
- not infringing the rights of other people
- the right not to be abused by other people or be taken advantage of
- The right of people to follow their own sexuality within legal parameters
- a responsibility to develop relationships, including sexual relationships, based on mutual consent rather than coercion
- the right to accurate information about sex-related issues
- an entitlement to an appropriate and balanced RSE
- the right to access helping services

4. Confidentiality

Wherever possible, teachers will make clear to pupils where the boundaries of confidentiality lie before pupils make personal disclosures. Teachers will not encourage pupils to disclose information 'in confidence' that they may have to pass on at a later stage.

There is no general legal duty for teachers to disclose personal information given by a pupil to anyone else – senior managers, colleagues, parents/carers, police etc. However, teachers are contractually bound to disclose information about physical or sexual abuse of children and young people to their designated child protection member of staff and/or Social Services.

The following will help to establish clear boundaries for confidentiality between pupils and teachers:

- reassuring pupils that their best interests will be maintained
- encouraging pupils to talk to their parents or carers and giving them support to do so
- ensuring that pupils know that teachers cannot offer unconditional confidentiality
- reassuring them that if confidentiality has to be broken, they will be informed first and then supported as appropriate
- if there is any possibility of abuse, following the school's child protection policy/procedure
- making sure that pupils are informed of sources of confidential help, for example, GP or local young person's advice service
- using ground rules in lessons

5. Sexuality

RSE will include discussion of sexuality in a sensitive manner and will include positive representations of LGBT (Lesbian, Gay, Bisexual and Transgender) people. Discussion of relationships will not be solely about heterosexual relationships and the word 'partner' can be used, rather than assuming all girls have or want boyfriends and all boys have and want girlfriends. It is seen as important to encourage tolerance and understanding and not demean or encourage prejudice against people whose sexuality is not shared by the majority. Challenging sexism and homophobia is part of our school's approach to equal opportunities.

6. Answering difficult questions

Sometimes a child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly, and can be addressed individually later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the Headteacher if they are concerned.

7. Parents and Carers

Parents and carers will be fully informed about this policy and consulted when it is due for review. Copies of this policy and all school policies are available from the school office. We value and respect the learning that occurs in the community and in the home believing that these, alongside school links, are essential dimensions of relationship and sex education. We see it is important to inform and involve parents whenever possible about the RSE education programme. Parents and carers have the right to excuse their child from receiving the sex education element of RSE. Please see the scheme of work to see what is covered. We would ask parents and carers to come and discuss their concerns before any formal request is made. In such cases, either written or oral requests will be recorded and, for those sessions, the child will be removed to join another class with other work to complete. The teaching of the Health, Relationships and Science Curriculum is statutory. Children may not be withdrawn from the topics of 'Life Processes and Living Things' or 'The Main Stages of Human Life'.

8. Assessment, Recording and Reporting

Educational outcomes described in the statutory guidance (see Appendix 3) gives a framework for the assessment of pupils' personal, social and emotional development. Teachers are also able to use these outcomes to inform the development of the programme. There is no 'pass or fail' within this area of the curriculum. Instead, pupils have the opportunity to reflect on their learning and personal experiences and to set personal goals and agree strategies to reach them. This process of assessment has a positive impact on pupils' self-awareness and self-esteem.

9. Equal Opportunities

We believe that all children have the right to a full Personal, Social, Health and Citizenship curriculum, including that of RSE regardless of race, gender, religion and ability.

The RSE scheme is taught alongside the PSHE (Personal, Social and Health Education) scheme of work where relationships work is a key area of learning. The scheme meets the requirements of the Equality Act. Harworth Church of England Academy will 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), reasonable adjustments will be made to ensure that no groups are disadvantaged. The scheme will be adjusted to meet the needs of the pupils in our care and any current issues. All issues, including those surrounding LGBT, will be taught with sensitivity and be age appropriate in approach and content.

10. Health and Safety

RSE is an integral part of our PSHE curriculum and complies fully with our Health and Safety Policy. It also enhances our commitment to the Healthy Schools initiative. Menstruation is discussed in Years 5 and 6 in order to prepare the girls and inform the boys. Emergency sanitary products, along with disposal systems, are available.

11. Role of the Governing Board

As well as fulfilling their legal obligations, the Governing Board will make sure that:

- all pupils make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn/excused from the sex education element of RSE lessons.

In addition:

- The Lead Governor for Pupils' Wellbeing will monitor the implementation of the policy and scheme of work and will consult with parents and carers when the policy is due for review.
- Foundation Governors have wider responsibilities in relation to maintaining and developing the religious ethos of Harworth Church of England Academy.

Appendix 1.

DFE guidance

Physical health and mental wellbeing:

<p>Families and people who care for me</p>	<p>Pupils should know</p> <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.
	<ul style="list-style-type: none"> • 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 marriage¹³ 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.
<p>Caring friendships</p>	<p>Pupils should know</p> <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.
<p>Respectful relationships</p>	<p>Pupils should know</p> <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.

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • 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.
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	<ul style="list-style-type: none"> • 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. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • 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 wellbeing or ability to control their emotions (including issues arising online). • 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.
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Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • 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. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • 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. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
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Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. 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. the risks associated with an inactive lifestyle (including obesity). how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals. 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).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle.