

Holmwood House School



HOLMWOOD HOUSE
SCHOOL

RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION AND PSHCE POLICY

This policy applies to all pupils in the school,
including in the EYFS

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Scope of this policy

1 Policy Context and Rationale

1.1 This policy covers all pupils and year groups within the school, including the EYFS and sets out the School's approach to Personal, Social, Health and Citizenship Education (PSHCE), Relationships Education (Years 1-5) and Relationships and Sex Education (RSE) (Years 6-9).

The policy has been developed with reference to guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education; Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers a copy of which can be accessed [here](#)

1.2 It was produced through consultation with staff, pupils and parents through (but not limited to) the following channels:

1.2.1 departmental review and feedback,

1.2.2 departmental training via the PSHE Association,

1.2.3 parent focus group,

1.2.4 student voice,

1.2.5 wellbeing surveys,

1.2.6 ongoing feedback from pastoral teams.

1.3 PSHCE education provides a significant contribution to the schools' responsibility to:

1.3.1 promote children and young people's wellbeing

1.3.2 achieve the whole curriculum aims

1.3.3 promote community cohesion

1.3.4 provide careers education

1.3.5 provide relationships and sex education

1.4 The policy is informed and underpinned by the School's values of encouraging each child to:

- be resilient - with a sense of high self-esteem, self-worth and confidence in their abilities to achieve their full potential in all areas of a rich, diverse, broad and balanced curriculum
- be resourceful and reflective - with inquisitive minds, capable of independent and reasoned thought, adapting to an ever-changing world
- be responsible - for their own learning, respect others around them, adopt a proactive approach to care, courtesy and consideration and be aware of their own wellbeing and that of others

The PSHCE and RSE programme aims to develop:

1.4.1 Successful learners who enjoy learning, making progress and achieving

1.4.2 Confident individuals who are able to live safe, healthy and fulfilling lives including reference to recent revelations regarding peer on peer abuse, harmful sexual behaviour and sexual harassment and sexual

violence.

1.4.3 Responsible citizens who make a positive contribution to society

1.5 To ensure that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum, pupils are also taught explicitly about British Values which are defined as:

1.5.1 Democracy & the rule of law

1.5.2 individual liberty

1.5.3 mutual respect

1.5.4 and tolerance of those of different faiths and beliefs.

These values are taught explicitly through Personal, Social, Health and Citizenship Education (PSHCE) as well as through the School's broad and balanced curriculum. The Prevent duty requires all education providers 'to help prevent the risk of people becoming terrorists or supporting terrorism'. This includes safeguarding learners from extremist ideologies and radicalisation. Where appropriate, the PSHCE programme will provide guidance to pupils to safeguard themselves from these.

1.6 Parents will be informed about the policy via the Parent Handbook and the policy will be made available through the school website.

2 Legislation (Statutory Regulations and Guidelines)

2.1 Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:

2.1.1 Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society

2.1.2 Prepares pupils at the school for opportunities, responsibilities and experiences of later life

2.2 The 2006 Education and Inspections Act placed a duty on Governing Bodies to:

2.2.1 Promote the wellbeing of pupils at the school

2.3 Revised Department for Education statutory guidance states that from September 2020 all schools must deliver:

2.3.1 Relationships Education (Primary) and Relationships and Sex Education (Secondary).

2.3.2 LGBTQ+ (protected characteristics) inclusion is required as part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse. (KCSIE). Please refer to the Equal Opportunities Policy.

3 Roles and Responsibilities

3.1 From September 2020 PSHCE and RSE delivery across the school has been monitored by the PSHCE Coordinator. They will be responsible for liaising with other curriculum leads so that curriculum design in different areas complements the RSE program, rather than repeating what is already taught. Further detail is outlined in Paragraph 8.

3.2 Governance will oversee that the discharge of this policy ensures:

3.2.1 all pupils make progress in achieving the expected educational outcomes;

3.2.2 the subjects are well led, effectively managed and well planned;

3.2.3 the quality of provision is subject to regular and effective self-evaluation;

3.2.4 teaching is delivered in ways that are accessible to all pupils with SEND;

3.2.5 clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,

3.2.6 the subject is resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

4 Curriculum Design

4.1 The curriculum is designed around active engagement in learning, and follows the Jigsaw Schemes of Work. Pupils will be given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

This table sets out who oversees the delivery of the PSHCE and RE/RSE curriculum and how it is implemented in practice in each phase of the school.

Reception - Year 3	Years 4-10
Head of Pre-Prep	PSHCE Coordinator
<ul style="list-style-type: none">- Curriculum time delivered by nursery practitioners and class teachers in the Nursery, Pre-Reception, Reception and Years 1-4 and the PSHCE teacher from Years 5-10.- Elements of the PSHCE Scheme of Work are complemented by work done in Global Studies and science.- PSHCE delivered through whole school and extended timetable activities e.g. twice weekly assemblies, Phase meetings, circle/tutor time and visiting speakers- PSHCE enabled through specific projects e.g awareness days/weeks- through involvement in the life of the school and wider community e.g. a Christmas concert for local elderly residents, charity fundraising.- PSHCE through pastoral care and guidance	

Best Practice in PSHCE Education:

Any new topic in PSHCE will be introduced taking into account pupils' prior knowledge and will complement, not replicate learning in other subjects

Research shows that attempts to scare or shock young people into making healthy choices rarely works and often backfire.

Pupils will be reassured that the majority of young people make positive healthy lifestyle choices

Pupils are helped to make connections between PSHCE education and their 'real life' experiences, including online contexts.

Curriculum design around online presence and social media will link to our e-safety and safeguarding policy.

5 Safe and Effective Practice

5.1 PSHCE and RSE often draw on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering PSHCE and RSE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the School's Child Protection and Safeguarding Policy.

5.2 Within the curriculum design there are opportunities to teach safeguarding within the RSE and Health curriculum in accordance with KCSIE 2025, which states: *Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment... These will be underpinned by the school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). NB: If any safeguarding issues are raised during RSHE lessons, the school will refer to its Safeguarding policy*

6 Equality of Opportunity

6.1 Classroom practice and pedagogy will take into account pupils' development, age, ability, readiness and cultural background, protected characteristics and pupils with SEND and will be adjusted accordingly to enable all students to access the learning. We will use PSHCE and RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system and wellbeing surveys. PSHCE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

6.2 Both Relationships Education and Relationships and Sex Education (RSE) take account of the faith of individual pupils as well as the nature of the faith of the school whilst helping pupils from all backgrounds build positive and safe relationships and to thrive in modern Britain. When planning for teaching the religious background of pupils will be observed so that topics are appropriately handled.

6.3 Parents have the right to withdraw their children from those parts of RSE not within the national curriculum. Further details of this can be found in Paragraph 10.

7 Definition of Relationships and Sex Education (RSE)

7.1 Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, diverse families, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

7.2 RSE is an entitlement for all children and young people and must:

7.2.1 Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;

7.2.2 Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or any protected characteristics or other life-experience particularly HIV status and pregnancy;

7.2.3 Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;

7.2.4 Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;

7.2.5 Seeks to break down stereotypes, tackle negative behaviours and build a culture of positive tolerance and understanding consistently role modelled by all staff at the school.

7.2.6 Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;

7.2.7 Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;

7.2.8 Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;

7.2.9 Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;

7.2.10 Be delivered by competent and confident educators;

7.2.11 Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

8 Responsibilities and Delivery Overview

Responsibility	PSHCE Coordinator
Delivery	Nursery and Pre-Reception - Nursery practitioners Reception to Year 4 - Class teachers Years 5-10 - PSHCE Coordinator

The focus during Relationships Education in EYFS and Years 1-6 focuses on:

- the fundamental building blocks and characteristics of positive relationships, with particular emphasis on friendships, family and relationships with other children and adults;
- differences in families and their structure and respect for the individual circumstances of families

It addresses the relationships between:

- physical health and mental well being
- the balance of online and other activities
- emotion and the ability to express emotions

Unlike Relationships Education, Sex Education is not compulsory for pupils receiving primary education, although some schools may choose to teach it. Following consultation the School has decided that it will teach puberty education which may allude to "how babies are made" in Year 6 but will not explicitly teach sex education until Year 7 .

The aim of RSE in Years 7 and 10 is to give pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure) at a level appropriate to these year groups.

Its aim is to teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed and where to seek support.

It will address what is classified as criminal behaviour and how to identify this, make the right decisions and keep themselves and others they think may be at risk, safe.

It should support them in making sensible judgements and choices about their behaviour and relationships online and be critically aware of online presence and behaviour in order to keep safe.

RSE is also supported through science lessons. In particular, reproduction in humans (e.g. the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDS)

Planned training is in place to raise staff awareness of our shared values regarding respect, sexual equality and transparency regarding the RSE scheme of work.

9 Managing difficult questions:

Difficult questions will be dealt with appropriately and sensitively. The school is mindful that children whose questions go unanswered may resort to the internet to find answers and, any question asked which involves content not on the pre-agreed curriculum will be answered on a one-to-one basis (if appropriate) and parents will be informed.

10 Parents' right to withdraw their child

10.1 Parents will not be able to withdraw their child from relationships education

10.2 At secondary school level (Years 7-8) parents/carers will be able to withdraw their child from sex education (other than the sex education which sits in the curriculum as part of science). The pupil is excused until the request is withdrawn, unless or to the extent that the Headteacher considers that the pupil should not be so excused.

10.2.1 Before granting such a request, the Head of School will meet with parents/carers and, as appropriate, with the pupil to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, as well as the benefits and detrimental effects that withdrawal may have on the pupil.

10.2.2 The School will respect the parents' request to withdraw the pupil except in exceptional circumstances

[Para 47 & 48 of the Statutory Guidance] up to and until 3 terms before the pupil turns 16. After that point, rather than be withdrawn, if the pupil wishes to receive sex education, the school will make the provision.

10.2.3 If a pupil is withdrawn from sex education, the school will ensure the pupil receives purposeful education during the period of withdrawal.

10.2.4 The School will keep a record of all such decisions.

11 Intended Outcomes

11.1 As a result of our PSHCE and RSE programme, pupils will:

11.1.1 Develop the knowledge, skills and personal attributes they need to manage their lives now and in the future

11.1.2 Learn to make responsible decisions e.g. about alcohol, drugs, relationships and future careers

11.1.3 Learn to recognise and manage risk and take increasing responsibility for themselves and their actions both online and in their daily lives

11.1.4 Understand the importance of wellbeing and how to tackle issues that can affect their ability to learn and their mental health

11.1.5 Understand the characteristics of and the importance of building healthy and positive relationships both online and in their daily lives

11.1.6 Develop skills such as teamwork, communication and resilience

11.1.7 Be encouraged to make positive contributions to their families, schools and communities

11.1.8 Explore differences and learn to value diversity in all its forms

11.1.9 Reflect on their own individual values and attitudes

11.1.10 Identify and articulate feelings and emotions and manage difficult situations positively

11.1.11 Begin to learn about the world of work

11.1.12 Begin to learn to manage money and finances effectively

12 Monitoring and Assessing

12.1 Monitoring:

12.1.1 The effectiveness of the PSHCE, Relationship Education and Relationship and Sex Education provision will be evaluated through: annual governance and monitoring by the school's Deputy Head and Pastoral Lead.

12.2 Areas for assessment:

12.2.1 Pupils' knowledge and understanding through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about pupils' progress. This may include: discussion work, presentations, group work, observations.

12.2.2 Application of knowledge and skills in wider school participation, resolving conflict, making decisions and forming positive relationships. Pupil voice will be influential in adapting and amending the material for PSHCE and RSE to ensure it is up to date and relevant.

13 Confidentiality

13.1 Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.

14 Counselling Services

14.1 Pupils are made aware of counselling and information services both in and out of school and offered appropriate support.

15 OutsideSpeakers

15.1 Please refer to Appendix 6 of the Child Protection and Safeguarding policy for details of procedures for Visiting Speakers. This includes vetting for extremist ideologies and radicalisation, as per the Prevent Duty.

16 EYFS

16.1 In the Early Years Foundation Stage, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2020 and the accompanying statutory guidance do not apply; however Personal Social and Emotional Development (PSED) is one of the prime areas within the EYFS curriculum and age-appropriate provision is made accordingly.