



Hart Primary School

RSE Policy

Reviewed:	Summer 2026
Next review:	Summer 2027
Person in charge:	Headteacher
Governance:	Chair of LGB

Pastoral Care/Spiritual Development

The quality of relationships between all members of school, staff and pupils, and the relationship with parents and carers is the area that is most commonly associated with the ethos of a church school. It is expressed in the terms of sharing and caring. Jesus was clear in his instructions to the disciples on this matter.

'Love your neighbour as yourself' – Matthew 22:39.

'This is my commandment: love each other' - John 15:17.

Everyone associated with the school is made in the image of God and is to be loved. This is the commandment from which Northern Lights Learning Trust derives its policy for pastoral care. We have a series of overlapping networks of relationships, which includes governors, staff, children, parents, church members, and members of the community which the school seeks to serve.

Our pastoral work will strive to meet the significant challenge to create and maintain such networks in ways which reflect the Gospel. Those who are school staff and in particular those in leadership roles, which include all who have a particular responsibility, ensure that by their personal example they set the highest standards expected. It is from this premise that Christian love will pervade all aspects of life at Northern Lights Learning Trust. It will influence how we reward and teach discipline. It will affect how we value work and the achievements of pupils and staff. It will be seen in the way in which the school environment is created and cared for, in the way in which the needs of pupils, parents, and community are met, and in the way in which teaching and non-teaching staff work together effectively as a team. Pastoral care pervades all aspects of school life and therefore will be reflected in the way the school is organised and the way policies are written and implemented

Statement of Intent

At Hart Primary School, our curriculum and wider offer equips pupils with the knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. Our curriculum helps 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. We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and health curriculum for all our pupils. The RSE curriculum is part of our broader work on PSHE and personal development and is designed to meet the needs of our school, local community and wider context. This policy sets out the framework for our curriculum, providing clarity on how it is informed, organised and delivered.

Legal Framework

- Section 80A of the Education Act 2002
- Section 403 of the Education Act 1996
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2025) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

The policy operates in conjunction with the following policies and guidance

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Strategy
- SEND Policy
- Intimate Care Policy
- Keeping Children Safe in Education (2025)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

Roles and Responsibilities

The Local Governing Body is responsible for:

- Ensuring all pupils make progress to achieving at least the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

The Headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy, have had the opportunity to participate in a consultation process and have access to the materials used to teach it should they request access to it.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the Local Governing Body on the effectiveness of this policy.
- Reviewing this policy annually.

The RHE Lead is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the curriculum is age-appropriate, progressive and well sequenced and, where possible, has a reliable evidence basis.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the RHE Curriculum.
- Ensuring the RHE is delivered in a way that is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure that RHE is effectively woven into the curriculum of relevant subjects and, in this way, is not seen as a separate subject but a lens through which to view relevant content.
- Monitoring and evaluating the subject and providing accurate information to the Headteacher.
- Keeping up to date with reviews on RHE and any relevant legal reviews.

The appropriate teachers are responsible for:

- All teachers in school will be responsible for delivering the relevant, age-appropriate content from the RHE curriculum mapping.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring that the curriculum they deliver is accurate and without bias, ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to RHE.
- Responding to any safeguarding concerns in line with the Child Protection and other safeguarding policies.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENDCo to identify and respond to individual needs of pupils with SEND.
- Working with the RHE subject leader to evaluate the quality of provision.

Forming this policy and the curriculum

In creating this policy and the associated curriculum, Hart Primary School has consulted with families when developing and reviewing our policy, ensuring that parents recognise that effective RSE supports the wellbeing of all children. An inclusive and well-sequenced RSHE curriculum at Hart Primary School is inclusive and well-sequenced. It is informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging.

Organisation of the Curriculum

- Every primary school is required to deliver statutory relationships and health education.
- Our curriculum is designed following the [guiding principles for relationships, sex and health education](#).
- For the purpose of this policy, '**relationships education**' is defined as teaching pupils the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who respect for others and know how to keep themselves and others safe, including online. Relationships education doesn't involve explaining the detail of different forms of sexual activity, but can cover sensitive topics in order to keep children safe.
- For the purpose of this policy, '**health education**' is defined as teaching pupils about physical health and mental wellbeing, focussing on

recognising the link between the two and being able to make healthy lifestyle choices.

- At Hart Primary School, Sex Education is not taught beyond the 2014 National Curriculum for Science.
- At Hart Primary School, we value the importance of meeting the needs of children as individuals. In particular cases, with parental consent, adaptations may be made to the curriculum on an individual basis to meet the specific needs of the individual.
- The school provides a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school and support a smooth transition to secondary school.
 - Our curriculum and wider personal development offer is informed by our contextual safeguarding and makes use of local data to ensure pupils are well prepared for the communities and wider world in which they live.
- Appendix A sets out the subject content and when it will be taught.

Safe and Effective Practice

This curriculum is taught through discrete lessons of PSHE as well as being linked to other curriculum areas e.g. RE, PE, DT, Science and Computing.

At Hart Primary School, the content of our curriculum will be taught by school staff. School staff delivering this curriculum have been trained in safeguarding and offering support, recognising the increased possibility of disclosures. Hart Primary School will ensure that those delivering this curriculum have the knowledge, skills and confidence to create a safe and supportive environment and are able to facilitate participative and interactive education which aims to support and not to alarm pupils.

- At Hart Primary School, we will focus on building positive attitudes and skills, promoting healthy norms about relationships and health, including mental health.
- The organisation of the class is conducive to effective learning, including the use of smaller groups dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups
- Teachers will ensure teaching challenges perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

Timing of curriculum delivery

Hart Primary School may need to include new content in RSHE to respond to emerging needs or issues in the school. Where this was necessary, school would inform parents of any shifts away from the policy and continue to share relevant materials on request.

Monitoring and Evaluation of the curriculum

The impact of the curriculum will be monitored carefully through lesson visits, pupil voice, book looks and other assessment activities. These activities will be used to evaluate areas of strength and areas for support.

Working with external organisations/providers

At times, school will work with external experts in order to enhance parts of the RSE curriculum e.g. the School Nursing Team, NSPCC and Anne Frank Ambassadors. This enables pupils to access high quality education from experienced and trained professionals in their respective fields. In the event of such agencies working with pupils, we will ensure that:

- Appropriate measures are in place to safeguard pupils in line with school's existing policies.
- We check that external resources are accurate, age and stage appropriate and unbiased, taking into account any pupils with SEND.
- We check the credentials of any visitor or visiting organisation.
- Ask to see materials and a lesson plan in advance and inform parents.
- Teaching delivered by external providers fits with the planned curriculum and is in-line with this policy as well as statutory guidance and legal frameworks.
- The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with Safeguarding policies.

Diversity and Wider Inclusion

Schools are required to comply with relevant requirements of the Equality Act 2010, including the [Public sector equality duty \(PSED\) \(s.149\)](#), when teaching RSHE.

Teaching of the curriculum reflects requirements set out in law, particularly the **Equality Act 2010**, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

At Hart Primary School, we are sensitive to pupils' circumstances, recognising that families of many forms provide a nurturing environment for children, and can include single parent families, same-sex parents, families headed by

grandparents, young carers, kinship carers, adoptive parents and foster parents/carers. Teaching should illustrate a wide range of family structures in a positive way, and care should be taken to ensure that children are not stigmatised based on their home circumstances.

Pupils will be taught about LGBT+ in an integrated way as part of work on different relationships, equality and diversity.

All teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Teachers will be up to date with issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours.

RSHE should be sensitive to the religious background of pupils, and schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

SEND

At Hart Primary School, we are aware that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. RSHE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities.

Working with parents and carers

The role of parents and carers in the development of their children's understanding about relationships is vital. Parents and carers are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. Parents and carers will have access to this policy via the website or paper copies are available at the school office.

Parents and carers are consulted at the point of changes and review of this policy. A Microsoft Form is sent to parents annually to enable parents to share information and provide the opportunity to ask questions. In addition, parents are always welcome to meet with their child's class teacher or the headteacher to discuss the content of relationships and health lessons for their child and the RHE lead can be contacted via the school office to discuss the curriculum in its broader sense.

Parents have a legal right to know what their children are being taught in RHE and can request to see teaching materials. Our school will make an opportunity each year to share information about our RHE curriculum and the key resources used to teach it. Our school is happy to share the resources used to support the RHE curriculum delivery at other times upon request.

Confidentiality

Confidentiality within the classroom is an important component of RHE and teachers are expected to respect the confidentiality of their pupils as far as is possible. However, staff are reminded that their duty to safeguard pupils supersedes this and any concerns should be reported to the Designated Safeguarding Lead (or deputy when this person is not available).

Managing Difficult Conversations

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for RSE. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Careful consideration should always be given as to how to answer these questions, ensuring answers are factual and appropriate to the child's age, maturity and understanding. It may be necessary to seek advice from the RHE lead and/or parents as to how to sensitively and appropriately address these questions. Furthermore, the context in which these answers are addressed should also be given careful consideration, with one-to-one/ small group conversations deemed more appropriate. Where a question is about a topic not covered in the primary curriculum or from which a pupil has been withdrawn, school staff will liaise with parents to address these.

Right to Withdraw

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, make relationships education compulsory for all pupils receiving primary education. They also make health education compulsory in all schools except independent schools.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE other than content that is taught as part of the Science curriculum. This school does not teach sex education beyond the National Curriculum for Science.

Relationships and Health Education are statutory at primary and parents do not have the right to withdraw their child from the subjects. However, parents

with concerns should address these with their child's class teacher in the first instance.

Updating This Policy

This policy will be updated annually. Parents, staff and pupils will be consulted where significant amendments are made to the policy. This policy will be shared on our website and paper copies are available on request.



PSHE Curriculum



Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Who am I? What do I do at school?	How do we show our manners and why are they important?	How am I feeling?	How can I be a good friend?	Who are the people who help us?	How can I keep safe in the water? Pool Safety
Y1/2	Where do I belong in the community?	How does our behaviour affect others? Recognising privacy and seeing permission	Who cares for me?	What jobs are in our community?	How do we keep our minds healthy? Water Safety- Open water	How do rules help us to keep safe?
Y3/4	How do we spot risk and hazards? (including emergency phone call)	What is bullying behaviour?	What makes a family?	How do we disagree well? Water safety- Open water & pool	What are British Values and where can we see them?	
Y5/6	What are protected characteristics? Autumn 2- Public Speaking about Protected Characteristics A2 Water Safety- How to swim and stay safe in the water prior to High Tunstall swimming lessons		How do I change as I grow? (menstruation and emotional changes)	What do healthy relationships look and feel like?	How do I perform basic first aid?	How do I plan for a fresh start?



PSHE Curriculum



Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	How do rules keep me safe?	Who keeps me safe and cares for me?	How do others feel?	How can I solve problems?	How can I stay safe in or near the water? Beach safety	How can I have a healthy body and mind?
Y1/2	What makes us special and unique?	What makes a good friend?	What is the difference between a secret and a surprise?	Who can help me?	How do we keep our bodies healthy? Water safety- Beach & Lake	Why does money matter?
Y3/4	What kind of job can I do?	How do we show respect?	How do we stay safe around transport? (road and rail)	What is money and how do we look after it? Water Safety- safety rules for pools prior to swimming lessons	What are healthy habits?	What are my goals?
Y5/6	What are drugs and how do I stay safe?	How can we protect our world? Public Speaking	How do I support my mental <u>well-being</u> ?	How do I look after myself? Water safety- Hazards & Safety	How do I know if information is true?	How do I plan a fresh start?