



## RELATIONSHIPS AND SEX EDUCATION

## POLICY and GUIDANCE

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### STATUTORY REQUIREMENTS

Relationships Education is compulsory in all primary schools in England and Relationships and Sex Education (RSE) is compulsory in all secondary schools. Health Education is not compulsory in independent schools, but we have chosen to also integrate that into our curriculum at Hazlegrove. The guiding principles are that the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents, always with the aim of providing pupils with the knowledge they need to keep themselves safe.

Our RSE curriculum and practices are guided by the statutory guidance on relationships, sex and health education published by the Department for Education (2025).

### DEFINITION

PSHE fosters the spiritual, moral, emotional, social, physical and cultural development of pupils, and prepares pupils for the opportunities, responsibilities and experiences of later life. RSE involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, respect, tolerance, boundaries, and consent. In Relationships Education pupils will learn about how relationships may affect their health and well-being and their safety online. In Sex Education they will understand factual knowledge around sex and choices around pregnancy, set firmly within the context of having a healthy relationship. RSE involves a combination of sharing information and exploring issues and values.

### PURPOSE

In years R to 6 the aim of teaching these topics is to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, alongside the essential understanding of how to be healthy. In year 7 and 8, teaching will build on the knowledge acquired in the earlier phases of the school, and further develop pupils' understanding of

health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

Teaching about mental wellbeing is central to these subjects. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. These subjects will give them the knowledge and capability to take care of themselves and receive support if problems arise.

## AIMS

The aim of RSE at Hazlegrove is to ensure pupils learn about:

- Different types of relationships, including friendships, family relationships, intimate relationships and dealing with strangers.
- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries, and consent, how to manage conflict, and how to recognise unhealthy relationships. This will include understanding sexual assault and harassment.
- How relationships may affect health and wellbeing, including mental health.
- Healthy, nurturing relationships not just intimate relationships and safety online.
- Factual knowledge around sex, sexual health, safer sex and sexuality and choices around pregnancy, set firmly within the context of relationships.
- Understand the laws relating to these areas.

The content within these subject areas will help to foster our pupils' wellbeing and develop resilience and character; key aspects that are fundamental to their happiness and success. It will support their development of personal attributes including kindness, integrity, generosity, and honesty, four of our core values at Hazlegrove. It is underpinned by our school values and ethos and guided by our Christian character. RSE mirrors these core aims of the School:

- To develop a sense of self and well-being in a safe and nurturing environment
- To build a strong day and boarding community, connected to the world, which inspires love, respect, and empathy.
- To offer the best possible preparation and guidance for each child's future.
- To develop strong relationships and moral principles underpinned by our School's values, which are human or global values, common to those of Christian faith, other faiths or none.

## DELIVERY OF RSE

RSE is taught explicitly within the school's Personal, Social, Health and Economic (PSHE) curriculum and lessons are guided by materials from the JIGSAW programme ([www.jigsawpshe.com](http://www.jigsawpshe.com)) in addition to materials from the PSHE Association ([www.pshe-association.org.uk](http://www.pshe-association.org.uk)). Biological aspects of RSE are

also taught within the Science Curriculum and key themes such as health, relationships and e-safety are addressed within other subjects such as ICT, RE, Social Sciences and PE. At Hazlegrove, the principles embedded within Relationships Education are taught by everyone. As well as cross-curricular learning, the core messages and learning points covered within the PSHE lessons also thread through times like Tutor periods and Assemblies, boarding time and special events. They are also underpinned by our behaviour and relationships expectations and our school values and ethos. Some topic areas are supplemented through outside speakers and workshops.

Through this wholistic approach, embedded in all that we do, our pupils are supported with developing important life skills such as:

- Self-respect and confidence.
- Tolerance of difference and respect for others.
- Setting and understanding how to achieve goals.
- Recognising and assessing potential risks, understanding how to keep themselves safe, including on-line.
- Understanding emotions in themselves and others and what they can do to support their own wellbeing.
- Understanding the laws that guide us in this country.
- How to form and maintain healthy relationships of all types.
- How to and where to seek help and support when required.
- The knowledge to help them make safe, informed, and healthy choices., and the understanding to promote a healthy lifestyle.
- How to disagree well and the skills to managing conflict.
- Communication skills and the ability to share and value opinions and work collaboratively with others.

PSHE is delivered by class teachers in Pre-School, Pre-Prep and Lower school, while Middle and Upper School pupils are taught by a specialist PSHE teacher. All pupils have a timetabled PSHE lesson each week. All PSHE teachers ensure that the curriculum is adapted to meet the needs of their pupils and that there is flexibility within the curriculum to respond to any themes occurring within their cohort at the time.

For more information on the curriculum please see the PSHE Curriculum Overview and Plans document.

## PUPILS and SEND

Hazlegrove does not unlawfully discriminate against pupils because of their protected characteristics, and the school is mindful of the Equality Act 2001 and the SEND Code of practice. Lessons on RSE will be made accessible to all pupils including those with Special Educational Needs and due regard will be given to the protected characteristics of pupils and their families in planning and delivery of lessons.

To ensure pupils are achieving the desired outcomes of the PSHE curriculum, PSHE teachers monitor and review the children's progress and use this information to inform their planning and adapt their

lessons accordingly. This data is shared with the Head of PSHE so that they can ensure each child is meeting the desired outcomes. The Head of Learning Support provides advice and support where necessary and keeps an overview of the progress of pupils identified as having SEND.

## ROLES AND RESPONSIBILITIES

### The Governors

The Governors will approve the RSE policy and hold the Head to account for its implementation. The PSHE lead governor will challenge and support the Head of PSHE, acting as their 'critical friend' to hold them to account and ensure high quality provision. They 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;
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

### The Head and Staff

The Head is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE. The Head and RSE Team will work together to ensure the PSHE curriculum meets statutory requirements and to review and update the RSE Policy. They will also work together to ensure that the RSE policy and curriculum shows sensitivity towards protected characteristics such as the religious and cultural views of the school community and experiences of LGBT pupils and those with LGBT family members.

It is the responsibility of all members of the Hazlegrove community to support the pupils' social and emotional development and to build a culture where everyday sexism, misogyny, homophobia, and gender stereotypes are not tolerated, and any occurrences are identified and tackled. All teachers are expected to answer pupils' questions using age-appropriate language and with sensitivity and consideration to their needs and with due regard to the ethos of the Hazlegrove community.

PSHE teachers are specifically responsible for:

- Delivering RSE in a sensitive way without judgement
- Ensuring clear ground-rules in lessons to establish a safe learning environment
- Enabling pupils to feel confident to ask questions and share opinions and be able to ask questions anonymously
- Modelling positive attitudes to RSE
- Ensuring the pupils treat each other with respect and sensitivity
- Engaging all pupils fully in RSE, listening to their views, and encouraging their contribution

- Ensuring lessons are relevant, accessible and inclusive for all and reflect the backgrounds and experiences of our pupils
- Using language, images and examples which reflect the diversity of society, promote inclusion and where appropriate challenge stereotypes
- Monitoring progress and informing planning based on this information
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE and setting appropriate alternative activities.
- Sharing information with parents and keeping them informed on the curriculum content
- Keeping up to date with relevant RSE topics and ensuring their curriculum meets the statutory requirements
- Being aware of the School's Safeguarding, Child Protection and E-Safety policies.

## MONITORING ARRANGEMENTS

The delivery of RSE is monitored by the Head and Academic Leads through lesson observations. The PSHE team complete regular peer observations with a specific focus, e.g. assessment. The Head of PSHE will complete 'book looks' and gather assessment data from the section PSHE leads, to ensure pupils progress is being measured and that this information informs future planning. The PSHE team will meet regularly to ensure best practice is maintained.

This policy has been produced with due regard to the guidance from the Department of Education on RSE. It is approved by the Head. It will be reviewed every two years by the Head and Head of PSHE. It is freely accessible on the School website.

## WORKING WITH PARENTS

As with everything we do at Hazlegrove we work closely with parents when planning and delivering RSE. We encourage parental engagement and support with RSE topics at home. To enable this, we ensure that parents know what will be taught, and when, and share key resources with them. Parents are given every opportunity to understand the purpose and content of Relationships Education and RSE, and to understand and ask questions about our approach. This is achieved through -

- Yearly PSHE presentation to parents
- Termly Curriculum Summary shared with parents and made available on the Parent Portal
- RSE policy accessible to parents on the website and Parent Portal
- Letter sent to all parents at the beginning of the summer term sharing the topics and language to be used with the pupils in their RSE lessons that term (sex education).

When making changes to the RSE policy this is shared with parents and their feedback welcomed.

## The Right to Withdraw

Parents can identify what RSE topics are being covered by referring to the PSHE Curriculum document, available within the Parent Portal. They will also be informed by letter of the course

content, what language and resources are being used and when topics are being covered before RSE lessons are taught in the different sections of the School.

Parents are informed that they have the right to withdraw their children from some or all of the non-statutory components of RSE. Requests for withdrawal should be put in writing and addressed to the Tutor. A copy of withdrawal requests will be placed in the pupil's educational record. The Head will discuss the request with parents and take appropriate action. Appropriate alternative work will be given to pupils who are withdrawn from RSE.

*This policy has been created with reference to:*

Keeping Children Safe in Education 2025; Relationships Education, Relationships and Sex Education (RSE) and Health Education 2025; Equality Act 2010; SEND Code of Practice; SMSC requirements for independent schools; Promoting Fundamental British Values as part of SMSC in schools.

*The Statutory Guidance can be found using the following link:*

[Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-and-health-education-guidance)

*The Curriculum Overview and plans can be found within Policies on the School Website or within the documents in School Information in the Parent Portal.*