



Hyrcstmount Junior School

Relationship and Health Education Policy

Approved by:	School Governing Board	Reviewed by: Senior Leadership Team
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Contents

1. Aims	2
2. Statutory requirements	2
3. Policy development.....	3
4. Definition.....	3
5. Curriculum	3
6. Delivery of RSE	3
7. Use of external organisations and materials	5
8. Roles and responsibilities.....	6
9. Parents' right to withdraw	7
10. Training.....	7
11. Monitoring arrangements.....	7
Appendix 1: Curriculum map	8
Appendix 2: By the end of primary school pupils should know	13
Appendix 3: Online Safety Progression	
Appendix 4: Science Curriculum	

1. Aims

The aims of RSE at Hyrstmount Junior School are to:

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010

- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Hyrstmount Junior School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a working group of the RSE lead and senior leaders pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Our governing body had the opportunity to make recommendations
4. Parents/carers were invited to attend a meeting about the policy
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, puberty, diversity and personal identity. It involves a combination of sharing information and exploring issues and values. It is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendix 1, but is adapted as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

We teach sex education content only as required by the statutory science curriculum (Appendix 4). Primary sex education is not compulsory in primary schools and at Hyrstmount we do not cover any additional content on sex education. Our focus is on preparing boys and girls for the changes that adolescence brings. Learners in year 6 receive stand-alone, single-sex sessions about puberty delivered by a learning mentor or member of the senior leadership team. If learners have questions that extend beyond this content, teachers will respond appropriately to ensure that students are informed and do not seek information from alternative sources, such as online platforms. We share curriculum materials with parents and carers upon request. For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

At Hyrstmount, relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships

- Respectful relationships
- Online relationships
- Being safe
- Changes that occur during puberty

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT+ parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Our Personal, Social, Health Education curriculum comprises sessions from Pol-Ed, You, Me and PSHE and specific theme weeks including Anti-Bullying Week, Children's Mental Health Week and Online Safety Day.

What is Pol-Ed?

Pol-Ed is a West Yorkshire Police education programme, written by teachers for teachers in schools across West Yorkshire. Its purpose is to keep children safe by developing their understanding of risks, consequences and the law and to develop their resilience and ability to help and support each other.

The programme covers for following themes: Relationships, Keeping Safe, Understanding the Law, Wellbeing.

Relationships Education is also an integral part of Spiritual, Moral, Social and Cultural (SMSC) development which is the overarching umbrella that encompasses personal development across the whole curriculum and includes assemblies, events, British Values. SMSC is at the heart of school development. It requires us to think about the kind of people we aspire to be, the kind of world we aspire to create, and the kind of education we aspire to provide.

Our Online Safety Curriculum is based on the Kapow scheme of work (see Appendix 2) In addition to this policy, parents will receive information about the content that will be included in these PSHE sessions in the topic web every half term prior to the content being taught. This will enable parents to support their children at home. For more information about our curriculum, see our curriculum map in Appendix 1.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of learners will relate to them
- Is sensitive to all learners' experiences
- During lessons, makes learners feel safe and supported and able to engage with the key messages.

We will also:

- › Make sure that learners learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions

- Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Be clear on what they're going to say
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people

- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The School Governing Board

The School Governing Board will:

- Review this policy alongside teaching staff.
- They will hold the headteacher to account for the implementation of this policy

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers.

8.3 Staff

Staff are responsible for:

- Reflecting the law (including the Equality Act 2010) as it applies to sex and relationships
- Delivering RSE in a sensitive way
- Ensuring information about the unit being taught is included on the topic web each half term
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Working with the SENDCO to identify and respond to the needs of pupils with SEND.
- Reporting any safeguarding concerns or pupil disclosures to the DSL in line with the school safeguarding policy.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

All teachers are responsible for teaching RSE.

8.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. Parents' right to withdraw

Parents are not able to withdraw their children from the Relationship and Sex Education (RSE) curriculum at Hyrstmount. This is because the RSE provided aligns exclusively with the statutory requirements and does not include any non-statutory sex education content.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE where required.

11. Monitoring arrangements

The delivery of RSE is monitored by the headteacher, deputy headteacher and PSHE lead through:

- Professional dialogue with teachers
- Learner interviews
- Lesson observations

Pupil development in RSE is monitored by class teachers.

This policy will be reviewed by the headteacher and Governors annually. At every review, the policy will be approved by the School Governing Board.

Appendix 1: Curriculum map

Relationships and health education curriculum map

Year 3 PSHE Long Term Plan 2025-26

Week	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Pol-Ed: How can I share my worries?	Anti-Bullying Week	Pol-Ed: How does school help me?	Pol-Ed: What are children's rights?	Pol-Ed: How should we treat people?	Pol-Ed: Who are my key people?
2	Pol-Ed: What are emergency services?	Anti-Bullying Week	Pol-Ed: How can I be a responsible citizen?	Book Week	Pol-Ed: What can I do when friendships go wrong?	Caring Friendships – Characteristics of friendships
3	Pol-Ed: What are emergency situations?	Pol-Ed: What is mental health?	INSET Day	Pol-Ed: What is the law and why do we have it?	Pol-Ed: What do we mean by consent in friendships?	Drug, alcohol and tobacco education Tobacco is a drug
4	Pol-Ed: What do we mean by risk?	Pol-Ed: What am I good at?	Pol-Ed: How do we enforce the law?	INSET Day	Pol-Ed: What is bullying?	Drug, alcohol and tobacco education Tobacco is a drug
5	Pol-Ed: When should I break a secret?	Pol-Ed: How can intense feelings feel?	Children's Mental Health Week			Identity, society and equality – celebrating difference
6		Pol-Ed: What words can I use to talk about my feelings?	Internet Safety Day			
7	Black History Week	Asian Achievement Week				
8	Black History Week					
Stand alone					Pedestrian training	
Careers						

Additional resources: Young Citizens; Barclays Lifeskills; Primary Futures; 52 Lives; St John's Ambulance; NHS careers

Year 4 PSHE Long Term Plan 2025-26

Week	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Pol-Ed: How can I keep safe in my local area?	Pol-Ed: Who do I encounter? Pol-Ed: How do my choices help me to be healthy?	Pol-Ed: How can I respect my environment?	Pol-Ed: What can I be?	How can we be role models?	Identity, society and equality Democracy
2	Pol-Ed: How can we keep safe on the road?	Pol-Ed: What are healthy habits?	Pol-Ed: What are protected characteristics?	Book Week	What is a healthy friendship?	Identity, society and equality Democracy
3	Pol-Ed: What are hazards in the home?	Pol-Ed: Why is food fuel?	INSET day	Pol-Ed: What is hate crime?	What is discrimination?	Keeping safe and managing risk Playing safe
4	Pol-Ed: What is first aid?	Pol-Ed: How can I be a hygiene hero?		INSET Day	What is diversity?	Careers, financial capacity and economic wellbeing Saving, spending and budgeting (year 3)
5	First Aid training using St John's Ambulance resources	Pol-Ed: How does school build my character?	Children's Mental Health Week		What is peer influence?	Careers, financial capacity and economic wellbeing Saving, spending and budgeting (year 3)

6	First Aid training using St John's Ambulance resources		Internet Safety Day		Who makes up my community?	
7	Black History Week	Asian Achievement Week				
8	Black History Week					
Stand alone			Dentist Visit	Road Safety Training		
Careers	Amazon – Primary Futures					

Additional resources: Young Citizens; Barclays Lifeskills; Primary Futures; 52 Lives; St John's Ambulance; NHS careers

Year 5 PSHE Long Term Plan 2025-26

Week	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Pol-Ed: How can we keep our things safe?	Pol-Ed: What is my personal identity?	Pol-Ed: How do rules help our community?	Pol-Ed: How can my adult relationships affect my future?	Pol-Ed: What is grooming?	Identity, society and equality Stereotypes, discrimination and prejudice
2	Pol-Ed: How can we use our phones?	Pol-Ed: How might being online impact the way I feel?	Pol-Ed: What can and can't I do on the internet?	Pol-Ed: How do words have power?	Book Week	Identity, society and equality Discrimination (including tackling homophobia)
3	Pol-Ed: What are deep fakes?	Pol-Ed: How might my activity levels impact the way I feel?	INSET Day	Pol-Ed: What are my personal boundaries?	Pol-Ed: What is media influence?	Keeping safe and managing risk

						When things go wrong
4	Pol-Ed: What are the risks with money?	Pol-Ed: How might school impact the way I feel?	Pol-Ed: What is gambling?	INSET Day	Pol-Ed: What is peer pressure?	Drug, alcohol and tobacco education Different influences
5	Pol-Ed: What do I know about drugs?	Pol-Ed: How can drugs and alcohol make people feel?	Children's Mental Health Week	Pol-Ed: What are online friendships?	Families and people who care for me Characteristics of a healthy family life	Drug, alcohol and tobacco education Different influences
6	Pol-Ed: Why are our special people important?		Internet Safety Day			Drug, alcohol and tobacco education
7	Black History Week	Asian Achievement Week				
8	Black History Week					
Stand alone	Fire Safety – Bonfire Night	Bikeability Fire Safety	Young Livesavers - CPR			
Careers	Inspiring pupils to work in STEM					

Additional resources: Young Citizens; Barclays Lifeskills; Primary Futures; 52 Lives; St John's Ambulance; NHS careers

Year 6 PSHE Long Term Plan 2025-26

Week	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Identity, society and equality – human rights	Pol-Ed: How is my data shared?	Pol-Ed: What does 30 look like?	Pol-Ed: How can I cope with leaving school?	Pol-Ed: How can we challenge sexism?	
2	Identity, society and equality – human rights	Pol-Ed: What is spiking?	Pol-Ed: How can I re-frame my thinking?	Book Week	SATs Week	Careers, financial capability and economic wellbeing – Barclays Lifeskills
3	Identity, society and equality – human rights	Pol-Ed: What is the issue with addiction (vaping and smoking)?	INSET Day		Pol-Ed: How can we respect different relationships?	Careers, financial capability and economic wellbeing – Barclays Lifeskills
4	Identity, society and equality – human rights	Pol-Ed: What does media have age restrictions?	Pol-Ed: How can I seek support for my mental health?	INSET Day	Pol-Ed: What is my relationship with authority?	Careers, financial capability and economic wellbeing- Primary Futures
5	Credo – inspiring the next generation		Children’s Mental Health Week	Pol-Ed: How can we be allies against racism?		Careers, financial capability and economic wellbeing- Primary Futures
6	Pol-Ed Bonfire Night and Halloween lessons	Asian Achievement Week	Internet Safety Day	The Big Legal Lesson		
7	Black History Week	Asian Achievement Week				
8	Black History Week					
Stand alone	Health and Hygiene talks Fire Safety – Bonfire Night	Bikeability – Vaping workshops	Happy Friendships Better Lives – Yorkshire Mentoring			
Careers	CREDO – Luke Stanton BT Futures: Work Ready workshop	Barclays Lifeskills – Wheel of Numbers				

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
<p>Families and people who care about me</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 • 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 marriage 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>	<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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<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 • About 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	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That 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
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately 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 • 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

Appendix 3: Online Safety Progression

	Knowledge	Skills
Year 3	<p>Recognising that different information is shared online including facts, beliefs and opinions.</p> <p>Learning how to identify reliable information when searching online.</p> <p>Learning how to stay safe on social media.</p> <p>Considering the impact technology can have on mood.</p> <p>Learning about cyberbullying.</p> <p>Learning that not all emails are genuine, recognising when an email might be fake and what to do about it.</p>	<p>To know that not everything on the internet is true: people share facts, beliefs and opinions online.</p> <p>To understand that the internet can affect your moods and feelings.</p> <p>To know that privacy settings limit who can access your important personal information Information, such as your name, age, gender etc.</p> <p>To know what social media is and that age restrictions apply.</p>
Year 4	<p>Learning to make judgements about the accuracy of online searches.</p> <p>Identifying forms of advertising online.</p> <p>Recognising what appropriate behaviour is when collaborating with others online.</p> <p>Reflecting on the positives and negatives of time online.</p> <p>Identifying respectful and disrespectful online behaviour.</p> <p>Recognising that information on the Internet might not be true or correct and that some sources are more trustworthy than others.</p>	<p>To understand some of the methods used to encourage people to buy things online.</p> <p>To understand that technology can be designed to act like or impersonate living things.</p> <p>To understand that technology can be a distraction and identify when someone might need to limit the amount of time spent using technology.</p> <p>To understand what behaviours are appropriate in order to stay safe and be respectful online.</p>
Year 5	<p>To know different ways we can communicate online.</p> <p>To understand how online information can be used to form judgements.</p> <p>To understand some ways to deal with online bullying.</p> <p>To know that apps require permission to access private information and that you can alter the permissions.</p> <p>To know where I can go for support if I am being bullied online or feel that my health is being affected by time online.</p>	<p>Identifying possible dangers online and learning how to stay safe.</p> <p>Evaluating the pros and cons of online communication.</p> <p>Recognising that information on the Internet might not be true or correct and learning ways of checking validity.</p> <p>Learning what to do if they experience bullying online.</p> <p>Learning to use an online community safely.</p>
Year 6	<p>Learning about the positive and negative impacts of sharing online.</p> <p>Learning strategies to create a positive online reputation.</p>	<p>To know that a 'digital footprint' means the information that exists on the internet as a result of a person's online activity.</p> <p>To know what steps are required to capture bullying content as evidence.</p>

	<p>Understanding the importance of secure passwords and how to create them.</p> <p>Learning strategies to capture evidence of online bullying in order to seek help.</p> <p>Using search engines safely and effectively</p> <p>Recognising that updated software can help to prevent data corruption and hacking</p> <p>Exploring ethical considerations around AI use and its impact on society.</p>	<p>To understand that it is important to manage personal passwords effectively.</p> <p>To understand what it means to have a positive online reputation.</p> <p>To know some common online scams.</p>
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Appendix 4: Science Programmes of Study related to this policy (statutory)

Year 5	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p>Describe the changes as humans develop to old age.</p>
Year 6	<p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p>