



Mill Water School

Preparation for *their* best future

Relationships/Relationships and Sex Education and Health Education Policy (RSHE)

Date: March 2026

(Next review date: March 2027)

This policy was written in consultation with school governors, the Headteacher, Designated Safeguarding Lead, and with reference to Relationships Education/Relationships and Sex Education and Health Education DfE (2019), NSPCC Guidelines and 'Keeping Children Safe in Education'. It should be read in conjunction with other school policies including the Equality Policy, Safeguarding and Child Protection Policy, Inclusion and Accessibility Policies and the Attachment Aware Behaviour Regulation Policy.

Aims and objectives for pupils at Mill Water School

The core aims of the school relate strongly to notions of respect, caring and respectful relationships, celebrating achievements and differences, and feeling safe. These are themes that feed directly into RSHE at Mill Water School. The objective of relationship and sex education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. We recognise the universal entitlement of young people to learning that will enable them to live safe, fulfilled and healthy lives and aim to make a contribution to protecting young people by addressing national and local health priorities.

Meeting these aims will require a graduated, age appropriate programme of RSHE. At Mill Water School, we believe that we can achieve this through specifically tailored and well planned RSHE sessions combined with learning and experience throughout the curriculum, informed by the personal outcomes of annual reviews/EHC plans and supported by individualised personal learning goals (where appropriate) by which progress can be tracked.

Rationale

Mill Water School recognises that what is learned and experienced by our pupils now can have a profound influence on their future. We believe that through proactive, focused and high quality planning and teaching, we can support our pupils now and in the future, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked after children. This means that sex and relationships education must be sensitive to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes. At all times, the overarching principle is to ensure the present and future wellbeing of pupils and to meet their learning needs. It is recognised that some cultures and faiths often hold views, perhaps strong views, about sexual behaviour. Staff are sensitive to these views but must ensure that pupils have access to the learning they need to stay

safe, healthy and understand their rights as individuals. This should include clear, impartial scientific information on matters such as abortion as well as covering the law in relation to, for example, forced-marriage and female genital mutilation.

Information

Teaching of topics linked to sex and relationship education will occur in mixed gender groups. Teachers will plan activities which engage both boys and girls, recognising the national trend in which boys often feel the emphasis in RSHE lessons is on female development. Mill Water recognises that pupils who come from some cultural backgrounds may deem it inappropriate to discuss particular topics within mixed gender groups, should this be the case, accommodations will be made.

Parents and carers

Parents and carers will be informed about the policy through the school website. When RSHE lessons are planned to begin, parents will be sent a letter outlining the content of the lessons for their child and the materials and resources used. They will also be given an opportunity to come into school to see the resources and discuss the content of learning sessions prior to the teaching of lessons. It is recognised that parents have the legal right to withdraw their children from the sex education element of RSHE except for the biological aspects necessary under national curriculum science. Parents are not allowed to withdraw their children from the relationships aspect of RSHE. Mill Water staff aim to support parents in understanding the school's RSHE policy, the scheme of work planned for their child and the resources used at parents' requests. Parents and carers have the right to request withdrawal from some or all of sex education and will need to write to the Headteacher to make this request.

Materials

Pupils will be protected from materials and images which are explicit, without explanation or are inappropriate. Parents may view any materials prior to teaching.

Confidentiality

What pupils talk about and discuss in their RSHE sessions is confidential unless it is considered to be a safeguarding issue. An important part of RSHE is the opportunity to form beliefs, values and opinions and this will need to be respected.

Safeguarding

Due to the nature of material being shared and discussed, disclosures of a sensitive nature may be made. In this instance class teachers will refer to and liaise with the lead safeguarding officer, following all safeguarding procedures closely.

Progress and tracking

It is each teacher's responsibility to plan, evaluate and record the progress of the children in their class. Ipsative assessment is being used whereby a pupil's own starting point is the benchmark against which progress is measured. This is recorded on Evidence for Learning. The PSHE lead will use this to ensure that each child is receiving their entitlement to a rich and valuable RSHE curriculum. Tasks will include assessing quality of teaching and availability of RSHE training, helping choose and purchase RSHE resource materials and keeping colleagues up to date with developments in the field. The developmental outline below provides guidance for teachers and ensures coverage of the key learning points.

Developmental outline

There are elements which will be delivered throughout all key stages and built on as the pupils progress. They include:

- **Respect for others** - in line with the school ethos and modelled continuously by staff. This element is taught explicitly and throughout daily life at Mill Water.
- **Rights and responsibilities** - each element of RSHE education should refer to the young person's rights and responsibilities in that context so that pupils build up a progressive picture of what it means to be part of relationships and their role within them.
- **Online Safety** - to include information about social networking sites and the risks associated with sharing information, issues of trust through to recognising dangers and knowing what to do in the event that they feel unsafe. In later key stages, pupils should be aware of grooming and issues of sexual exploitation.
- **Personal hygiene** - self-care and staying healthy form part of an individual's educational entitlement and are taught depending on the needs of the individuals as well as explicitly during RSHE sessions. Later key stages should consider the effects of poor personal hygiene on forming and sustaining different relationships.

Below is outlined the expected coverage of RSHE as directed by the DfE, from Foundation Stage to Key Stage 5. The coverage of this at Mill Water school will be considered to ensure it is appropriate to the learners at each Key Stage and will be adapted year on year according to cohort.

Key Stage	Relationships	Physical changes / Sex education
EYFS/1	Early Learning goals including: <ul style="list-style-type: none"> • Communicating with others and self-expression • Managing feelings and behaviour • Showing feelings • Behaviour and consequences • Working as part of a group or class • Understanding rules • Playing co-operatively • Empathy and understanding of the feelings of others • Forming and experiencing positive relationships with adults and other children • Similarities and differences • Changes • Personal Safety – NSPCC / PANTS / Speak Out, Stay Safe 	<ul style="list-style-type: none"> • Growth
2	<ul style="list-style-type: none"> • Rights and responsibilities. • Communicating about feelings • Recognising different types of relationships • Being part of a community • Developing respectful relationships. • Personal space • Stranger danger • Privacy and secrets • Personal Safety – NSPCC / PANTS / Speak Out, Stay Safe 	<ul style="list-style-type: none"> • Recognising changes and differences • Personal hygiene • Similarities and differences between boys and girls • Names of body parts • Physical and emotional changes at puberty
3	<ul style="list-style-type: none"> • Rights and responsibilities • Personal space and appropriate touching • Recognising different types of relationships and family setups • Personal Safety – NSPCC / PANTS / Speak Out, Stay Safe 	<ul style="list-style-type: none"> • Personal hygiene • Physical and emotional changes at puberty • Sexual feelings • Masturbation

		<ul style="list-style-type: none"> • Ejaculation • Wet dreams • Human reproductive systems
4	<ul style="list-style-type: none"> • Rights and responsibilities • Feelings relating to age • Recognising different relationships • Recognising how relationships change as they get older • Recognising expectations within a relationship • Feelings relating to uncomfortable situations and where to find help including breaking down relationships • Intimate relationships • Sexual orientation - Lesbian, Gay, Bisexual and Transgender (LGBT) Transgender, gender identity • Grooming, sexual exploitation / • Child Criminal Exploitation (CCE) – Drugs/Sexual Exploitation, ‘county lines’ • Extremism / Radicalisation? • The age of consent • Violence against women and girls • Online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.) • pornography • abortion • sexuality • substance misuse • hate crime 	<ul style="list-style-type: none"> • Personal hygiene • Sexual intercourse • Consent and saying no. • Contraception and birth control (including religious factors) • STIs and HIV/AIDS • Pregnancy and giving birth • Teenage pregnancy • Religious attitudes to sex (inc FGM)
5	<ul style="list-style-type: none"> • Rights and responsibilities • Unhealthy relationships in different contexts • Divorce and its effect on them. • Grooming, sexual exploitation / Child Criminal Exploitation (CCE) – Drugs/Sexual Exploitation, • Sexual orientation - Lesbian, Gay, Bisexual and Transgender (LGBT) Transgender, gender identity • Child Criminal Exploitation (CCE) – Drugs/Sexual Exploitation, ‘county lines’ • Extremism / Radicalisation? • The age of consent • Violence against women and girls • Online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.) • pornography • abortion • sexuality • substance misuse • hate crime • female genital mutilation (FGM) 	<ul style="list-style-type: none"> • Personal hygiene and sexual health. • Physical and emotional changes during adulthood. • Consent and saying no • Pregnancy and giving birth • Teenage pregnancy. • Religious attitudes to sex (inc FGM)

*Teachers will cover the subject of sexual orientation with honesty and sensitivity, answering appropriate questions and providing support. There will be no direct promotion of sexual orientation.

*It is important to balance the chronological age of the child with their ability to understand and use information given and coverage for each pupil may be adapted on an individual basis as a result of their need and ability, behaviours, personal views, parent’s views and stage of physical and emotional stages of development.

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<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
Caring friendships	<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
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

TOPIC	PUPILS SHOULD KNOW
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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • 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 people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

From DfE RSHE guidance.

Evaluation

Evaluation within RSHE is carried out to enhance teaching and learning and is the responsibility of the co-ordinator who will consult with all staff to adapt the policy/scheme of work as required. It will focus on content, standards achieved, and adequacy of resources. Methods will include assessing pupils' knowledge and understanding through classroom observation, discussion with pupils and staff discussion. It will be conducted according to the School Development Plan.

Resources

- BBC Active DVD
- Life Support DVDs/online: Relationships and Sex and Growing up, Relationships and Sex
- You, Your Body and Sex the DVD
- Find out and Write About: The Human Body (Crick Software)
- Channel 4 All About Us Living and Growing
- ARC Online Safety videos and resources

Books

- Where Willy Went by Nicholas Allen
- Usborne Facts of Life: Growing Up
- Sex and Relationships by Jillian Powell
- The Egg and Sperm Race by Fran Balkwill
- Let's Talk about Sex by Robbie H. Harris
- Puberty and our Body by Alison Cooper
- Usborne What's Happening to me? (boys and girls books)

- Young Citizen... Growing Up by Kate Brookes
- Living and Growing guides to accompany DVDs
- Mummy Laid an Egg by Bebette Cole
- Reproduction by Steve Parker
- Let's Talk about where Babies Come From by Robbie H. Harris
- Sex and Relationships by Jillian Powell
- Usborne Flip Flaps: How are babies made?
- It Happened to Me: Teenage Pregnancy by Hayman/ Elliott
- How did I begin by Mick Manning
- My Amazing Journey by Pat Thomas
- Talking Together about Contraception (1 and 2) by Lesley Kerr-Edwards
- Books beyond words RSHE set