



Relationships, Sex and Health Education (RSHE) Curriculum Policy

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Our school curriculum aims are for pupils to be taught through holistic approaches, personal development and lifelong opportunities. Our pupils experience a curriculum which is appropriate to their needs and stage of development.



Policy Production and Approval

This policy was created from statutory guidance on *Relationships Education, Relationships, Sex and Health Education (RSHE) and Health Education* (Department for Education, 2025). This Policy now reflects the current guidance updates and develops a stronger teaching focus around **online safety, misogyny, consent, and legal aspects of sex and gender**.

Before adoption, this policy will be considered in consultation with the leadership team, school governors, parents, and the wider community (including the NHS Nursing Team and Applefields Secondary Special School).

Legal Requirements

Schools are required to comply with the relevant requirements of the Equality Act 2010.

Statutory guidance from the Department for Education (2019) sets forth that:

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 and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.4 They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

In reference to teaching pupils with SEND:

*Relationships Education, RSE and Health Education must be **accessible for all pupils**. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is **differentiated and personalised** will be the starting point to ensure accessibility. Schools should also be mindful of the **preparing for adult** outcomes, as set out*

in the SEND code of practice, when teaching these subjects to those with SEND.

*Schools should be aware that **some pupils are more vulnerable** to exploitation, bullying and other issues due to the nature of their SEND... In special schools... there may be a need to **tailor content and teaching to meet the specific needs of pupils at different developmental stages**... schools should ensure that their teaching is **sensitive, age-appropriate, developmentally appropriate** and delivered with reference to the law.*

Definition of RSE

RSE at HMO consists of Relationships Education, Sex Education, and Health Education. Sex and Relationship Education (SRE) involves learning about emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age appropriate and sensitive way. SRE forms part of the PSHE education curriculum and complements the biological aspects of sex education covered in compulsory science lessons. As well as providing accurate information on human biology and sexual reproduction, it gives pupils essential skills for building positive, respectful, non-exploitative relationships and staying safe both on and offline. All content will be highly differentiated and personalised, tailored to be appropriate and meet the specific needs of the pupils at their developmental stage.

Relationships Education

The aim for Relationships Education at HMO is to teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children.

Sex Education

The aim for Sex Education at HMO is to help ensure that both boys and girls are prepared for the changes that adolescence brings, and - drawing on knowledge from the human life cycle in Science - how a baby is conceived and born. To support sex, gender identity and sexual orientation for all pupils in an inclusive environment in line with the DFE RSHE guidance.

Health Education

The aim for Health Education at HMO is to teach the characteristics of good physical health and mental wellbeing. To ensure pupils have an appropriate understanding of medication and medical needs.

RSE Subject Content @ HMO

Relationships:

Families

- Families are important for children growing up because they give love, security, and stability.
- Characteristics of healthy family life (commitment, care, protection, sharing lives)
- Other families, in school or wider world, sometimes look different.
- Marriage (and civil partnership) represents a *formal and legalised* commitment between two people.
- How to recognise if family relationships are making them feel unhappy or unsafe and who to contact.

Friendships

- Characteristics of friendships.
- How healthy friendships make us feel.
- The ups and downs of friendships.
- Who to trust or not trust in a friendship.
- How to ask for help if a friendship is making them feel unhappy or uncomfortable.
- Respecting others even if they are different.
- Courtesy and manners.
- Self respect and respect for others.
- Different types of bullying and its impact.
- The importance of permission seeking (consent) and giving in relationships with friends, peers, and adults.

Online Relationships

- Some people behave differently online, including pretending to be someone they are not.
- The rules and principles for keeping safe online.
- How to critically consider their online friendships and information they receive.

Being Safe

- Appropriate boundaries in friendships with peers and others.
- Privacy and the implications for children and adults (inc. it is not always right to keep secrets if they relate to being safe).
- Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- Stranger danger - how to respond safely and appropriately to adults they may encounter who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.

Sex:

Changes to my body

- Puberty and adolescence (including menstruation)
- How a baby is conceived and born.

Public and Private

- How to recognise public spaces and private spaces within the home and wider community.
- How to recognise which behaviours are appropriate for a public or private place (e.g. nudity).

Health:

Mental Wellbeing

- How to recognise and talk about their emotions
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- Self care techniques - rest, exercise, hobbies and interests.
- Where to seek support about their mental wellbeing.

Internet safety

- Benefits of rationing time online
- Respectful online behaviour
- Why some aspects of online life are age restricted.
- That the internet can sometimes be a negative place
- How to be critical of online information
- How to report concerns about online issues.

Physical and Health Fitness

- The benefits of an active lifestyle.
- The importance of exercise
- The risks of an inactive lifestyle

Healthy Eating

- What constitutes a healthy diet
- The risks associated with an unhealthy diet.

Drugs, alcohol and tobacco

- The facts about legal and illegal harmful substances and associated risks.

Health and prevention

- How to recognise early signs of physical illness
- Keeping safe in the sun
- The importance of sleep
- Dental health
- Personal hygiene and germs

First Aid

- How to make a call to the emergency services if necessary.

- Concepts of basic first aid

Changing Adolescent Body

- The key facts about puberty and the changing adolescent body (particularly 9-11), including emotional changes.
- Menstrual wellbeing including key facts about the menstrual cycle.

How is it taught and by whom?

RSE will be taught on a person appropriate basis. Pupils from year 4 and above will be supported through the PSED curriculum to gain understanding of the SRE curriculum when and where appropriate. All content will be highly differentiated and personalised, tailored to be appropriate and meet the specific needs of the pupils at their developmental stage using the PSHE association framework. Parental input will be gathered at EHCP review meetings and parent consultations on their child's RSE curriculum to ensure that individual children's needs are being met appropriately.

The majority of the RSE curriculum will be taught through cross-curricular links in subjects such as Science, Personal Social and Emotional Development (PSED), Computing, and Communication. For example, the elements around online relationships and safety will be taught through the Computing curriculum; the characteristics of friendships will be taught in PSED.

Some aspects of the RSE curriculum will be taught in discrete extra sessions for Year 5s and 6s led by the NHS Nursing Team or Teachers/TAs familiar to the children. These sessions will more explicitly teach aspects such as puberty and basic first aid. These sessions will be taught individually if required, or ideally in small groups appropriate to each child's needs. They will run throughout the Spring and Summer terms unless a specific topic or behaviour needs to be addressed and such a session would be appropriate.

Pupils younger than Year 5 or 6, who have been identified by multi-agency teams, may receive additional support in some aspects of the RSE Curriculum planned in line with the school's Wellbeing (WEB) Team.

Resources

Highly visual resources will be used throughout the RSE curriculum to aid understanding and communication.

- *Puberty and Sexuality for Children and Young People with a Learning Disability* (The Children's Learning Disability Nursing Team, Leeds, January 2009)
- *Talking together about growing up* (Lorna Scott and Lesley Kerr-Edwards, FPA, 1999)
- *'How it is' An Image vocabulary for children about: feelings, rights and safety, personal care and sexuality* (Triangle, NSPCC, 2002)

- *Growing and Learning About Sexual Health: A resource to support parents and carers of young people with a learning disability* (Jane Keeling, 2005)
- Jigsaw scheme

Monitoring and Evaluation

Some aspects of the RSE curriculum will be assessed and monitored through HMO's assessment systems (e.g. Cherry garden PSED branch maps, SRE PSHE association framework).

Pupil voice will be gained about the RSE curriculum at the beginning of Spring Term and the end of Summer term.

Parental feedback will be sought from parents of Y6 pupils to evaluate the impact of the RSE curriculum for their child.

Parental right to request that their child be excused

This guidance also sets out both the rights of parents/carers to withdraw pupils from sex education (but not Relationships or Health Education) and the process that head teachers should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

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 as part of the Science curriculum). Before granting any such request, the Head of School will discuss the request with parents to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. HMO will document and keep a record of this process