Georgian Gardens C.P. School

Policy for
RHSE (Relationships, Health & Sex Education)
and E4S (Education for Safeguarding)

Georgian Gardens Community Primary School BN16 3JJ

Reviewed by: Governing Body on: January 2026

Reviewed by: Lauren Goode, Katherine Martlew and Claire Lewis (RSHE & E4S Team)

Next Review Due: July 2026 (in light of new DfE statutory guidance)

Georgian Gardens Primary School

Policy for RHSE (Relationships, Sex and Health Education)

and E4S (Education for Safeguarding)

This policy should be read in conjunction with the school's Teaching and Learning Policy and Safeguarding Policy. E4S is an integral part of our whole school approach to pupil development and wellbeing. This policy has been developed following consultations with parents/carers, staff and pupils. It will be reviewed regularly.

What is E4S?

E4S (Education for Safeguarding) is an approach taken by many West Sussex schools which allows them to design a bespoke curriculum to meet the needs of their own school community. This curriculum incorporates the requirements for RHSE (Relationships, Sex and Health Education) which are now statutory. E4S is built around four 'cornerstones', namely:

- Relationships and Sex Education
- Digital and Media Literacy
- Physical Health and Wellbeing
- Emotional Health and Wellbeing

By enabling our children and young people to develop their own skills, knowledge and understanding of how to be who they are, understand the world they are growing up in and how to keep themselves safe in all areas of their world, we believe that we are giving each and every one of them the best chance for their lives ahead.

The West Sussex Education for Safeguarding (E4S) curriculum is based on the Department for Education's Relationships, Sex and Health Education (RHSE) guidance and numerous national frameworks, including the PSHE Association, but adapted and enriched for schools in West Sussex. This has been developed via a multi-agency approach combining teams from Safeguarding in Education, Contextual Safeguarding, Health and Education in West Sussex.

What is RHSE?

RHSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RHSE involves a combination of sharing information and exploring issues and values.

RHSE is not about the promotion of sexual activity. Relationships, Sex and Health Education became statutory in schools in 2020. The government has set out what pupils should know by the end of primary school with regards to Relationships Education (Appendix 1). This guidance on what pupils should be taught about relationships and health (including puberty) is compulsory, as is the National Curriculum for Science, which also includes subject content in related areas (such as the main external parts of the body, the human body as it grows from birth to old age, including puberty, and reproduction in some plants and animals).

It is our belief that it is appropriate for our pupils to take part in some additional, non-statutory learning in year 6, covering the basics of how babies are conceived and born. Our decision is in line with recommendations from the Department for Education. As this falls under the definition of Sex Education, parents/carers do have the right to withdraw children from these lessons. If this is

something that parents are considering, we invite them to come and speak to us. Wherever possible, we seek to include children in all aspects of the curriculum and we welcome discussions with parents in order that this can be achieved.

We have carefully designed our curriculum to ensure that children's learning is built on year by year. We have set out the key areas of learning in each year group (Appendix 2). All E4S lessons are taught in class by the usual class teachers in the same way as any other curriculum subject, using a variety of teaching methods. Teachers may from time to time choose to use carefully chosen visitors to support their teaching. The curriculum subject leader, supported by SLT, will monitor the teaching and learning on an ongoing basis to ensure that we are providing the children with high quality teaching and learning experiences.

Statutory Requirements

As a maintained primary school Georgian Gardens must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017.

- However, the school is not required to provide sex education but it is necessary to teach the elements of sex education contained in the science curriculum in the school.
- In teaching RHSE, the school must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.
- At Georgian Gardens we teach RHSE as set out in this policy.

Policy development

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

1. Review – a member of staff or working group 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. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy

4. Pupil consultation – we investigated what exactly pupils want from their RHSE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

Curriculum

The curriculum at Georgian Gardens has been developed in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1

Roles and responsibilities

1. The governing board

The governing board will approve the RHSE policy and hold the headteacher to account for its implementation.

2. The headteacher

The headteacher is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RHSE.

3. Staff

Staff are responsible for:

- Delivering RHSE in a sensitive way

- Modelling positive attitudes to RHSE

- Monitoring progress

- Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RHSE

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

4. Pupils

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

Working Together

Parents and carers play a vital role in children's learning about RHSE and we recognise that it is by working together that we can secure the best outcomes for them. We share termly curriculum overviews with our families which will include the key learning in E4S. Parents and carers are therefore able to follow up the learning and support children at home. We recognise that families may value support with this and your child's teacher or our Family Support Worker will be able to help.

We aim to consider the individual needs of our pupils and families, whatever their background or circumstances, in line with the provisions of the Equality Act. Pupils with SEND will be supported appropriately. If parents/carers would like to discuss this aspect of learning with regard to their child in more detail, please do contact your child's teacher in the first instance.

Training

Staff are trained on the delivery of RHSE 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 or sexual health professionals, to provide support and training to staff teaching RHSE.

Monitoring arrangements

The delivery of RHSE is monitored by Mrs Claire Lewis, Miss Lauren Goode and Miss Katherine Martlew through:

A range of monitoring arrangements, such as planning scrutinies, learning walks, discussions with class teachers and the collection of 'pupil voice' from all year groups.

Pupils' development in RHSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Mrs Claire Lewis, Miss Lauren Goode and Miss Katherine Martlew and SLT. At every review, the policy will be approved by the governing body.

APPENDIX 1:

Relationships Education, Relationships and Sex Education (RHSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers – July 2020

By the end of primary school:

Families and people who care for me	Pupils should know: • 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	Pupils should know • 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	Pupils should know: • 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	Pupils should know: • 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	Pupils should know:

	• 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 2:

E4S at Georgian Gardens

Education 4 Safeguarding (E4S) is organised into four areas: Relationships and Sex Education (RHSE), Digital and Media Literacy (DML), Physical Health and Wellbeing (PHWB) and Emotional Health and Wellbeing (EHWB).

Within each of these areas, we cover several topics which we build on as the children move through the school. This document will give you an overview of how the curriculum progresses through the school and the areas each year group cover. Our E4S curriculum meets all the statutory requirements set out by the government; however, it has been designed to be bespoke to our school and the needs of our school community. If you would like further detail or to discuss anything within the curriculum, please do not hesitate to contact us.

Relationships and Sex Education (RHSE)
- Being Safe
- Online Relationships and Media
- Feelings and Attitudes
- Identity
- Family and Friendship; Relationships

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Worries and asking for help Being Safe in unfamiliar situations Feeling happy and sad Coping with feelings and change Similarities and Differences Special People Body Privacy and saying yes or no (NSPCC Pants Rule)	Private and Privacy Feelings and impact on self and others Changes in growth Boys, girls and stereotypes Friends and Friendship Family, Kindness and Relationships, Love Body Privacy and saying yes or no (NSPCC Pants Rule)	Body Privacy Gender Expectations Types of Relationship (Love and Commitment)	Personal boundaries and the right to privacy Pressure to share and dares Changing feelings Body changes and puberty	Early warning signs, saying yes or no, secrets Challenging the impact of feelings on self Media influences – masculinity and femininity Changes in relationships (when relationships go wrong)	Body Safety Relationships and conception. Body changes and puberty.

Digital and Media Literacy (DML)

- Online content and critical thinking
- Self image, mental health
- Online relationships and cyber bullying
- Online reputation
- Staying safe online

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sources of internet information Online activities Communicating with others online	Identities online and offline Communicating with others online Digital footprints Risks of sharing online Privacy and information	Validity of information Cyberbullying and negative behaviours Online security and sharing information	Online vs. real world Cyberbullying and negative behaviours Online profiles and age appropriateness	Managing time online Knowing people online	Identities online and influence Legal use of information.

Physical Health and Wellbeing (PHWB)

Drugs, Alcohol and Tobacco
Keeping safe and risks
Keeping safe and emergencies
Hygiene and protecting your health
Eating Well and Being Active

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Medicines and Safety Feeling Safe Fair and Unfair / Right and Wrong / Rules Helping Us Stay Safe Well, Unwell and the Spread of Germs Keeping Clean Being Healthy and Active	Looking After Our Bodies Safely Fair and Unfair / Right and Wrong / Rules Staying Safe in Emergencies Well, Unwell and the Spread of Germs Keeping Clean Food Practice and Choice	Safety Rules and Laws Cleanliness, Germs and Immunisation	Making Decisions, Taking Risks and Influences Responsibility to be Safe Cleanliness, Germs and Immunisations Healthier Lifestyle Choices	Everyday Substances inc. caffeine Cleanliness, Germs and Immunisations Sleep and Health Habits and Choices	Drugs and Usage Tobacco and smoking Pressure / Influence Risk, Hazard and Emergencies Influence of Exercise and consequences of choice

Emotional Health and Wellbeing (EHWB)
Emotional Resilience
Sense of Self
Wellbeing
Relationships
Transition

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognising Feelings Secrets and Privacy Uniqueness, Similarities and Difference Belonging and Responsibilities Right/Wrong & Friends/Bullying Changing Behaviours	Managing Feelings Stereotypes – Boys and Girls Being Good at Things and Achievement Well and Unwell Right/Wrong & Friends/Bullying Coping with Loss and Changing Situations	Achievements and Goals Health and Wellbeing Community and Belonging Friendships and Bullying	Feelings and Emotions Changes (inc. puberty) Friendships and Bullying	Self Esteem Sleep and our Emotional Health	Feelings and Emotions Changes (inc. puberty) Image and Representation Pressure and Uncertain Feelings Understanding Change Learning and Achievement Saying goodbye and moving on.