UNICORN SCHOOL

RELATIONSHIPS EDUCATION, RELATIONSHIPS & SEX EDUCATION ("RSE") AND HEALTH EDUCATION POLICY

This policy is available on the public section of the School website.

This policy has been written in accordance with the Department for Education (DfE) guidance document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'.

RESPONSIBILITY

Staff Member: Head of Pastoral

Last Reviewed:	**November 2025**
To be Approved by Governors:	
Next Review:	**September 2026**

<u>Department for Education and UK law</u>

This policy has been written in accordance with the Department for Education (DfE) guidance document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' published on 25 June 2020 and last updated September 2021

This is statutory guidance from the DfE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. This statutory guidance replaces the 'Relationships and Sex Education (2000)' guidance and therefore this policy replaces Unicorn's previous 'Relationships and Sex Education' policy.

The DfE guidance states that the focus in primary school should be on teaching the fundamental building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This should also coincide with the essential understanding of how to be physically and mentally healthy. The teaching of mental health will be central to these topics as young people are increasingly experiencing challenges in this area and are at particular risk of feeling lonely and/or unhappy. The DfE's guidance suggests that the new subject content will give young people the knowledge and capability to take care of themselves and how to receive support, if problems arise.

Teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make (DfE, 2020).

Introduction

Unicorn School believe relationships and sex education is important for our pupils and our school because it supports our broad curriculum, promoting the spiritual, moral, cultural, mental and physical development of all pupils. Learning about healthy relationships will help our pupils recognise any unhealthy relationships, how to seek support and how to keep themselves safe. Teaching RSE can help safeguard our children and give them the knowledge and skills to be prepared for future life experiences.

Definition of Relationships Education

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

Definition of Health Education

Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Definition of Sex Education

Sex education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

Working with parents

Unicorn school is committed to consulting parents to develop and review the RSHE policy as well as to ensure parents are aware what their children will be taught. Consultations will take place regularly or if the policy has material changes.

Parents will be invited to read the policy in Autumn 2025 to further publicise and inform parents about the policy and the scheme of work around RSHE.

The Relationships Education, Relationships and Sex Education ("RSE") and Health Education Policy is available on the school website and can be sent to any parent should they request it

We at Unicorn School commit to:

• Answer any questions that parents may have about the sex education of their child.

 • Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school.

Protected Characteristics

The Equality Act 2010 outlines the following Protected Characteristics.

- age
- sex
- race
- disability
- religion or belief
- gender reassignment
- pregnancy or maternity
- marriage or civil partnership
- sexual orientation

Unicorn is committed to teaching RSE content that celebrates diversity and examines and challenges discrimination with particular regard to the protected characteristics listed above. Staff are reminded of the protected characteristics on a regular basis and given training on how to challenge any conscious or unconscious bias that may occur.

Everyone's Invited

The Everyone's Invited website and the ensuing ISI and Ofsted Inspections of schools around sexual abuse has highlighted a troubling picture of what many children are dealing with as far as child on child abuse, sexual harassment, misogyny and online sexual abuse (please see Review of Sexual Abuse in Schools and Colleges, Ofsted, June 2021) Whilst we have not had any specific allegations at Unicorn School, either on the Everyone's Invited website or through other means, we are fully aware that we need to maintain a culture of 'it could (and quite possibly is) happening here'. Staff are asked to be exceptionally vigilant particularly around 'banter' as that often is a stepping stone into much more unacceptable behaviour. In addition, we regularly publicise and remind children the power and value of telling a responsible person anything they feel uncomfortable about. We are part of the NSPCC's 'Speak out, stay safe' programme, and hold regular assemblies to re-iterate that message.

All of the above highlights the need for a robust RSHE policy and programme of delivery so that children can understand and make sense of the world about them.

DFE guidance states that children should be taught:

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.

Details of content/scheme of work

At Unicorn, Relationships, Sex and Health Education (RSHE) content will be taught within the Personal, Social, Health and Economic Education (PSHEE) curriculum. Some RSHE content will also be taught within Form Time (reflection time), Physical Education lessons, Science lessons and within assemblies.

Below is an overview of the PSHE curriculum for year one to six, outlining the topics that will be taught, each half term. This PSHE curriculum includes all of the statutory RSE content and has been taken and adapted from the PSHE Association (the national body for PSHE education). https://pshe-association.org.uk/

Within RSE lessons and with the use of this curriculum, Unicorn will endeavour to ensure that pupils are equipped with the knowledge that the DfE guidance (2020) suggest that they should know by the time they leave primary school.

Whilst the subject matter may feel advanced, it is important to note that topics and the method of delivery will be age appropriate and start from the child's level of understanding.

Overview of PSHE curriculum (Years one to six) – including all statutory RSE content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	**Healthy Lifestyles:** Physical and mental wellbeing	**Health and wellbeing:** Ourselves, growing and changing and keeping safe	**Relation-ships:** Families, close-positive relationships and safe relationships	**Relation-ships:** Friendships, hurtful behaviour and bullying	**Living in the Wider World:** Shared responsi-bilities and communities	**Living in the Wider World:** Media literacy & digital resilience and economic wellbeing
Y2	**Living in the Wider World:** Shared responsi-bilities and communities	**Living in the Wider World:** Media literacy & digital resilience and economic wellbeing	**Relation-ships:** Families, close-positive relationships and safe relationships	**Relation-ships:** Respecting self and others, hurtful behaviour and bullying	**Healthy Lifestyles:** Physical and mental wellbeing	**Health and wellbeing:** Ourselves, growing and changing and keeping safe

Y3	**Friendships:** Making and maintaining healthy friendships; Similarities and differences	**Emotional wellbeing:** Expressing and managing every day feelings; Seeking support for self or others	**Staying safe:** Trusted people and feeling safe; Keeping secrets and when to break confident-iality; Recognising and reporting feeling unsafe	**Economic wellbeing:** Attitudes and ideas about spending, saving and giving money; Wants and needs; Keeping money safe	**Physical health:** Healthy lifestyles; Physical exercise and its impact on mental wellbeing; Balanced diets and making choices; Sun safety	**Shared responsi-bilities:** Rights and responsi-bilities; Why we have rules; Responsi-bility for the local environment; Sustain-ability; Safety in different Environ-ments; Safety at home
Y4	**Friendships:** Managing conflict and repairing friendships; Feeling lonely; Friendship skills, including communi-cating safely online; Listening and responding; Respecting self and others	**Commun-ities:** What makes a community; Diversity; Freedom of expression; Online commu-nities; Identifying and responding to prejudice	**Families:** Different types of relationships; Character-istics of healthy family relationships; Feeling safe and cared for	**Economic wellbeing:** Budgeting; Saving; Spending decisions; How managing money makes us feel; How spending choices affect others	**Growing and changing:** Growing up; Puberty, including periods and wet dreams; Sleep	**Staying healthy:** Dental health; Hygiene, germs; Basic first aid; Early signs of illness and seeking help
Y5	**Respect and bullying:** Mutual respect; Sharing points of view; Stereotypes; Types of bullying and how to get help; Discrimination	**Mental wellbeing:** Taking care of mental health and emotional wellbeing; Managing challenges; Seeking support for themselves and others, **emotional/physical changes during puberty**	**Staying safe:** Privacy and personal boundaries; Acceptable and unacceptable contact; Permission-seeking and giving; Personal safety including online	**Careers:** Career types; challenging career stereotypes; economic wellbeing	**Substances:** Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws	**Keeping active:** Benefits of a balanced lifestyle; Balancing internet use; How physical activity affects wellbeing

Y6	**Personal Identity:** What contributes to who we are; Personal strengths; Interests; Setting goals; Managing setbacks; New opportunities and responsi-bilities	**Health and hygiene:** Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunisa-tion	**Puberty and reproduction:** Menstrual wellbeing; Managing the changes of puberty; Developing independence; How a baby is made	**Managing change:** Developing friendship skills; Changing and ending friendships; Managing change, loss and bereavement; Sources of support	**Media literacy:** How data is shared and used online; Evaluating reliability of sources; Misinformation and targeted information; Choosing age-appropriate TV, games and online content; Influences relating to gambling	**Friendships and staying safe:** Opportunities to connect online; The nature of online only friendships; Reporting harmful content and contact; Staying safe online

Christopher Winter Project (scheme of work) – EYFS – Year 6

Some content from 'The Christopher Winter Project' may be used, outside of lessons (during assemblies/year group discussions) to support specifically the sex education portion of the RSE/PSHE curriculum (this is a 'spiral' curriculum where topics are introduced one year and then developed in further years):

Red/Orange	**Our Day** - To consider the routines and patterns of a typical day. **Learning Outcomes** - Understand some areas in which the children can look after themselves e.g. dressing and undressing. **Keeping Ourselves Clean** - To understand why hygiene is important. **Learning Outcomes** - Explain why it is important to keep clean - Understand some basic hygiene routines. **Families** - To recognise that all families are different. **Learning Outcomes** - Identify different members of the family. - Understand how members of a family can help each other.
Yellow	**Keeping Clean** - To understand some basic hygiene principles. **Learning Outcomes** - Know how to keep clean and look after oneself **Growing and Changing** - To introduce the concept of growing and changing. **Learning Outcomes** - Understand that babies become children and then adults. - Know the differences between boy and girl babies. **Families and Care** - To explore different types of families and who to ask for help.

	Learning Outcomes - Know there are different types of families
Green	**Differences – Boys and Girls** - To introduce the concept of male and female and gender stereotypes. - To identify differences between males and females. **Learning Outcomes** - Understand that some people have fixed ideas about what boys and girls can do. - Describe the difference between male and female babies **Differences – Male and Female** - To explore some of the differences between males and females and to understand how this is part of the lifecycle **Learning Outcomes** - Describe some differences between male and female animals. - Understand that making a new life needs a male and a female. **Naming Body Parts** - To focus on sexual difference and name body parts. **Learning Outcomes** - Describe the physical differences between males and females. - Name the male and female body parts.
Blue	**Differences – Male and Female** - To explore the differences between males and females and to name the body parts**.** **Learning Outcomes** - Know some differences and similarities between males and females. - Name male and female body parts using agreed words. **Personal Space** - To consider touch and to know that a person has the right to say what they like and dislike. **Learning Outcomes** - Identify different types of touch that people like and do not like. - Understand personal space. - Talk about ways of dealing with unwanted touch. **Family Differences** - To explore different types of families and who to go to for help and support. **Learning Outcomes** - Understand that all families are different and have different family members. - Identify who to go to for help and support.
Indigo	**Growing and Changing** - To explore the human lifecycle. **Learning Outcomes** - Describe the main stages of the human lifecycle. - Describe the body changes that happen when a child grows up. **What is Puberty** - To identify some basic facts about puberty. **Learning Outcomes** - Discuss male and female body parts using agreed words. - Know some of the changes which happen to the body during puberty. **Puberty Changes and Reproduction** - To explore how puberty is linked to reproduction. **Learning Outcomes** - Know about the physical and emotional changes that happen in puberty. - Understand that children change into adults so that they are able to reproduce.
Violet	**Talking about puberty** - To explore the emotional and physical changes occurring in puberty. **Learning Outcomes** - Explain the main physical and emotional changes that happen during puberty - Ask questions about puberty with confidence

	Male and Female Changes
	  - To understand male and female puberty changes in more detail.
	Learning Outcomes
	  - Understand how puberty aspects the reproductive organs.
	  - Describe how to manage physical and emotional changes.
	Puberty and Hygiene
	  - To explore the impact of puberty on the body & the importance of hygiene.
	  - To explore ways to get support during puberty.
	Learning Outcomes
	  - Explain how to keep clean during puberty.
	  - Explain how emotions change during puberty.
	  - Know how to get support and help during puberty.

UV	**Puberty and Reproduction**
	  - To consider puberty and reproduction.
	Learning Outcomes
	  - Describe how and why the body changes during puberty in preparation for reproduction.
	  - Talk about puberty and reproduction with confidence.
	Understanding Relationships
	  - Consider physical & emotional behaviour in relationships.
	Learning Outcomes
	  - Discuss different types of adult relationships with confidence.
	  - Know what form of touching is appropriate
	Conception and Pregnancy
	  - To explore the process of conception and pregnancy.
	Learning Outcomes
	  - Describe the decisions that have to be made before having a baby.
	  - Know some basic facts about pregnancy and conception.
	Communication in Relationships
	  - To explore positive and negative ways of communicating in a relationship.
	Learning Outcomes
	  - To have considered when it is appropriate to share personal/private information in a relationship.
	  - To know how and where to get support if an online relationship goes wrong.

The delivery of the RSE curriculum

RSE lessons will be delivered by class teachers, during timetabled PSHE lessons and Form Time (reflection time). The Head will also cover some content in whole school/junior assemblies. The PSHE Lead will coordinate the subject to ensure the correct content is being delivered and give regular training and updates to staff ensure their confidence and competence in their teaching. They will also lead on whole school, junior and infant assemblies to reiterate the RSE statutory content. In the juniors, some aspects will be delivered by the specialist Science teacher.

In addition, the school has also welcomed workshops from:

Shaun Dellenty 'Celebrating Difference, a whole school approach to LGBT+Inclusion'

NSPCC – Speak Out, Stay Safe

Childnet – Online safety and behaviour

Thomas Franks – Healthy Eating

Most RSE lessons will involve a lot of student participation and encourage opportunities for discussion and questions. There will be little formal written work but children will record their learning and have regular questioning and retrieval to ensure they can remember concepts taught.

In Years 5 and 6 children may be split into gender groups for the delivery of some of the lessons in order for discussion to be less inhibited. Lesson coverage would remain the same for each group.

Dealing with challenging questions

Class parameters of what is appropriate and inappropriate will be established within the ground rules at the beginning of each session. Personal questions will not be answered. If a question is too explicit or not age appropriate for the pupil or the whole class then a teacher will ask the individual whether they would like the teacher to talk to their parent or guardian to ask if they wish to explain it to them, whether the child wants to ask their parents directly or if they now wish to leave the question. The teacher can also offer a discussion on a one to one basis or in a small group as given the ease of access to the internet, any question left unanswered could lead to inappropriate sources of information. The choice is completely up to the child in this situation and should be respected.

Confidentiality

Usual staff and pupil confidentiality rules apply to RSE and staff will reassure pupils they are there to support and help them whilst encouraging them to talk to parents or carers. Staff cannot guarantee complete confidentiality due to safeguarding issues that may arise. RSE should not include any activity or discussion where disclosure is encouraged or sought.

SEND

Children with special educational needs will be given the opportunity to fully participate in RSE lessons. Lessons will be differentiated and language used will be adapted, where necessary, to ensure that all pupils gain a full understanding.

Monitoring and tracking

As with other subjects, a child's understanding of what they are being taught in RSE will be monitored in several ways. This will include informal quizzes, review of work, tracking of general participation in lessons and discussions.

Parents will be informed of their child's effort and participation in RSE lessons in the written end of year reports.

Right to withdraw

Parents do have the right to withdraw their children from any non-statutory/non-science components of sex education within RSE.

Parents do not have the right to withdraw their children from statutory relationships education, health education or the science curriculum.

Complaints

We would hope that any concerns about the teaching of RSHE at Unicorn could be resolved informally. Parents are welcomed to contact Mrs Young at barbara.young@unicornschool.org.uk

If parents feel that their concerns have not been dealt with appropriately they can raise a formal complaint. The complaints process is explained fully in our Complaints Policy which is available on the website. A copy can also be requested by contacting the school office.