

Fort Royal



Community Primary School

“Play, Learn, Laugh, Succeed”

RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

Spring 2026

RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

RELATIONSHIPS AND SEX EDUCATION, AND THE SCHOOL ETHOS

Learning about their own sexual development, together with an awareness of their relationships with others, can greatly enhance the pupils' ability to lead their lives competently and with fulfilment. We also expect other learning outcomes to be enhanced by the increased self-esteem and confidence which a good relationships and sex education programme can bring about. At Fort Royal we value all staff and pupils as individuals worthy of dignity and respect.

RSHE is delivered in a safe, inclusive, and non-judgemental environment where diversity is respected. At Fort Royal School, we introduce content for pupils with SEN when appropriate and at a developmental stage suitable to their expressive and receptive communication abilities, ensuring learning is accessible. Pupils are taught about healthy relationships, keeping themselves safe, understanding and expressing emotions, and respecting others, in line with the statutory framework. Lessons are adapted for individual needs and may include smaller groups or one-to-one support as necessary.

THE VALUES OF THE SEX AND RELATIONSHIPS EDUCATION PROGRAMME

The basis of moral behaviour is that each of us feels valued for what we are, and of worth to others. Our pupils, with a variety of disabilities and from a range of backgrounds, need first to experience self-esteem before they can form satisfying relationships with others. For some pupils, marriage and parenthood are unrealistic expectations, but this does not mean that they are to be excluded from forming loving and caring relationships during their lives.

The programme promotes equality and challenges stereotypes. At Fort Royal School, we tailor lessons for pupils with a variety of educational needs using bespoke resources including visual aids, social stories, and practical activities to reinforce understanding. Pupils are supported to understand and respect difference and diversity in all forms.

OUR AIMS FOR RELATIONSHIPS AND SEX EDUCATION:

- To teach pupils about consent, healthy and unhealthy relationships and boundaries, when appropriate for their developmental stage
- To provide knowledge and information to which all pupils are entitled
- To clarify/reinforce knowledge pupils have already acquired

- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To help pupils to understand their feelings and emotions, so that they can lead fulfilling and enjoyable lives
- To help pupils understand the differences between what is appropriate
- To develop skills (language/communication, decision-making, choice, assertiveness) which may be necessary in a range of situations
- To teach our pupils to say NO in dangerous situations
- To promote acceptable and appropriate behaviour in public and private situations
- To teach strategies which aim to reduce the risk of misunderstanding and abuse
- To provide the confidence to be an active member of society
- To support access to information and facilities
- To teach pupils about healthy relationships, personal boundaries, and keeping safe, when appropriate for their developmental stage
- To educate pupils on using technology safely in ways they can understand: This includes regular teaching of digital safety across the school, participation in Internet Safety Day each year, and dedicated digital safety content delivered in Unit 2 of Cycle A for all key stages, as well as in Cycle B for Upper Key Stage 2, in the PSHECC curriculum. Detailed content can be found in the separate Online Safety Policy.
- To provide knowledge about diversity and respect for differences, including gender identity and cultural backgrounds, in an age-appropriate way
- To provide knowledge about mental and emotional wellbeing, including managing feelings, bereavement, and preparing for unexpected or sad situations
- To teach correct vocabulary consistently to aid communication and understanding
- To provide individualised support and resources to ensure all pupils, including those with complex needs, can access RSHE content
- To deliver training and workshops for parents to support learning at home.

THE SEX AND RELATIONSHIPS EDUCATION PROGRAMME

Relationship, Sex, and Health Education (RSHE) is taught as a discrete unit within PSHECC sessions for our Year 5 and Year 6 pupils. We ensure that content is introduced at an appropriate time for each child's developmental stage and work closely with parents to discuss specific topics. This collaborative approach allows us to introduce certain subjects earlier for some students when necessary, ensuring that our RSHE curriculum meets the diverse needs of our pupils.

The basic skill of being able to confidently name parts of our own bodies without feelings of embarrassment or shame is one of the key building blocks needed to achieve each of the RSHE aims. Feeling connection and confidence with our own bodies contributes to a positive body image, a feeling of ownership and control and is the basic mechanism for being able to communicate about our bodies. As a school we adopted four names for private body parts that are being used as appropriate from EYFS up to KS2. Penis, vagina and bottom are being introduced in EYFS when breast is used in RSHE sessions in Y6 as recommended.

At Fort Royal School, we teach pupils about healthy relationships, understanding personal boundaries, and how to keep themselves safe, when pupils' communication abilities allow discussion in small or larger groups. We support pupils in understanding and managing their feelings, including emotions associated with puberty, relationships, bereavement, and preparing for unexpected or sad situations. Consent and safety are taught and reinforced at a level appropriate to each child's comprehension and developmental stage. At Fort Royal we discuss all aspects of diversity in an age appropriate and developmentally suitable manner. Guidance on reproductive health topics is provided for upper KS2 pupils when communication and developmental stage allow. Mental health support and strategies to manage anxiety or distress are integrated into lessons in formats suitable for pupils with SEND. Correct vocabulary is consistently reinforced to improve understanding and communication, and lessons are adapted for individual needs using bespoke resources based on what we already have, delivered in small groups, one-to-one sessions, or with additional adult support.

TEACHING APPROACHES

Pupils will work in a supportive group where they feel safe. The school acknowledges the individual needs of some pupils and these may have to be met through liaison with and possible referral to other agencies. Every attempt will be made to liaise with parents and share teaching resources if requested.

Teaching sex education to pupils with special needs means that classroom work may need to be made explicit. It is necessary to use correct words for body parts and functions, use visual material which is clear and unmistakable and use anatomically correct three-dimensional models.

Lessons are planned and delivered to meet individual needs, taking into account pupils' expressive and receptive communication skills. At Fort Royal School, we deliver lessons in small groups, one-to-one, or with additional support staff as needed. Visual aids, social stories, and practical resources are used to support understanding. Correct vocabulary is reinforced consistently, and strategies are provided to help pupils manage emotions, bereavement, and unexpected or sad situations. Parental training and workshops are offered to reinforce learning at home.

Pupils may ask a range of questions: the answers will be honest in order to reassure and alleviate any anxiety; and to counteract any prejudice expressed.

THE ORGANISATION OF SEX AND RELATIONSHIPS EDUCATION

A basic programme of personal development is part of every pupil's entitlement in Fort Royal School, planned according to individual and group needs and development.

Relationships education will be taught by class staff, with support and advice from the school nurse. There will be times when gender groups will need to work alone, and other times when pupils will be grouped according to their development and maturity.

SEXUAL ABUSE

If disclosure of abuse takes place during a lesson, or to a member of staff, the schools Safeguarding Policy and procedures will be followed.

RESOURCES

- The understanding, experience, skills and creativity of all staff
- Resources including DVDs, the Internet, ICT modules, anatomically correct models, pictures and photographs
- School nurse
- Visiting speakers – who will be aware of Fort Royal School's sex and relationships policy and the constraints of their role

GUIDELINES FOR ALL STAFF AND ADULTS WORKING WITH PUPILS IN THE CONTEXT OF PERSONAL CARE AND DEVELOPMENT

- Treat every pupil as an individual, with dignity and respect
- Promote respect between peers
- Relate our language and behaviour to the individual needs of each pupil
- Use correct names for body parts
- Reinforce the ‘private’ concept in all situations
- Ensure that pupils keep discussions within the lesson time being conscious of the younger children in school
- Always have more than one adult with the group
- Ask and answer questions in general terms
- Follow Fort Royal School guidance on confidentiality

A PARTNERSHIP WITH PARENTS

Sharing equal and joint responsibility with parents for their children’s education and sexual matters is of the utmost importance. Religious and cultural views will be respected.

Every opportunity to inform and involve parents and carers will be taken:

- By inviting parents to discuss personal development.
- By raising personal development issues at each annual review meeting
- Staff are willing to discuss with parents any matters which they are concerned about It is important that there is no conflict of information given to the pupils
- At Fort Royal School, we deliver training sessions and workshops for parents/carers to support RSHE learning at home and understand how to reinforce concepts for pupils with SEND.

POLICY REVIEW

This policy will be reviewed in line with the school’s cycle of policy reviews, by and in the first instance no later than March 2027.

Date: Signed

(Chair of Governors)

Amended on the 13.09.25 by Sylwia Gryzia PD, PSHECC and RSHE lead