



Relationships, Health and Sex Education Policy

D25

**Dolphin School Trust
inc. Noah's Ark Nurseries**

Reviewed by:	Adam Woodcraft
Last reviewed:	January 2025
Next review:	January 2026

Contents

- 1. Definition**
- 2. Introduction**
- 3. Relationships Education**
- 4. Health Education**
- 5. Content Summary**
 - a. Relationships Education Overview**
 - b. Health Education Overview**
- 6. Sex Education information**
 - a. Sex and Relationships Education Content**
 - b. Questions from Pupils**
 - c. Observations and Conclusions**
- 7. Who teaches the content of Relationships, Health and Sex Education Policy?**
- 8. Resources used in the delivery of RHSE**
- 9. Life Education Programme**

1. Definition

The Relationships, Health and Sex Education Policy at Dolphin School seeks to equip children with the values, skills and knowledge that they need to manage their lives and to flourish. It encourages thinking, discussion and reflection, preparing them to lead safe, healthy and purposeful lives, both now and in the future.

This policy is an amalgamation of two previous policies:

Relationships & Health Education policy and Sex and Relationships policy

2. Introduction

The Christian ethos of Dolphin School places relationships at the heart of all that we believe and all that we do. Our motto 'Love, Wisdom, Truth' is a relational motto. The principles and practice of this policy are fully supported by the DST governors and extend to the principal, senior leadership team, teachers, administration and support staff.

Our approach to relationships reflects the Biblical understanding that each person is uniquely and wonderfully designed and created by God, and without exception is worthy of being treated with dignity, respect and love.

3. Relationships Education

Relationships Education, part of our wider Life Education, has been taught in daily dedicated time table slots since 2006, in a PSHE type lesson called Relationship Time (RT), which also includes aspects of faith, which we understand as belief based on a relationship with God that also has ramifications for the way we value both ourselves and others.

Beyond RT, relationships education comes into every subject, and is infused in the 'hidden' curriculum: for example, the way staff interact with pupils and with one another, the reception of parents and visitors, and the warm and welcoming 'corridor culture'.

Our school is a community where all its members, on a daily life-journey together, discover more of what it means to relate with love in the context of family, school, friendships, the wider community, and online. Pupils consider, for example what it means to be kind and patient, friendly and understanding, honest and forgiving, thankful and hopeful. We encourage children to enjoy being themselves, and to reject prejudice or stereotype of any kind. We teach pupils to listen to other perspectives and to be respectful of different views from their own. We believe that school is a safe place for pupils to explore, to make mistakes, and to develop the skills of communication, thoughtfulness and resilience in their relationships.

Weekly whole school assemblies are open to parents and families, encouraging a broader concept of relationships in our school community. A Bible verse, brought to life by either a staff member or a class, is the springboard for the learning which advances character development and understanding of fundamental British values including democracy, individual liberty, the rule of law, and mutual respect and tolerance for different faiths and beliefs. There is singing, prayer, and a celebration of school life including birthdays, sporting achievements, choir and dance items, eco or garden initiatives, and outside speakers.

4. Health Education

Health Education is also taught as part of Relationship Time. Pupils learn about their 'relationship' with themselves, about how to look after their physical bodies, as well as how to stay safe and to thrive mentally and emotionally, both in the 'real' world and online.

[Health Objectives Scheme of Work](#)

5. Content Summary

This content summary includes both statutory, as well as some additional Dolphin objectives.

Relationships Education Overview

1. Families and people who care for me	<p>Pupils should know:</p> <ul style="list-style-type: none">i) That families are important for children growing up because they can give love, security and stability.ii) 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.iii) 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 the other children's families are also characterized by love and care.iv) That stable caring relationships, which maybe of different types, are at the heart of happy families and are important for children's security as they grow up.v) That forming a trusting attachment to an adult is important for our long term wellbeing.vi) That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.vii) That people's beliefs, faith based or otherwise, may influence their thinking and choices about relationships and marriage.viii) That in a marriage or partnership, just as in any friendship, there may be difficult as well as good times.ix) That sometimes, despite the best intentions of the people involved, marriages may end in divorce or partnerships may break up.x) How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
2. Caring	<p>Pupils should know:</p>

<p>friendships</p>	<p>i) How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>ii) The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>iii) That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>iv) 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.</p> <p>v) 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</p>
<p>3. Respectful relationships</p>	<p>Pupils should know</p> <p>i) The importance of respecting others, even when they are very different from them. This may include, for example, people who are different physically, in character, personality or backgrounds; people who have learning disabilities, hearing/sight/other physical disabilities; people with communication difficulties; people who speak other languages; or people who make different choices or have different preferences or beliefs.</p> <p>ii) Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>iii) The conventions of courtesy and manners.</p> <p>iv) The importance of self-respect and how this links to their own happiness.</p> <p>v) 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.</p> <p>vi) That fairness and equality means everyone having their needs met, rather than everyone being treated 'the same.'</p> <p>vii) 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.</p> <p>viii) What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>ix) The importance of permission-seeking and giving in relationships with friends, peers and adults.</p>
<p>4. Online relationships</p>	<p>Pupils should know</p> <p>i) That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>ii) 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.</p> <p>iii) The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report</p>

	<p>them.</p> <p>iv) How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>v) How information and data is shared and used online.</p> <p>vi) How to respond/what to say and do when someone wants to take a photograph of you against your wishes.</p>
5. Being safe	<p>Pupils should know</p> <p>i) What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>ii) 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.</p> <p>iii) That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>iv) How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>v) How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>vi) How to ask for advice or help for themselves or others, and to keep trying until they are heard,</p> <p>vii) How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>viii) Where to get advice e.g. family, school and/or other sources</p>

Health Education Overview

1. Mental Wellbeing	<p>Pupils should know:</p> <p>i) That mental wellbeing is a normal part of daily life and that everyone's mental wellbeing fluctuates, in the same way as physical health does.</p> <p>ii) That there is a normal range of emotions (e.g. happiness, sadness, anger, anxiety, fear, surprise, nervousness, grief) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>iii) How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>iv) How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>v) The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>vi) Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>
----------------------------	--

	<p>vii) Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>viii) That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>ix) Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p> <p>x) People around us have varying levels of mental health and it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p> <p>xi) That some sort of spiritual practice such as prayer or singing or meditation may improve their mental and emotional health.</p> <p>xii) How to cope with losing/failure.</p> <p>xiii) How to develop a sense of agency/responsibility through involvement in a local issue such as writing a letter on an environmental matter.</p> <p>xiv) The basic principles of how money is earned and how to use money wisely.</p>
2. Internet safety and harms	<p>Pupils should know:</p> <p>i) That for most people the internet is an integral part of life and has many benefits.</p> <p>ii) About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>iii) How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>iv) Why social media and some computer games and online gaming, for example, are age restricted.</p> <p>v) That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p> <p>vi) How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted; and how to see through advertisements and spot fake news.</p> <p>vii) Where and how to report concerns and get support with issues online.</p>
3. Physical health and fitness	<p>Pupils should know:</p> <p>i) The characteristics and mental and physical benefits of an active lifestyle.</p> <p>ii) The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or</p>

	<p>cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>iii) The risks associated with an inactive lifestyle (including obesity). iv) How and when to seek support including which adults to speak to in school if they are worried about their health.</p>
4. Healthy eating	<p>Pupils should know:</p> <p>i) What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>ii) The principles of planning and preparing a range of healthy meals.</p> <p>iii) The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p>
5. Drugs, alcohol and tobacco	<p>Pupils should know:</p> <p>i) The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p>ii) How they would ideally like to respond to being offered drugs, alcohol and tobacco, knowing the facts and associated risks.</p>
6. Health and prevention	<p>Pupils should know:</p> <p>i) How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>ii) About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>iii) The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>iv) About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>v) About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>vi) The facts and science relating to immunisation and vaccination.</p> <p>vii) How to stay safe when alone outdoors, including an understanding of road safety, the importance of developing an awareness of their surroundings, the disadvantages of wearing earphones or being too engrossed in their phones whilst walking, and how to respond should they find themselves in a dangerous situation.</p>
7. Basic first aid	<p>Pupils should know:</p> <p>i) How to make a clear and efficient call to emergency services if necessary.</p> <p>ii) Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>

8. Changing adolescent body	Pupils should know: i) Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. (Y5 and Y6) ii) About menstrual wellbeing including the key facts about the menstrual cycle. (Y5 and Y6) iii) How babies are made and born. (Y6)
9. Sex education (Y6 only)	i) The characteristics of healthy, respectful relationships. ii) About physical anatomy – male and female. iii) Key facts about sexual reproduction – how babies are made and born

6. Sex Education Information

The Christian ethos of Dolphin School places relationships at the heart of all that we do. Our approach to sex and relationships education reflects a biblical understanding of sexual activity within the context of a permanent loving relationship. As a school, we understand the physical body to be part of God’s creational goodness – and therefore to be valued. We encourage children to enjoy being themselves, rejecting prejudice or stereotype on the basis of gender, physical appearance and so on. We teach children to be respectful towards other views and approaches to sex and relationships. This has been a separate policy at Dolphin School and incorporates many topics about families and friendships that have now been made statutory. Those topics will therefore come under the new Relationships and Health Education Policy.

The subject of puberty and the changing adolescent body is covered in Year 5 Science, and sex education covering human reproduction and birth, will continue to be delivered via the Science curriculum in Year 6. Parents receive a letter ahead of the delivery of these lessons, giving an outline of proposed content, and an invitation to discuss any matters arising with the member of staff concerned. In our experience, the vast majority of parents are happy with these arrangements and communications are very positive.

However, parents have the right to request withdrawal from all or part of sex education in Year 6, which is not statutory at primary school. Contact regarding any queries or concerns should be made with the headteacher or staff member who has sent out the letter to parents.

6a Sex and Relationship Education Content

The following concepts are introduced in specified year groups:

Reception

- Families: Different types of families, including the class family
- Talking through problems rather than responding physically
- Growth

Year 1

- Our responsibilities within a family
- Using the toilet respectfully
- Good hygiene practices

Year 2

- Growing and changing
- Respect for our bodies; respect for others' bodies
- What makes a good friend

Year 3

- Being unique
- Appropriate ways to relate to our friends
- Celebrating difference

Year 4

- Relationships and Marriage
- Parenthood – understanding the roles in a family
- Conflict resolution, tactfulness, inclusivity

Year 5

- Life cycles – (plant, animal, human)
- Responsibilities (in friendships, in being a parent)
- The Flour Baby project
- Personal hygiene
- Puberty – introduction: Girls – changes and menstruation; Boys – growth and change

(Puberty – taught separately to boys and girls together – Year 5 work is revised and built upon, including growth and change e.g. to body size and shape, growth of body hair, increased production of sweat, ovaries start to send out eggs, testicles start to make sperm, voices deepen)

Year 6

- Puberty – boys and girls are taught together – Year 5 work is revised and built upon, including growth and change, and menstruation. This is followed by separate discussion groups for girls and boys afterwards
- How a baby is formed
- The link between sex and love, and the link between sex and having a baby
- Simple facts about planning a family
- Respecting the opposite sex

6b Questions from Pupils

Whilst there is a curriculum in place, it is recognised that children may have questions earlier. Teachers are asked to answer questions truthfully and simply and without giving detail beyond the comprehension of the age of the child.

Where a question might cause discomfort to others in the class, the teachers may choose to answer at a different time. Sometimes it may be appropriate to suggest that children raise their questions with their parents.

Teachers are aware that inappropriate sexualised language or sexually explicit behaviour / play may be an indication of possible sexual abuse. (See Child Protection Policy)

6c Observations and Conclusions

In a sexually saturated society, we strive to convey the sense of the wonder of the human body and the gift of sexual love as an expression of faithfulness and commitment in marriage as an ideal.

Teachers and parents are encouraged to avoid using any materials / resources which might rob the pupils of the freedom of childhood. We believe that introducing issues/images for which children are not ready might damage their understanding of the beauty and gift of their sexuality.

7. Who teaches the content of Relationships and Health Education Policy?

Class teachers and specialist teachers are the main people involved in the delivery of the planned content through RT, Science, RE, PE, English and Drama and other subjects. Learning support teachers, teaching assistants, administrative staff and the senior leadership team are also actively involved, sometimes through specific lessons with a class, but also indirectly through the hidden curriculum of the school atmosphere, break duties, lunch times, assemblies and first aid provision. As explained under the introduction, all school staff are involved in modelling positive relationships and healthy choices.

In discussions with pupils, teachers will agree ground rules, so everyone is, and feels safe, in lessons. Teachers will ensure that pupils understand that they are not required to talk about personal circumstances, or that they should not feel pressurized in any way to do so.

Ad hoc questions from pupils on many aspects of relationships and health arise on a day-to-day basis. Staff may answer questions simply and honestly, taking into account the age of the child, or they may give a holding answer until a more suitable time can be found where an individual concern may be addressed, or staff might refer pupils to their parents for an answer. Staff are not obliged to answer questions that cause them discomfort and may judge it wiser to refer pupils to their parents, particularly on more contentious issues. Staff are also not obliged to answer personal questions.

8. Resources used in the delivery of RHSE

Teachers are experienced in using a variety of resources to deliver the material outlined in this policy. They are thoughtful in their choices, understanding their pupils' stage of development, and respecting and upholding the ethos of our school as outlined in the introduction to this policy.

Sources of material may include, for example:

- whole class reading books
- story books
- circle time activities
- art or music
- school garden/common
- online resources made available by organisations/charities such as Place2Be, Lovewise, Children's Society, British Red Cross
- a relevant internal or external speaker
- a project or school visit or residential trip

Samples of objectives and activities that are used to achieve them.

Relational objective

Objective	Examples of Curriculum Activity
-----------	---------------------------------

To build teamwork, mutual respect, initiative, resourcefulness, budgeting know how	Year 6 Enterprise Project where pupils approach the Bursar to pitch for financial investment in their group charity fund-raising proposal
Raise awareness and equip pupils to practise e-safety, and to have a framework for self-control	Established annual e-safety day, run by an expert, involving the whole school, individual classes, staff training, and a parents' e safety evening talk

Health objectives

Objective	Examples of Curriculum Activity
To prioritise mental well-being through encouraging self-awareness and teaching self-care skills	Five consecutive weekly sessions for Year 5, led by an experienced 'growth mindset' expert, building on skills and insight gained from preceding weeks
To encourage pupils to find their voice in local and global issues of, for example, climate change, societal justice	Writing letters as a group, following discussion of current news events

9. Life Education Programme

The 'Relationships' strand of the [Life Education program](#) allows class teachers to respond to children's questions as well as providing focused teaching on subjects such as valuing differences and uniqueness, and taking responsibility for our choices and actions. The 'Set Topics' strand also contributes to teaching on relationships.

10. Relationships Education Scheme of Work

[Relationships Education Scheme of Work](#)

11. Policy Review

This policy will be reviewed on an annual basis. The review will consider any changes to statutory guidance, feedback from pupils, parents or staff, and the school context. Any changes will be approved by the governing board and communicated to all staff and parents.