



The Stables Independent School

HRSE (Health, Relationships & Sex Education) Policy

This policy links directly to the listed Stables Policies	Safeguarding inc. Child Protection Policy Equality and Diversity Policy
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This policy was reviewed and approved by the Proprietors in the Autumn Term 2025.

It will be reviewed annually and approved by the Proprietors.



HRSE

Intent

A whole-school approach to HRSE provides the most effective model to influence change and development, involving all stakeholders of the school community. It provides a solid approach to enable continual development and ensures improvements are embedded in a systematic way throughout the school for maximum success and longevity of cultural change.

Health, Relationships and Sex Education (HRSE) at The Stables Independent School is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if it is needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. HRSE empowers pupils to build self-esteem, offer positive and open views and support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

- providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner
- providing an inclusive learning environment which is safe and empowering for everyone involved
- teaching non-biased, accurate and factual information that is positively inclusive
- developing character skills to support healthy and safe relationships, ensuring comfortable communication about emotions, bodies and relationships and using appropriate terminology
- promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect
- providing protection from shock or guilt
- actively involving pupils as evaluators to ensure relevance
- ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

Implementation

The HRSE programme will be led by Curriculum lead, supported by the Deputy Head teacher and taught by class teachers and support staff across the school. All staff involved in the delivery of HRSE have received specialist training ensuring pupils are taught with consistent approaches to HRSE throughout their time at The Stables Independent School.

HRSE will be taught using a range of teaching methodologies including story-telling, drama, discussions, individual private reflection, quizzes, fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles. Distancing techniques, such as the use of characters within HRSE, avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes HRSE more accessible to all pupils, including those who may have experienced unhealthy relationships and/or abuse. The school's responsibility to safeguard pupils through a



curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

At The Stables Independent School, we actively celebrate the diversity of our pupils, their families and the wider whole school community. HRSE will always be taught in a non-judgmental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law. Through consultation, continual assessment and regular reviews of the curriculum, we ensure that we continually recognise and respect pupils' different abilities, levels of maturity and personal circumstances including gender identity, faith or culture and that of their family, friends and the wider whole school community.

At the end of every lesson, pupils will be provided with an opportunity to ask questions as a class and can also ask anonymous questions through the use of an 'ask it basket'. Teachers will answer questions as fully as they feel is age and stage-appropriate, based on the level of knowledge demonstrated by pupils during the lesson. Teachers may ask a pupil to wait for a response to a question if they need time to consult with a colleague, or the school leadership team, to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate. Teachers will not answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons for this decision clearly explained. The teacher will work with the pupil to identify suitable sources of information, where they can safely obtain an answer to their question.

Assessment

Progress will be captured through teacher assessment using the school's Skills Progression documents on a termly basis. These are regularly moderated across the school.

Impact

At the end of every lesson, teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. This will ensure the school can be responsive to pupils' pastoral needs, and safeguarding arrangements can be actioned efficiently if required. If the school has any reason to believe a pupil is at risk of harm, we are required to respond in accordance with the school's safeguarding policy.

Pupils' learning will be assessed at the end of every topic. This will ensure that pupils are making sufficient progress building on prior teaching and learning, and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure. The evaluation of teaching and learning assessments will be shared with pupils and parents/carers as appropriate.

HRSE is most effective when it is a collaboration between school and home. The school sends letters to parents to explain the HRSE programme and operates an open-door policy enabling parents/carers to discuss HRSE at any time throughout the school year.