



# **Relationships, Sex and Health Education (RSHE) Policy 2024 v1**

This policy was ratified by the governing body on 1<sup>st</sup> July 2024 and will be reviewed every 3 years, or as required due to curriculum or statutory guidance changes.

Signed:

Chair of Governors

Date: 1<sup>st</sup> July 2024

Parents and other stakeholders were consulted on the contents of this policy the RSHE curriculum content in June 2024. The school received no responses.

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## **Section 1 – Context**

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### **Relationships Education in our school**

We believe RSHE is learning about emotional, social and physical aspects of growing up and about ourselves and our relationships. It enables young people to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships and staying safe, both on and offline. It should equip young people with information about the body, reproduction, sex, sexuality and sexual health. It will help young people to develop skills to keep themselves and others safer, both physically and emotionally. RSHE will enable young people to explore their own attitudes and those of others respectfully.

Relationships Education makes a major contribution to fulfilling our school's vision which is to nurture happy, well-rounded individuals, who are equipped and prepared for life inside and outside of school.

### **Context of Wider PSHE**

RSHE is part of our wider provision of Personal, Health and Social Education, which also includes statutory Health Education. The aims on Relationships Education are further supported by interventions and extracurricular and enrichment activities we provide. For example: being a recognised Healthy School, social communication intervention groups, having a focus on Anti-Bullying and our use of ELSA and Family Outreach.

### **Intent of our Relationships Education Curriculum**

All adults will work towards achieving the following aims for RSHE in our school. It will enable pupils to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive impact on their progress and achievement within school.

We seek to enable our children to:

- develop interpersonal and communication skills
- develop positive, personal values and a moral framework that will guide their decisions and behaviour
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop respectful, caring relationships based on mutuality, reciprocity and trust
- develop their ability to keep themselves and others safe, physically and emotionally, both on and offline
- develop their understanding of a variety of families and how families are central to the wellbeing of children
- recognise and avoid coercive and exploitative relationships
- explore relationships in ways appropriate to their age and stage of development
- value, care for and respect their bodies
- build confidence in accessing additional advice and support for themselves and others

## **Section 2 – Implementing our Policy**

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### **Inclusion**

We understand the importance of ensuring that all children in our school receive their entitlement to RSHE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion and cultural and linguistic background when planning and delivering RSHE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

### **In order to ensure the RSHE Curriculum meets the needs of all:**

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus but will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will review our RSHE programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability;
- their need to learn and demonstrate appropriate behaviour;
- their need to develop self-esteem and positive body image;
- the need to involve all staff, including support staff, parents and carers, in policy development, planning and training;
- the management of personal care;
- clarity about sources of support for pupils.

### **Equality**

The Equality Act 2010 has special resonance in Relationships Education. Through this area of learning, we seek to develop key interpersonal skills such as respect and empathy which enable pupils to understand the rights and responsibilities we all have towards one another. We strive to ensure that every child feels valued and represented in our school as a whole and specifically through our Relationships Education provision.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

We will ensure that our provision of Relationships Education is not only equally accessible and inclusive for all pupils with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

In order to ensure that Relationships Education meets the needs of all:

- We will reflect a range of lifestyles and family structures so that all children see themselves and their families reflected back in the lessons.
- We will ensure that the law in relation to, for example, equality, marriage, online behaviours, sexuality, discrimination and violence are explained in age-appropriate ways.
- Where there are different cultural or religious views about families, relationships or behaviours, we aim to share these to ensure children see their family views represented.
- We will not seek to gain consensus, but will accept and celebrate difference, and enable children to develop skills to do the same.
- We will, as appropriate, ensure that a variety of views and beliefs are reflected back to pupils.
- In order to build positive communication skills and empathy, we will teach in mixed-sex groups wherever possible.
- We will encourage respect and discourage abusive and exploitative relationships.

We support children in developing their knowledge about and attitudes towards diversity throughout our 'Everyone Belongs' programme and units of work including:

- Citizenship
- Family and Relationships
- Identity

### **a) Safeguarding**

We understand the importance of high-quality Relationships Education as we fulfil our statutory safeguarding duties. Relationship Education enables pupils to understand more about mutual, consensual and reciprocated relationships in all their forms. Whether the children are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching about family and friends and anti-bullying enables us to fulfil our statutory duty to prevent 'child-on-child' abuse.

In the case of RSHE and Personal Safety, we recognise that effective teaching may alert children to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. RSHE and Personal Safety enable us to fulfil our duty to prevent Female Genital Mutilation (FGM). All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

Sexually Active Pupils: There are extremely rare occasions where a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The designated member of staff will follow Safeguarding Procedures and seek advice from the DSL.

### **b) Development of the policy**

This policy has been developed in consultation with pupils, staff, governors and parents/carers. The consultation period followed the provision of information about the duties and statutory elements which have to be included in Relationships Education.

All views expressed by pupils, staff, governors and parents/carers about the policy have been considered. Consultation did not give a veto to individual members of the school community. The final decision on policy and delivery has been made by the school, having listened to the needs and views of the school community.

### **a) Consulting on our policy**

Parents/carers, pupils and other stakeholders have been given information about Relationships Education and associated duties in ways which are accessible to them. They have been asked for their views and to consider the suitability of the school's aims for Relationships Education.

## **Section 3- Involving the Whole School Community**

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### **a) Working with Staff**

Teaching RSHE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop their knowledge, skills and attitudes. We recognise that all adults have different personal beliefs and attitudes, but that all teachers must understand and comply with their duties connected with safeguarding, equality and inclusion.

Teachers have a duty to deliver statutory areas of the curriculum and all teachers will be supported to develop their skills in delivering non statutory areas such as sex education. We will discuss relevant issues and staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects of Relationships Education. We will also encourage the sharing of good practice and may use team teaching to develop confidence.

Those with special responsibility for the development of Relationships Education will be offered opportunities to consult with advisors and attend external training courses.

### **b) Engaging with Pupils**

We will involve children in the evaluation and development of their RSHE in ways appropriate to their age.

- a. We will engage the children in assessment activities to establish their development needs, for example 'Draw and Write' activities.
- b. We will encourage children to ask questions as they arise by providing anonymous question boxes.
- c. We will ask children to reflect on their learning and set goals for future learning.
- d. We will consult children (e.g. through School Council) about their perception of the strengths of our RSHE programme and the areas to be further developed.

### **c) Working with Governors**

It is the responsibility of the governors to ensure, through consultation, that the Relationships Education Policy reflects the needs and views of our community. In order to facilitate this process, the Relationships Education Policy will appear annually on the agenda of one governors' meeting. The policy will be available on the school's website.

It is the role of governors to ensure that:

- pupils make progress in Relationships Education in line with the expected educational outcomes
- the subject is well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in a way which is accessible to all
- clear information is given to parents/carers
- the subject is resourced and taught in a way which enables the school to fulfil statutory requirements

### **d) Communicating with Parents/carers**

Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up and relationships education. We recognise that many children would prefer to receive information about Relationships Education from their parents and carers. Therefore, we seek to work in partnership with parents and carers when planning and delivering Relationships Education. We will encourage this partnership by:

- Sharing details of our curriculum on our website through our policy
- Inviting parents to learn more about the approach used in Relationships Education and RSHE
- Informing parents/carers about PSHE, Relationships Education and RSHE programmes as their child joins the school through the school website
- Providing supportive information about parents' role in Relationships Education
- Inviting parents to discuss their views and concerns
- Signposting parents/carers to sources of support to help them address the needs of their child or build their own confidence in talking about relationships with their children
- Opportunities for parents to attend workshops or view curriculum materials

### **e) Working with External Agencies and the Wider Community**

We believe that all aspects of Relationships Education are most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school, who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this policy, prior to their visit.
- All lessons will be planned in direct liaison with the PSHE/RSHE Leader/Class teacher, taking account of the age and needs of the group and the context of the work within the Relationships Education programme.
- Visitors will be reminded that, whilst contributing to Relationships Education in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHE /RSHE Leader/Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

## **Section 4- Curriculum Organisation**

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### **a) Our Curriculum**

Our Relationships Education Curriculum is wholly consistent with the DfE statutory requirements for Relationships Education and Health Education (2020), National Curriculum (2014), other DfE and Ofsted guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. We consider Relationships Education to be a continuous process of learning, which begins before the children enter our school and continues into adulthood. We have planned a curriculum appropriate to each age group with a spiral of progression. All adults working with children have a part to play in supporting the delivery of Relationships Education.

#### **Relationships Education is learning about:**

- Families and People who care for me
- Caring Friendships
- Respectful relationships
- Being Safe

We deliver topics which, taking the lead from children's lived experiences, consider related themes including development of knowledge, skills and attitudes in an integrated way. The topics where Relationships Education is a significant driver are:

- Family and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing
- Identity (Year 6 only)

*Relationships Education will be taught in/ through:*

- PSHE and RSHE through designated lessons, circle time, focused events, focus weeks
- Other curriculum areas, especially Science, English, RE, PE and computing
- Enrichment activities, including our assembly programme, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a healthy school, ELSA intervention, our Everyone Belongs programme and Commando Joes.

## **b) Teaching Methodologies**

Our aim is that teachers use a range of teaching methodologies where skills such as communication, compromise and negotiation are practiced in classroom situations and where attitudes such as respect and empathy are modelled and discussed. We encourage teachers to ensure that group work, debate, taking other people's viewpoints and working together are practiced in all PSHE lessons and across the wider curriculum. Our Relationships Education lessons are not simply opportunities to give information, but to explore views and perspectives and develop possible solutions through discussion and interaction. In keeping with this approach, we base our curriculum on a series of questions children will have the opportunity to engage with, rather than banks of knowledge they will acquire.

*Ground Rules:*

Relationships Education is taught in a safe, non-judgmental environment where all adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any Relationships Education work, in addition to those already used in the classroom.

*Distancing Techniques:*

In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play and videos to enable children to share ideas and opinions and to practice their decision-making skills in a safe learning environment.

## **c) Relationships and Sex Education (RSHE)**

We recognise that children learn about relationships and their growing and changing bodies at home and at school. We believe that a partnership between home and school is the most supportive environment for learning in this area. At school children learn about RSHE topics through planned lessons, but also through wider provision and our inclusive school environment.

In addition to our planned lessons on Relationships and Sex Education, we aim to ensure that children:

- understand the value of marriage, stable relationships and family life as a positive environment for bringing up children
- name the private parts of the body confidently and communicate with trusted adults to keep themselves safe
- be prepared for puberty and the emotional and physical effects of body changes, including menstrual wellbeing
- understand the attitudes and skills needed to maintain personal hygiene

Although 'RSHE' as a subject is not statutory at primary level, many aspects of our RSHE topic are statutory parts of Relationships Education and Health Education. Some elements of our RSHE topic are part of the statutory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses).

We will ensure that children receive teaching about puberty at Y5 and Y6 in order to prepare them for the physical, emotional and social changes they are approaching or undergoing. We will review the age at which puberty is introduced depending on the needs of each cohort.

#### **d) Curriculum Materials and Resources**

We deliver the curriculum through an adaptation of the Kapow Primary Programme and the resources recommended within it when planning and delivering Relationships Education. We will avoid a 'resource-led' approach, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will evaluate teaching resources thoroughly before using them.

We will select resources which:

- are consistent with our curriculum for Relationships Education
- relate to the aims and objectives of this policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product, religious viewpoint
- avoid racial, gender, sexual, cultural and religious stereotyping and heteronormativity
- encourage active and participative learning
- conform to the statutory requirements for Relationships Education.

#### **e) Safe and Effective Practice**

In our school and Trust, we have a clear Confidentiality Policy, which is shared with staff, pupils and parents/carers. This policy is communicated to parents/carers in the school brochure/website. The policy states that:

- Staff are unable to offer absolute confidentiality.
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Children will be told if information is to be shared (taking special care with very young children or those with significant special needs) and will be offered appropriate support.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality than school staff are able to give. However, in a classroom and other teaching situations, when they are contributing to our planned Relationships Education programme, they will follow the school's Confidentiality Policy. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with classes.

#### *Answering Questions:*

We acknowledge that sensitive and complex issues will arise in Relationships Education, as pupils will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content. As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age-appropriate way, only to the pupil/s who have asked the question. Teachers may decide to inform families about questions which go beyond the planned curriculum, in order to further home/school partnerships. If a member of staff is uncertain about the answer to a question which

goes beyond the curriculum, or indeed whether they wish to answer it, they will seek guidance from the PSHE/RSHE leader/Designated Safeguarding Lead. In some cases, the question will reach beyond the planned curriculum for Y6 and the question will not be answered in school. The child will be asked if they would like support to ask their questions at home or to another trusted adult.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or exploitation, teachers will pass this information to the DSL in line with the school Safeguarding policy.

#### **f) Assessment, Recording and Reporting**

Relationships Education will be assessed in a variety of ways, including the use of self-assessment and teacher assessment. Guidance provided by kapow will be used. In some cases, we will ask the children to record key learning activities in Class Journals or Science books to show their development and progress

### **Section 5 – Sex Education Policy**

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#### **a) Definition of Sex Education**

Following guidance from the DfE, we define Sex Education as learning about 'how a (human) baby is conceived and born'.

This extends the learning about sexual reproduction in 'some plants and animals' required through the Science national curriculum. It also complements the statutory requirement to teach about puberty as part of Science and Health Education, as understanding sexual reproduction in humans enables children to understand the processes of puberty.

#### **b) Consultation about Sex Education**

We have taken into account the DfE's recommendation that all primary schools have a Sex Education programme and we understand that this is not statutory. We understand that our teaching in sex education must be tailored to the needs and physical and emotional maturity of the pupils. Parents/carers, governors and pupils have previously been consulted about this and our school has decided that we will offer content in Sex Education in the context of Relationships Education and RSHE.

#### **c) Content of Sex Education**

The content of our Sex Education programme will be gradually developed in an age-appropriate way. The children will not learn about human sexual reproduction until Y5/6.

#### **d) Teaching Methodologies**

In Sex Education there is a certain amount of knowledge which has to be imparted. Teachers will give the facts in an accessible way using a range of approaches, such as picture books, scientific descriptions and short, age-appropriate video clips. Pupils will be asked to consolidate their learning in ways which enable them to develop skills to discuss sexual body parts and functions confidently.

### **e) Delivery of the Sex Education Curriculum**

Sex Education will be delivered as part of Relationships and Sex Education (RSHE) by a teacher, who knows the needs and natures of the children. The teacher is best placed to tailor the learning to the needs of the pupils. Parents/carers will be informed via the school website about the content of the curriculum in advance of teaching and will be invited to talk to staff if they have questions. Teachers will be offered support to develop their skills and to learn from others where needed.

### **f) Right to be excused from Sex Education**

Parents/carers have the right to request that their child be excused from some or all of Sex Education delivered as part of statutory Relationships Education. Before granting any such request the Head Teacher/PSHE Leader will discuss the request with parents/carers (and if appropriate with the child) to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The educational, social and emotional benefits for the child of being part of the lessons will also be discussed. We will record the discussion and the outcomes.

We will offer support to parents/carers who wish to deliver Sex Education at home.

If a pupil is excused from Sex Education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

## **Section 6- Monitoring, review and Evaluation**

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Monitoring, review and evaluation of the Policy is the responsibility of the PSHE leader/ head teacher.

The policy will be comprehensively reviewed with engagement from members of the school community every three years, or sooner if an issue or incident occurs which warrants it.

## **Section 7- Appendices**

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### **7.1 Linked National Documents**

[RSHE and Health Education](#)

[Children and Social Work Bill 2017](#)

[Equality Act 2010](#)

[Keeping Children Safe in Education](#)

### **Appendix 1: Our Charter: Working Together in RSHE**

We are all committed to working towards the implementation and development of the following entitlements.

#### **Children and Young People are entitled to:**

- Be valued and respected for who they are, taking into account their background, culture, faith, identity and needs

- Accurate, up-to-date, useful and age-appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RSHE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgmental manner
- Be involved in developing and evaluating the content, delivery and timing of their RSHE programme as appropriate.

**Adults working with children are entitled to:**

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSHE
- Contribute their views and ideas in support of the development of RSHE for their pupils
- Professional guidance and support
- A clear understanding of school policy relating to RSHE.

**Parents, carers and other adults in the community are entitled to:**

- Accurate, up-to-date, information about RSHE policy delivered in an accessible way
- A safe learning environment for their children
- Information on how and when their children are taught RSHE
- Understand their right to withdraw their child from the aspects of the curriculum defined as 'sex education' and the process for expressing this right
- Have their views and needs listened to in a respectful, non-judgmental manner.

## Appendix 2: Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Mental Health</b>	Confidence	Anxiety	Self-image	Negative thoughts and positive thinking	Resilience	Stress Management
<b>FS</b>	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
<b>Y1</b>	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	Transition
<b>Y2</b>	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	Transition
<b>Y3</b>	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	Transition
<b>Y4</b>	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	Transition
<b>Y5</b>	Family and relationships	Health and wellbeing	Safety and the changing body (parents/ carers have the right to withdraw their child from sex education lessons in this module)	Citizenship	Economic wellbeing	Transition
<b>Y6</b>	Family and relationships	Health and wellbeing	Safety and the changing body (parents/ carers have the right to withdraw their child from sex education lessons in this module)	Citizenship	Economic wellbeing	Identity Transition