



Striving together for excellence and enjoyment

Relationships, Sex and Health Education (RSHE) Policy

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Introduction

This is the policy of Pirton School on the approach taken to Relationships, Sex and Health Education (RSHE), approved by the governors October 2023 following a consultation with parents and carers.

Legal context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017*).

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

Following this change in the law, the Department for Education published *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*. This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this RSHE policy also covers health education.

This RSHE policy also supports legal requirements relating to the following:

- *The Equality Act 2010.*
- *The Education Act 1996.*
- *Statutory guidance, Keeping Children Safe in Education 2023.*

The following policies are also relevant to this Relationships, Sex and Health Education policy:

- Anti-bullying
- Child Protection
- Behaviour (Therapeutic Thinking)
- SEN

Definition

RSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

RSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

Aims

The aims of our RSHE programme are to:

- Provide accurate and age-appropriate information.
- Include all children.
- Help children make informed choices.
- Develop knowledge, skills and attitudes.
- Build confidence and self-esteem.
- Develop personal attributes.
- Prepare children for the next stage of education and adulthood.
- Develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the *Equality Act 2010*.

Roles and responsibilities

An effective programme of RSHE requires support from the whole school community and the following people have specific roles and responsibilities:

The Role of the Headteacher

- Overseeing the development and delivery of RSHE.
- Providing staff with the opportunity to contribute to the development of RSHE.
- Providing information to the trustees/governors.
- Providing training for the subject leader and staff, as required.
- Supporting the subject leader to liaise with parents and carers.
- Exchanging with parents and carers who wish to withdraw a child from sex education.

The Role of the Subject leader

- Leading the development and delivery of effective RSHE.
- Keeping up to date with the development of RSHE.
- Supporting colleagues as required.
- Monitoring and evaluating RSHE and providing necessary reports.
- Liaising with parents and carers.
- Keeping subject information up to date, including on the school website.
- Overseeing external visitors and resources used in RSHE.

The role of all staff

- To understand and implement the policy of RSHE.
- To teach RSHE in line with the agreed curriculum.
- To assess and monitor the progress of children.
- To respond to the needs of individual children.

Curriculum organisation

The school has chosen to use the Kapow Primary RSE scheme of work, which provides full curriculum coverage, including all the statutory content, for each year group.

We believe that the best practice approach is for RSHE to be covered as part of a wider programme of PSHE education including additional topics such as citizenship and economic wellbeing which also contribute to personal development.

Lessons will be delivered across KS1 and KS2 weekly

- for KS1 – lessons should be 30 minutes long;
- for KS2 – lessons should be at least 30 minutes long.

Teaching and learning

RSHE is delivered in line with the teaching and learning policy. However, as the subject deals with real-life experiences, it is important to establish a safe and positive learning environment using the following approaches:

- Establishing clear ground rules in consultation with children. Ground rules should include confidentiality, respect for others, privacy and boundaries.
- Using distancing techniques including de-personalised discussions and role play.
- Using clear language to avoid misunderstandings.
- Avoiding prejudice and assumptions about children's abilities, desires, background and experiences.
- Dealing sensitively with unexpected questions and comments.
- Assessing and building on existing knowledge and experiences.
- Ensuring that learning is engaging, using a range of activities, including structured discussion and problem-solving.
- Providing a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes.
- Allowing time for reflection.

Resources

Teachers will select any additional resources carefully, and the subject leader will oversee the selection.

Additional resources will be:

- Up-to-date.
- Relevant to children.
- Consistent with the aims and values of the school.

Visitors

Visitors can enhance children's learning. Teachers will select visitors in liaison with the subject leader. The following will be used to guide the use of visitors:

- The school may decide to use visitors to enhance the lessons delivered by the class teacher; and information on where a visitor fits into the long-term plan will be shared with the visitor.
- The school will make visitors aware of the school policy for RSHE.
- The school will check the content of sessions delivered by visitors to make sure that it fits with the school's ethos and meets legal requirements.
- A member of staff will be present in sessions delivered by visitors.
- The school will make sure visitors undergo the necessary checks as required by the school safeguarding policies.

Equality

Under the *Equality Act 2010*, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age.
- Marriage and Civil partnership.
- Disability.
- Race.
- Religion and belief.
- Sexual orientation.
- Sex.
- Pregnancy and maternity.
- Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND).

The RSHE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

Right to withdraw from sex education

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education.

A parent or carer does have the right to withdraw their child from sex education unless what is being taught is part of the science national curriculum.

The Kapow Primary lessons that are deemed to be sex education are:

- [Year 6: Safety and the changing body, Lesson 5: Conception](#)
- [Year 6: Safety and the changing body, Lesson 6: Pregnancy and birth](#)

The following process must be followed if a parent or carer wishes to withdraw their child from sex education:

- In advance the teacher will advise parents as to when the sex education sessions are going to be delivered in school.
- Parents/carers should contact the head teacher by email prior to the day of the lesson.
- Parents/carers will be invited in for a meeting. The meeting will give an opportunity for the school and the parent/carer to discuss concerns, share content of the sessions and to outline the impact on the children of missing sex education lessons.
- Children who are withdrawn will spend the duration of the lesson in a different classroom covering another aspect of the RSE / PSHE curriculum independently.

Safeguarding

RSHE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Reference should be made to safeguarding policies and procedures to deal with these appropriately.

The subject leader/teacher should discuss with the designated safeguarding lead any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children if required.

Staff should consider the timing of lessons to ensure that children have the opportunity to report any concerns they may have either that day or the following day. RSE lessons will not take place on a Friday afternoon.

Support

RSHE should not be a time for children to make disclosures. It is important, however, to inform children of the support that is available to them if they are worried about anything raised in a lesson.

Monitoring and evaluating

The headteacher and subject leader will be responsible for monitoring and evaluating RSHE in line with other subjects.

- Scrutiny of planning.
- Lesson observations.
- Learning walks.
- Evidence of learning.
- Feedback from staff.
- Feedback from parents/carers.
- Feedback from children.

Professional development

The headteacher and subject leader will assess the professional development needs of staff regularly. Appropriate development will be provided using internal or external expertise.

Communication of policy

This RSHE policy will be available to read on and downloaded from the school website and copies can be requested free of charge from the school office.

Appendix A

Long Term Plan 2023-24 Plan A

Plan A 2023-2024	Autumn	Spring	Summer
Wrens (Reception) Following Reception Curriculum	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
Robins (Year 1/2) Following Year 1/2 Cycle A.	Families and Relationships Health and Wellbeing	Safety and the changing body Citizenship	Economic Wellbeing Transition
Swifts (Year 2/3) Following Year 1/2 Cycle B.	Families and Relationships Health and Wellbeing	Safety and the changing body Citizenship	Economic Wellbeing Transition
Kestrels (Year 3/4) Following Year 3/4 Cycle A.	Families and Relationships Health and Wellbeing	Safety and the changing body Citizenship	Economic Wellbeing Transition
Owls (Year 5/6) Following Year 5/6 Cycle A.	Families and Relationships Health and Wellbeing	Safety and the changing body Citizenship	Economic Wellbeing Transition Identity (Year 6 only)

Long Term Plan 2024-2025 Plan B

	Autumn	Spring	Summer
Wrens (Reception) Following Reception Curriculum.	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
Robins (Year One) Following Year One curriculum (not mixed age planning)	Families and Relationships Health and Wellbeing	Safety and the changing body Citizenship	Economic Wellbeing Transition
Swifts (Year Two/Year Three) Following Year 1/2 Cycle B.	Families and Relationships Health and Wellbeing	Safety and the changing body Citizenship	Economic Wellbeing Transition
Kestrels (Year Three/Four) Following Year 3/4 Cycle A.	Families and Relationships Health and Wellbeing	Safety and the changing body Citizenship	Economic Wellbeing Transition
Year Four/Five Following Year 3/4 Cycle B.	Families and Relationships Health and Wellbeing	Safety and the changing body Citizenship	Economic Wellbeing Transition Identity (Year 6 only)
Year Six Following Year 5/6 Cycle B.	Families and Relationships Health and Wellbeing	Safety and the changing body Citizenship	Economic Wellbeing Transition Identity

Appendix C

Primary Parents & Carers' guide for Relationships, Sex and Health Education (RSHE)

From the academic year 2020-2021, all primary schools in England have been obliged to teach Relationships and Health Education (RSHE). The government has set out guidance about what they expect children to know by the time they leave primary education, but it is up to schools to decide how they will teach this. Schools will discuss their approach with parents and carers.

There is no legal requirement for schools to teach sex education, but the government recommends children learn about some key areas before they leave primary school.

Many schools will have been teaching these topics for a number of years. As with other subjects, we will work hard to make sure the lessons meet the needs of the children and are age appropriate. These topics are really important in helping children deal with current experiences and also to prepare for the next stage of their education and ultimately for adult life.

Schools and the government recognise the important role you play in educating your children and this is especially true for RSHE. It is important that children can discuss and ask questions both at home and at school.

From September 2023, Pirton School has chosen to use lesson plans from Kapow Primary, an online provider of resources for primary schools. These lessons cover the statutory requirements and have been carefully planned to be age appropriate. They also give the opportunity for children to revisit topics in different year groups.

This is important as children learn more and see things differently as they mature.

The lessons are divided up into overarching themes:

Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning how to: form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes.	Learning strategies for looking after their mental and physical health, including: healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep.	Learning: how to administer first aid in a variety of situations and about safety around medicines, online and road safety and the changes which occur during puberty.	Learning about: human rights and the rights of the child, democracy, diversity and community and protecting the environment.	Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.

Year 6 only:

Identity
Considering what makes us who we are whilst learning about body image.



The lessons will give children the opportunity to increase their knowledge and understanding of the topic. They will also be able to explore their feelings and ideas about topics and listen to the views of other people. The overall aim is for children to be able to make their informed choices and decisions.

All the content outlined above is statutory and therefore all children should be taught it. As with any other subject teachers will ensure that the lesson is taught in a way which means children of all abilities will learn. The government is very clear that they want children with special educational needs (SEN) to be included in these lessons.

As a parent you do not have the right to withdraw your child from any statutory context on either relationships or health. You only have the right to withdraw your child from the sex education content that we choose to teach, apart from National Curriculum Science. It is recommended that you talk to your child's school about this before making a decision.

Parents and carers are sometimes concerned about the conversations children may have in RSHE lessons, but teachers have lots of ways to make sure children are safe in these lessons. For example, they will have ground rules to make sure children feel confident to share their ideas, they will use things like puppets and stories, so children are discussing a made up characters' experiences rather than their own. They also know children in their class well and will have a sense of their needs and what they teach will be age appropriate.

It is important to balance what children know already and to prepare them for the future. Discussing issues in the safe learning environment of the classroom before they experience them in real life is very valuable for children.

We are very happy to share more information with you on how we will approach these topics.



