

# Relationships, Sex and Health Education Policy

## Rood End Primary School



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## Introduction

This is the policy of Rood End Primary School on the approach taken to Relationships, Sex and Health Education (RSHE), approved by the Governors on 18.12.23. In January 2024, we moved from our previous scheme of work (Jigsaw), however, the content of our curriculum is unchanged as both schemes are produced in-line with statutory guidance.

## 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 2020.*

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

- *Anti-bullying policy*
- *Safeguarding policy*
- *Online-safety policy*

## 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. It is closely linked to our school 'We R RICH' values:

Respectful  
Resilient  
Inclusive  
Collaborative  
Honest

## 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:

### Governors

The Standards and Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos and that parental consultation has taken place and informs the development of policy.

## Headteacher

It is the headteacher's responsibility to:

- Oversee the development and delivery of RSHE.
- Provide information to the trustees/governors.
- Provide training for the subject leader and staff, as required.
- Support the subject leader to liaise with parents and carers.

## Subject leader

It is the subject leader's responsibility to:

- Lead the development and delivery of effective RSHE.
- Keep up-to-date with the development of RSHE.
- Support colleagues as required.
- Monitor and evaluate RSHE curriculum and teaching.
- Liaise with parents and carers.
- Keep subject information up-to-date, including on the school website.
- Oversee external visitors and resources used in RSHE.

## All staff

It is the responsibility of all staff to:

- Understand and implement the policy of RSHE.
- Teach RSHE in line with the agreed curriculum.
- Assess and monitor the progress of children.
- Respond to the needs of individual children.

## Curriculum organisation

The school adopts the following approaches to organise the curriculum to ensure high quality delivery of RSHE:

- RSHE is covered as part of a wider programme of PSHE education.
- PSHE/RSHE lessons are delivered weekly.
- Lessons are 30 minutes long, but teachers have the flexibility to explore issues beyond this session if necessary.
- How cross-curricular learning will contribute. Links should be recognised in planning.
- Lessons are delivered by class-teachers.

## Curriculum content

### Long term planning

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.

Follow this link to view the [Kapow Primary RSE curriculum overview](#).

### 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.

### 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 relationship education or health education.

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance p. 17  
At Rood End Primary School, puberty is taught as a statutory requirement of Health Education and we conclude from the DfE Guidance that sex education refers to Human Reproduction. In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our science curriculum, not within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children.

**Our focus is on Health Education for pupils regarding their own physical development and care. Consequently, parents do not have the right to withdraw their child.** We are of course happy to discuss the content of the curriculum and will inform you when this aspect is being taught.

## 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.

## Monitoring and evaluating

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

Monitoring and feedback includes:

- Feedback from children.
- Lesson observations.
- Learning walks.
- Feedback from staff.

## 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.

## Review

This policy will be reviewed every three years from 18.12.23