

Pensby Primary School

Every child belongs, achieves and believes in themselves.



Relationships & Sex Education and Health
Education Policy
(RSHE)

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Statement of intent for RSHE

At Pensby Primary School, we provide age-appropriate relationships, sex and health education (RSHE) to all pupils as part of the school's statutory curriculum. Our school aims to assure parents and pupils that all aspects of RSHE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to RSHE will be delivered in a sensitive manner as part of a whole-school approach where parents and teachers work in partnership.

RSHE is compulsory in all primary schools in England, as is sex education as taught through the Science curriculum. The key topics applicable for all key stages have been carefully planned in consultation with responses from parents, young people, schools and experts (**see Appendix 1: Policy Review Process**). Parents are given the opportunity to discuss this policy at any time and staff will be provided with accurate training and further resources to deliver lessons to pupils

We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which is required to be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focuses on teaching pupils the fundamental building blocks and characteristics of positive, healthy and respectful relationships, giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and ensuring they can talk to a trusted adult if there is anything worrying them.

Health education focuses on equipping pupils with the knowledge they need to make informed decisions about their own health, mental well-being and also about the changes they will experience emotionally and physically during puberty.

Sex education beyond the science curriculum is not statutory; however, at Pensby Primary, we provide planned and carefully structures sex education in Year 6, covering conception and human development.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health education curriculum (RSHE) for all our pupils. This policy sets out the framework for our RSHE curriculum, providing clarity on how it is informed, organised and delivered.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Section 80A and section 403 of the Education Act 2002
- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE 'Science programmes of study: key stages 1 and 2'
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE 'Teaching about relationships, sex and health'

- DfE 'Keeping children safe in education 2025'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Inclusion Policy
- Equality Policy
- Child-on-child Abuse Policy
- Anti-bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Online Safety Policy
- Visitor Policy
- School Development Plan (SDP)

2. Roles and Responsibilities

The delivery and oversight of Relationships, Sex and Health Education (RSHE) is a shared responsibility across the whole school community. Each group has a distinct role in ensuring the curriculum is well-planned, effectively delivered and continuously reviewed to maintain high standards (**see Appendix 2: Roles and Responsibilities**).

3. Organisation of the Curriculum

Pensby Primary School understands that we are required to deliver statutory relationships education and health education and chooses to deliver RSHE lessons as part of a comprehensive whole-school Personal, Social, Health and Economic (PSHE) education curriculum.

The school uses the 1decision scheme of work (a PSHE Association quality assured resource) to deliver the RSHE curriculum. Lessons are taught through a structured, progressive and spiral curriculum, ensuring that key concepts are revisited and built upon as pupils move through the school. This allows pupils to deepen their understanding of key themes over time. Lessons are age-appropriate so that content is carefully matched to pupils' developmental stage and are inclusive so that they reflect the diversity of the school community. The scheme allows teachers to be responsive and can be adapted to meet the needs of children, whilst maintaining the intended progression and consistency of the curriculum.

Through careful sequencing, the scheme is broad and balanced and therefore covers relationships, health, wellbeing, safety and puberty in a structured way.

The curriculum includes clear progression pathways, age-appropriate vocabulary, retrieval opportunities and activities that allow pupils to apply previous knowledge in new contexts. Through the use of the 1decision programme, we aim to equip pupils with the knowledge, understanding and skills they need to build healthy relationships, make informed decisions and prepare for life in modern Britain.

RSHE is not solely delivered as isolated lessons but is reinforced across wider school life, including through assemblies, pastoral support, safeguarding work, wider curriculum links and everyday interactions.

RSHE is made up of three core strands and for the purpose of this policy:

- Relationships education is statutory and covers how pupils develop and maintain healthy relationships with family, friends and others, including online relationships.
- Health Education is statutory and covers physical health, mental wellbeing, healthy lifestyles, puberty and personal care.
- Sex education is taught in Year 6 and is not statutory. It is limited to age-appropriate content on conception, reproduction and human development.

The RSHE curriculum considers the views of teachers, pupils and parents. The school has organised a curriculum that is in line with the statutory requirement and is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

The school is dedicated to ensuring the RSHE curriculum meets the needs of the whole community; therefore, the curriculum is informed by issues in both the school, and the wider community, to ensure it is tailored to pupils' needs.

The school will teach pupils the knowledge they need to recognise and report abuse, including emotional, physical and sexual abuse. Teaching will focus on ensuring pupils understand boundaries and privacy with peers, families and others, in all contexts, including online.

4. Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships and health and how important parents' views are in shaping the curriculum. Therefore, the school will consult with parents, pupils and staff in the following ways:

- Surveys
- Meetings
- Training sessions
- Newsletters and letters

Any parent, teacher or pupil wishing to provide feedback about the curriculum will be able to do so at any time during the academic year by:

- Organising a meeting with the headteacher.
- Emailing schooloffice@pensbyprimaryschool.org

When reviewing the content of the school's RSHE curriculum, the school will consult closely with parents. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content and all final decisions will be made by school. Through the school's website, parents will be able to access curriculum materials.

The school will be mindful of the personal circumstances of all pupils when reviewing and delivering content from the RSHE curriculum.

Parents will be provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school will work closely with parents in reviewing the sex education curriculum and will consult annually regarding content, organisation and delivery of the curriculum.

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns, and help parents in managing conversations with their children on the issues covered by the curriculum. Parents will also be consulted in the review of this policy and encouraged to provide their views at any time.

In line with statutory guidance, parents will be given the right to request that their child be withdrawn from the additional sex education sessions delivered as part of statutory RSE, which is further outlined at section 16 of this policy.

5. Relationships education overview

Relationships Education at Pensby Primary School is a statutory part of the RSHE curriculum and is designed to equip pupils with the knowledge, understanding and skills they need to develop safe, respectful, healthy and positive relationships throughout their lives

The curriculum focuses on teaching pupils how to form and maintain respectful relationships with family, friends and others, both online and offline. It promotes values such as kindness, respect, honesty, empathy and tolerance, and helps pupils understand what healthy relationships look like in practice **(See Appendix 3: Learning Statements for Relationships Education as set out by the Department for Education 2019.)**

Relationships Education covers the following key areas:

- Families and People Who Care for Me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

Through the use of the 1decision scheme of work, planning and lessons carefully consider the age and development of pupils when deciding what will be taught in each year group. **(See Appendix 4: Relationships education as per Year Group.)**

Across all aspects of Relationships Education, pupils are taught how to recognise appropriate and inappropriate behaviour and are supported to develop confidence in speaking out when something is wrong and seeking support.

6. Health education overview

Health Education at Pensby Primary School is a statutory part of the RSHE curriculum and aims to equip pupils with the knowledge, understanding and skills they need to make informed decisions about their physical health, mental wellbeing and personal development **(see Appendix 5: Learning Statements for Health Education as set out by the Department for Education 2019).**

The curriculum supports pupils to understand how to maintain a healthy lifestyle, recognise changes in their bodies, and develop positive attitudes towards both physical and emotional wellbeing. It is delivered

in an age-appropriate, sensitive and factual way, considering pupils' developmental stage and individual needs.

Health Education covers the following key areas:

- Mental Wellbeing
- Physical Health and Healthy Lifestyles
- Puberty and the Changing Body
- Hygiene and Self-Care
- Drugs, Alcohol and Tobacco
- Safety and First Aid Awareness.

Across Health Education, pupils are encouraged to understand the link between physical and mental health and how both contribute to overall wellbeing.

Through the use of the 1decision scheme of work, planning and lessons carefully consider the age and development of pupils when deciding what will be taught in each year group. **(See Appendix 6: Health education as per Year Group).**

7. Sex education

All pupils must be taught the aspects of sex education outlined in the primary Science curriculum - this includes teaching about the main external parts of the human body, how it changes from birth to old age, including puberty (taught in Year 5) and the reproductive processes in some plants and animals.

While Sex Education beyond the Science curriculum is not statutory in primary schools, Pensby Primary School chooses to deliver sex education in Year 6, beyond the statutory Science curriculum, in order to support pupils' understanding of human development and to prepare them appropriately for the transition to secondary school.

Through the 1decision scheme of work, the sex education programme is carefully planned to be age-appropriate and factual, and is tailored to the physical, emotional and developmental maturity of pupils. It ensures that both boys and girls are prepared for the changes that adolescence will bring. **(see Appendix 7: Sex Education as per year group).**

When planning and delivering sex education, the school considers a range of factors to ensure content is appropriate and inclusive. These include pupils' age, developmental stage, protected characteristics, religious backgrounds and any additional needs, including Special Educational Needs and Disabilities (SEND). Lessons are delivered in a calm, respectful and carefully managed environment, where pupils are supported to ask questions appropriately and where clear boundaries are maintained to ensure content remains age appropriate.

Parents are fully consulted in the organisation and delivery of the sex education curriculum, in line with the 'Organisation of the Curriculum' and 'Consultation with Parents' sections of this policy. Parents are provided with opportunities to share their views on what is included within sex education. The school also supports parents in discussing these topics with their children and in reinforcing learning at home.

8. Terminology

In recognition of the fact that the use of code names for body parts can facilitate the normalisation of child sexual abuse, teaching staff will use and teach pupils the anatomically correct names for body parts. This approach supports safeguarding by ensuring pupils are able to accurately describe their bodies when reporting concerns **(see Appendix 8: Language and Terminology).**

9. Delivery of the curriculum

The school will ensure that keeping children safe and preventative education remain at the heart of PSHE and RSHE teaching. Sex education will be delivered through the science curriculum and RSHE curriculum.

Through effective organisation and delivery of the subject, the school will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum will be delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional development.

Teaching of the curriculum will reflect requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow and the wider legal implications of the decisions they make.

The school meets the DfE's technology filtering and monitoring standards to ensure that pupils are unable to access inappropriate materials when using the internet to assist with their learning, as well as ensuring all members of the school community adhere to the provisions outlined in the school's Online Safety Policy.

Lesson plans and teaching will provide appropriate challenge for pupils and be adapted for pupils' needs. Teachers will:

- Establish what is appropriate for 1:1 and whole-class settings.
- Alter their teaching according to pupils' age, stage, understanding and background.
- Listen and answer questions sensitively, honestly and appropriately.
- Encourage pupils to ask questions and engage in discussion.
- Ensure teaching focuses on boys and girls equally.

10. Opportunities to teach safeguarding

The delivery of RSHE is closely aligned with the school's safeguarding responsibilities. Pupils are taught how to recognise risks, how to stay safe in different contexts, and how to seek help from trusted adults when needed.

The school adopts a preventative education approach that supports pupils to develop resilience, emotional literacy and the ability to make safe and informed choices. Further to the prescribed curriculum for RSHE, teaching will focus on safeguarding and preventative education

The school will ensure that, as part of relationships education, pupils are taught about how to keep themselves and others safe, including online.

Education will be tailored to the specific needs and vulnerabilities of individual pupils whilst taking account of pupils who may be victims of abuse and pupils who have SEND.

Preventative education will be adopted as a whole-school approach that prepares pupils for life in modern Britain and creates a zero-tolerance culture for sexism, misogyny/misandry, homophobia, biphobia and sexual violence or harassment.

The school will have a clear set of values and standards which will be underpinned by the Behaviour Policy and pastoral support system, as well as by a planned programme of evidence based RSHE curriculum.

The teaching of safeguarding and preventative education will be fully inclusive and developed to be age and stage of development appropriate.

11. Dealing with difficult questions

The school will support teaching staff to feel comfortable to answer questions from pupils, by providing regular CPD training in how to deliver sex education, where appropriate, including sessions on confidentiality, setting ground rules, handling controversial issues, responding to 'awkward' questions and an introduction to the rationale of why teaching RSHE is so important. The school will encourage teaching staff to refer questions they feel ill-equipped to answer to the RSHE subject leader for advice or support in responding to the question **(see Appendix 9: Answering Difficult Questions.)**

Teachers will stop full class discussions where pupils begin to reveal personal, confidential information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved. This includes debates, reflections and scenario discussions.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given so as to not stigmatise pupils.

12. Assessment

Whilst there are no formal assessments for the relationships and health curriculum, the school will undertake informal assessments to determine pupil progress.

13. Working with external experts

The school may invite guest speakers into school to talk on issues related to RSHE, e.g. an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons.

Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it. All resources used by guest speakers will be checked by teachers prior to delivery.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they can participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

14. Equality and accessibility

The school understands its responsibilities in relation to the Equality Act 2010; specifically, that it must not unlawfully discriminate against any pupil based on their protected characteristics.

The protected characteristics are:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that the RSHE programme is inclusive, and caters to the needs, of pupils with SEND or other support needs, such as those with SEMH needs.

Teachers will understand that they may need to adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other support needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to disadvantages affecting a group because of a protected characteristic.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school will adhere to the Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which sets out expectations of pupils.

The school understands that RSHE may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the wellbeing lead to discuss this.

15. Curriculum links

The school seeks opportunities to draw links between RSHE and other curriculum subjects wherever possible to enhance pupils' learning. RSHE will be linked to the following subjects in particular:

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.

- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- Citizenship as part of PSHE – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals.

16. Withdrawing from certain subjects

Relationships and Health Education is statutory at primary and parents do not have the right to withdraw their child from the subjects. As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents have the right to request to withdraw their child from all or part of the sex education curriculum. **(See Appendix 10: Withdrawal Form.)**

The headteacher will automatically grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum; however, the **Withdrawal Form** is to be completed, and the headteacher is to discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum **before** withdrawal is granted.

The headteacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

The headteacher will keep a record of the discussion between themselves, the pupil and the parent. The parent will be informed in writing of the headteacher's decision.

Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

17. Behaviour

At Pensby Primary, we foster a culture based on mutual respect and understanding for one another, and as such, have a zero-tolerance approach to bullying. Any bullying incidents caused as a result of the RSHE programme will be dealt with as seriously as other bullying incidents within the school. These incidents will be dealt with following the processes in our Behaviour Policy and Anti-bullying Policy.

18. Staff training

All staff members at the school will undergo training on a termly basis to ensure they are up to date with the RSHE programme and associated issues. Members of staff responsible for teaching the subjects will undergo further training as and when required, led by the RSHE subject leader, to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting,' which may need to be addressed in relation to the programme.

19. Confidentiality

The school will aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

The school is aware that confidentiality within the classroom is a critical component of RSHE, and teachers will be expected to respect the confidentiality of their pupils as far as is possible and appropriate.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's Child Protection and Safeguarding Policy will be followed.

Pupils will be informed prior to delivery of RSHE lessons about confidentiality, though will be informed that appropriate action will be taken if staff feel that a child is at risk of harm. Staff who breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so may face disciplinary procedures.

20. Quality of education

The RSHE subject leader is responsible for monitoring the quality of teaching and learning for the subjects. They will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Lesson observations and learning walks
- Work scrutiny

The RSHE subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects. They will also work regularly and consistently with the headteacher and RSHE link governor, e.g. through termly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

21. Monitoring and review

The governing board is responsible for approving this policy.

This policy will be reviewed on an annual basis by the RSHE subject leader and headteacher. This policy will also be reviewed in light of any changes to statutory guidance; feedback from parents, staff or pupils; and issues in the school or local area that may need addressing.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.