



RSHE Policy

Date of policy: April 2024

Review timescale: annual review

1. Rationale and Ethos

Relationships and Health Education is compulsory for all pupils receiving primary education. (Statutory from September 2020.)

We wholeheartedly support the philosophy of RSHE and believe it is best taught as part of PSHE and citizenship education. The programme seeks to promote the spiritual, moral, cultural, mental and physical development of pupils as well as preparing them for the opportunities, responsibilities and experiences of adult life in the digital age.

Relationships and health education is compulsory in all primary and secondary schools; sex education is currently not compulsory in primary school. However, the DfE continues to recommend that all primary schools should have a sex education programme that is tailored to the age and maturity of the pupils.

As part of the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

All schools are required to comply with the relevant requirements of the Equality Act 2010 and should pay particular attention to the Public sector equality duty (PSED). 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). All schools must ensure that RSHE is accessible for all pupils and should comply with the SEND Code of Practice.

We are aware that we need to be mindful of, and respectful to, a wide variety of faiths and cultures. We make every attempt to be appropriately sensitive. However, it is essential that young people have access to the learning they need to stay safe and healthy.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

2. Policy development process

This policy was formulated in consultation with the whole school community with input from:

- the staff team – through regular agenda items at staff meetings, consultation documents, surveys;
- governors – discussions at governors' meetings;
- parents and carers – parents are encouraged to contribute by taking part in written consultations and parent meetings;
- children – our children contribute to the development of the policy through the school council and circle time discussions.

This will ensure that the RSHE curriculum continues to meet the needs of pupils, staff and parents and that it is in line with current DfE advice and guidance.

The policy is available:

- online at <https://www.intakefarmprimary.co.uk>
- from the school office.

3. Parental rights to withdraw

We are committed to ensuring that the education provided to pupils in RSHE is appropriate to the age of pupils and compliant with the requirements of the Equality Act 2010.

Primary Schools

We recognise, in accordance with statutory guidance, that parents have the right to request for their child to be withdrawn from some or all of the sex education delivered as part of the statutory RSE (other than sex education in the National Curriculum as part of the science curriculum), but not from relationships education. Any such request should be submitted to the Headteacher. We will make reasonable adjustments and provide suitable work for their child(ren) at this time.

4. Roles and responsibilities

The Headteacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and in identifying a lead teacher who will work closely with colleagues in related curriculum areas in order to complement and not duplicate content.

The Lead teacher will take responsibility for:

- policy development and review involving pupils, staff, governors, parents/carers and relevant partners;
- implementing the policy and monitoring and assessing its effectiveness in practice;
- ensuring evaluation takes place and that this informs policy review;
- assessing and coordinating training and support for staff and parents/carers where appropriate;

- managing all aspects of the RSHE programme developing curriculum materials where appropriate;
- liaise with external agencies to deliver specific elements of the programme;
- monitoring and quality assurance of the programme to ensure continuity and progression within the curriculum;
- ensuring that RSE is fully represented at appropriate curriculum and pastoral meetings.

5. Aims and objectives

The aim of RSHE is to help children build healthy friendships and positive relationships in an age-appropriate way. The overall objectives of the RSHE curriculum cover attitudes and values, developing personal and social skills, and promoting knowledge and understanding. RSHE covers more than biological facts and information. It endeavours to help children develop self-esteem and self-responsibility, as well as the acquisition of understanding and attitudes which prepare children to develop caring, stable, healthy relationships. RSHE will look at aspects of diversity in an inclusive and non-judgemental way.

6. Staff training

RSHE can involve sensitive issues. Provision will be made available for our staff team to clarify legislation or curriculum requirements and to consider appropriate teaching approaches and materials. The school will support the use of external professionals, such as health professionals and qualified and highly skilled external practitioners to provide support and training to staff teaching RSHE.

7. Curriculum design

The RSHE curriculum will be taught through:

- PSHE lessons;
- curriculum days;
- school staff;
- external providers.

The RSHE curriculum

Our dedicated staff team is supported by external professional providers, including, where appropriate, specialised highly-trained external practitioners. Our RSHE curriculum is organised so that it takes into account the age and maturity of the children. Topics are revisited in greater detail as the children age.

Parents have the right to request withdrawal from all or part of the sex education element, but not from the biological aspects of human growth and reproduction that is part of the National Curriculum science curriculum.

Ground rules are explained at the beginning of every lesson which will enable everybody to discuss openly and honestly without fear and embarrassment or judgement.

We will ensure that our RSHE curriculum provides:

- a supportive environment for all our children;
- support to develop the following skills: communication – speaking and listening, including how to manage changing friendships, relationships and emotions;
- opportunities for our children to recognise and assess potential risks;
- help and support for our children when required;
- informed decision making;
- development of self-respect and empathy;
- opportunities to recognise and maximise a healthy lifestyle;
- opportunities to develop the skills of managing conflict;
- opportunities for discussion and group work.

8. Content

By the end of Y6, our children will know about:

- families and people who care from them;
- caring friendships;
- respectful relationships;
- online relationships;
- being safe.

Physical health and mental wellbeing

Our children will be taught about the characteristics of good physical health and mental wellbeing, including the benefits and importance of daily exercise, good nutrition and sufficient sleep.

By the end of Y6, our children will know about:

- mental health and wellbeing;
- online behaviour and safety;
- physical health and fitness;
- healthy eating;
- drugs, alcohol and tobacco;
- basic first aid;
- the changing adolescent body.

9. Managing difficult questions

Controversial issues might occur as part of RSHE. All potentially difficult issues will be addressed with sensitivity and at a level appropriate to the age group and developmental stage, and will take into account any additional SEND, in an objective manner free from personal bias. Consideration will be given to the potential for small group or 1-1 discussion for specific questions to be discussed. Account must be taken of different viewpoints such as different religious beliefs. Our children are made aware that some information cannot be held confidentially, and they should understand that if certain disclosures are made,

certain actions will ensue. Our children are always offered sensitive and appropriate support.

10. Monitoring, evaluation and review

To ensure the RSHE programme is effective, is meeting the needs of pupils and complies with RSHE statutory guidance, the following strategies will be used to quality assure the programme of study:

- evaluation self-review from children after specific topics;
- comments from children;
- whole class discussions.

This policy is reviewed annually by the governing body who will monitor the application and outcomes of this policy to ensure it is working effectively.

11. Confidentiality and child protection

RSHE lessons which allow for open discussion can lead to safeguarding disclosures from children. All staff teaching RSHE are completely familiar with our child protection procedures. Child disclosures or suspicions of abuse are always followed up on the same day and referred to the designated safeguarding lead. The DSL then deals with the disclosure or suspicion in line with the child protection policy.

12. Links with other policies

The RSHE policy should be read in conjunction with the following policies:

- equal opportunity
- equality
- anti-bullying
- safeguarding
- behaviour
- online safety
- SEND

Policy to be reviewed: April 2025

J Fieldwick – Headteacher