



Walton CEVC Primary School

'Every Child, Every Chance, Every Day'

As a church school at the heart of the community, Walton CEVC Primary School is committed to provide each child with the opportunities to achieve their full potential academically, socially, emotionally, physically and spiritually. Through strong partnerships between home and school and inspired by Christian values, we aim to equip the children in our care with skills and confidence to meet future challenges.

Relationship, Sex and Health Education Policy

We link this policy with our Christian values of compassion, friendship, respect, responsibility, trust and truthfulness. We are fully committed to each day a fresh start in the spirit of forgiveness and Christian love.

Introduction:

This policy outlines our school's commitment to provide effective RSHE for all pupils. It has been written with regard to the DfE SRE guidance, and other relevant guidance documents and statutory requirements to safeguard children and prepare them for the responsibilities and experiences of adult life. RSHE is taught in an age-appropriate manner throughout the school.

What is RSHE?

RSHE is lifelong learning about physical, moral and emotional development. Through RSHE children learn about healthy relationships, different families respect, love and care, reproduction, puberty, the body, looking after yourself, sex, sexuality and sexual health. The subject also covers health and healthy choices concerning hygiene, food, drugs and alcohol. RSHE has 9 broad areas:

- Growing and changing
- Valuing difference
- Hurtful behaviour and anti-bullying
- Media influence
- Keeping safe
- Healthy lifestyles
- Rights and responsibilities
- Money
- Healthy Relationships

There is often concern that RSHE will encourage sexual experimentation, however evidence shows that those who receive effective RSHE at school are more likely to delay first sexual activity and to use contraception. They are also more likely to resist peer pressure when it comes to experimentation with drugs and alcohol. In primary school we are building the foundations of skills and knowledge that will be developed further at secondary level.

Our key aim in providing RSHE throughout the school is to safeguard our pupils. During their time at this school, children will learn key knowledge and skills to help keep them safe and prepare them for adult life.

Statutory Requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Walton CEVC Primary School we teach RSE as set out in this policy.

Policy Development

This policy has been developed in consultation with staff, parents and governors. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy

Key objectives

The key objectives of our RSHE programme are to:

- Develop knowledge and understanding of positive and healthy relationships.
- Make pupils aware of their rights especially in relation to their bodies.
- Enable the development of social and relationship skills and protective behaviours.
- Prepare children for the physical and emotional changes of puberty.
- Understand reproduction and birth within the context of loving and caring relationships.
- Explore attitudes and values around sex and relationships.
- Ensure children know how and where to access appropriate support.
- Understand how to keep themselves safe and healthy

The RSHE programme is based on the needs of the children in the school with learning outcomes appropriate to pupils' age, ability and level of maturity. The curriculum will be firmly embedded within the broader PHSE, Citizenship, Science and ICT curricula. Pupils will be helped to understand difference and to respect themselves and others.

The Curriculum

RSHE will be taught in each year group throughout the school. The curriculum we deliver is progressive, building the children's knowledge, understanding and skills year on year. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online. Some elements of RSHE are delivered through national curriculum Science and ICT.

KS1 Science

Pupils should be taught to:

- *Notice that animal, including humans have offspring which grown into adults*
- *Describe the importance for humans of exercise, eating the right amounts of different food and hygiene.*

KS2 Science

Pupils should be taught to:

- *Describe the changes as humans develop to old age*
- *Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.*

KS1 ICT

Pupils should be taught to:

- *Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies*

KS2 ICT

Pupils should be taught to:

- *Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.*

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional e.g. school nurse

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendix 1.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Parent's right to withdraw their child from RSE

We believe that RSHE should be a partnership with parents and carers. Parents will be routinely consulted and informed about RSHE through the school prospectus and letter to explain how the RSHE curriculum will be delivered. Parents will also be informed of the statutory elements of the RSHE curriculum and the non-statutory elements.

Whilst we always try to work with parents to accommodate their wishes we also accept that parents can exercise their right to withdraw their child from the non-statutory elements of the RSHE scheme that we will be delivering. Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

Parents do not have the right to withdraw their child from relationships education.

Parents will be invited to attend a meeting to give them more information about the programme and an opportunity to explore the resources that will be used. It is hoped that this will support them in their role in RSHE along with the school.

Roles and Responsibilities

The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory elements of RSE

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Delivery of RSHE

All teachers will have responsibility for planning and delivering RSHE. Teaching assistants may provide additional support for children with special education needs. Everyone involved in the teaching of RSHE will follow the school policy.

The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. A balanced and non-judgmental approach will be taken by teachers, and all those contributing to RSHE will work to the agreed values within this policy.

Inclusion and Support

RSHE will be accessible to all regardless of gender. Through the delivery of RSHE teachers will explore gender stereotypes and ensure that all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSHE. As a school we will deliver RSHE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance. Parents and carers can then contextualize the learning within their own faith and values framework in their discussions with children following teacher-led sessions. We will use a range of materials and resources that reflect our cultural diversity and encourage inclusiveness.

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with autistic spectrum disorders, a more explicit approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers.

A range of different families and relationships will be explored within RSHE. All children whatever their developing sexuality or family background need to feel that RSHE is relevant to them and sensitive to their needs.

Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The head teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE as appropriate.

Assessment and Review

Teachers will use work produced and small group discussions to assess pupil understanding within RSHE. Teachers will use the materials provided on the Jigsaw Scheme and informal assessment to revise future RSHE plans.

Child Protection

Teachers will be aware that effective RSHE, which brings an understanding of what is and what is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSHE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguard Lead as outlined in the Child Protection and Safeguarding policy.

There may be rare occasions when a child who is sexually active or contemplating sexual activity directly approaches a teacher. Due to the age of the children this situation would raise immediate child protection concerns and would need to be handled sensitively. The Designated Safeguard Lead would be informed and relevant procedures followed.

Child protection concerns would override all other consideration including confidentiality.

Dissemination, Monitoring and Review

The RSHE policy and curriculum will be reviewed annually. Teacher assessment will influence RSHE planning as will evaluation of the programme by pupils and staff. As part of the process of monitoring the curriculum an audit of the training needs of all staff will be carried out with support and training offered as appropriate.

Links with other Walton CEVC Primary School Policies

This policy is linked with the following policies:

- Equality Duty Policy
- Child Protection and Safeguarding Policy
- Behaviour and Discipline Policy
- Anti-Bullying Policy
- E-Safety Policy

All statutory policies are available to view on the school website www.waltonprimary.co.uk and on request from the school office.

Approved: June 2025

Review: June 2026

Appendix 1: By the end of Primary School

TOPIC	PUPILS SHOULD KNOW IN RELATIONSHIPS EDUCATION
Families and people who care about me	<ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none">• How important friendships are in making us feel happy and secure, and how people choose and make friends• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW IN RELATIONSHIPS EDUCATION
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

HEALTH EDUCATION EXPECTATIONS BY THE END OF PRIMARY SCHOOL

<p>Mental Wellbeing</p>	<ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations • How to recognize and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • How to judge whether what they are feeling and how they're behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental and happiness • Simple self-care techniques including, the importance of rest, time spent with friends and family, and the benefits of hobbies and interest. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or their ability to control their emotions (including issues arising online). • The importance of permission-seeking and giving in relationships with friends, peers and adults
<p>Internet Safety and Harms</p>	<ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • Why social media, some computer games and online gaming, for example, are age restricted • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • Where and how to report concerns and get support with issues online
<p>Physical Health and Fitness</p>	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • The risks associated with an inactive lifestyle (including obesity) • How and when to seek support including which adults to speak to in school if they're worried about their health

Healthy Eating	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content) • The principles of planning and preparing a range of healthy meals • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
Drugs, Alcohol and Tobacco	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and Prevention	<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • About personal hygiene and germs including bacteria, viruses, how they're spread and treated, and the importance of handwashing • The facts and science relating to immunisation and vaccination
Basic First Aid	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary • Concepts of basic first aid, for example dealing with common injuries, including head injuries
Changing Adolescent Bodies	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • About menstrual wellbeing including the key facts about the menstrual cycle
Sex Education Expectations	<p>There's no list of expectations for sex education at the primary level, as it isn't compulsory, but if taught then the DfE recommends that it should:</p> <ul style="list-style-type: none"> • Make sure boys and girls are prepared for the changes that adolescence brings • Draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born

Appendix 2: Parent form: Withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS

Name of child

Class

Name of parent

Date

Reason for withdrawing from sex education within relationships and sex education

Any other information you would like the school to consider

Parent signature

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents

Include notes from discussions with parents and agreed actions taken.

Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom

