Walton CEVC Primary School

Relationship, Sex and Health Education Policy

Date policy last reviewed: 09.07.26

Signed by:

Mr Lucas Upham	Headteacher	Date:	09.07.26
Rev David Hatrey	Chair of governors	Date:	09.07.26

Changes/updates to the policy are highlighted in yellow

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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.

1. Introduction

This policy outlines our school's commitment to provide effective RSHE for all pupils. It has been written with regard to the Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, other relevant guidance documents and statutory requirements to safeguard children, promote their wellbeing and prepare them for the responsibilities and experiences of adult life. Through our RSHE curriculum, we aim to equip pupils with the knowledge, understanding and skills to build positive relationships, make informed decisions and keep themselves safe. RSHE is taught in an age and stage appropriate manner throughout the school.

2. What is RSHE?

RSHE is lifelong learning about physical, emotional, social and mental development. Through RSHE children learn about healthy relationships, different families, respect, love and care, reproduction, puberty, the body, looking after themselves, personal safety, personal boundaries, sex, sexuality and sexual health. The subject also covers health and healthy choices concerning hygiene, food, drugs and alcohol, mental wellbeing and keeping safe both online and offline.
Our RSHE curriculum is organised around the following broad themes: Growing and changing

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

RSHE provides children with the knowledge, understanding and skills they need to develop healthy relationships, recognise and respond to risk, respect themselves and others and know when and how to seek help. In primary school we lay the foundations for learning that will continue throughout secondary education and later life.

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 themselves safe, support their physical and mental wellbeing, build positive relationships, make informed decisions and prepare them for adult life.

3. 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, although we teach the elements of sex education contained within the National Curriculum for Science.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 RSHE as set out in this policy.

4. Policy Development

This policy has been reviewed in preparation for consultation with staff, parents and governors.
The consultation and policy development process will involve the following steps:

- **Review** – the RSHE subject leader has pulled together all relevant information including relevant national and local guidance and reviewed the policy against current statutory requirements.
- **Staff consultation** – all school staff will be given the opportunity to review the policy and make recommendations.
- **Parent and stakeholder consultation** – parents and other interested parties will be invited to attend a meeting about the policy and will have the opportunity to view the proposed RSHE curriculum and supporting resources.
- **Governor approval** – the governing board will review and approve the policy prior to implementation.

5. 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, communication skills, protective behaviours and an understanding of personal boundaries.
- 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.
- Develop the knowledge and skills to make safe and informed decisions, both online and offline.
- Understand how to keep themselves safe and healthy and promote their physical and mental wellbeing.

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

6. 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 through learning that is age and stage appropriate. If pupils ask questions outside the scope of the curriculum, teachers will respond in an appropriate manner so pupils are fully informed and do not seek inaccurate or inappropriate information elsewhere. Some elements of RSHE are delivered through National Curriculum for Science and Computing.

KS1 Science
Pupils should be taught to:

- *Notice that animals, including humans have offspring which grow into adults*
- *Describe the importance for humans of exercise, eating the right amounts of different types of 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 Computing
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*

These learning outcomes are further developed through the wider RSHE curriculum, where pupils are taught how to stay safe online, recognise trusted adults and begin to understand how to make safe choices when using technology and the internet.

KS2 Computing
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.*

These learning outcomes are further developed through the wider RSHE curriculum, where pupils are taught to recognise and respond to online risks, make safe and responsible choices, think critically about online content and know how to seek support if something online makes them feel unsafe or uncomfortable.

7. Delivery of RSHE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE). Health and Education nis taught through the wider RSHE curriculum and other curriculum areas where appropriate.

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 RSHE 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). All teaching is factual, age and stage appropriate and delivered sensitively and respectfully.

8. Parent's right to withdraw their child from sex education

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 letters explaining 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 sex education elements of the RSHE curriculum. 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 curriculum content and resources that will be used. It is hoped that this will support them in their role in RSHE along with the school.

9. Roles and Responsibilities

The governing board:

The governing board will approve the RSHE policy, review it regularly and hold the headteacher to account for its implementation.

The Headteacher:

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

Staff:

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- 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 RSHE.
- Following the school's safeguarding procedures where concerns arise through RSHE teaching.

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

Pupils:

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

10. Delivery of RSHE

All teachers will have responsibility for planning and delivering RSHE. Teaching assistants may provide additional support for children with special educational needs and disabilities (SEND). 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 factual, 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.

11. 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 it 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 contextualise 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 autism or special educational needs and disabilities (SEND), a more explicit approach may be necessary to ensure learning outcome 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, reflects the diversity of modern society and is sensitive to their needs.

12. 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 Headteacher will also invite external professionals, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE as appropriate.

13. Assessment and Review

Teachers will use work completed and small group discussions to assess pupil understanding within RSHE. Teachers will use the materials provided on the Jigsaw scheme of work and informal assessment to revise future RSHE plans.
Assessment information will also be used to inform future curriculum planning and ensure that the RSHE programme continues to meet the needs of pupils.

14. 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 (DSL) 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 considerations including confidentiality.

15. Dissemination, Monitoring and Review

The RSHE policy and curriculum will be reviewed annually. Assessment information will influence RSHE planning as will evaluation of the programme by pupils, staff and parents. 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.

16. 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

Appendix 1: By the end of Primary School

TOPIC	PUPILS SHOULD KNOW IN RELATIONSHIPS EDUCATION
Families and people who care about me	• 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	• 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	• 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	• 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

TOPIC	PUPILS SHOULD KNOW IN RELATIONSHIPS EDUCATION
Being safe	• 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

Mental Wellbeing	• 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 interests. • 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

Internet Safety and Harms	• 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 • That not everything seen or shared online is accurate or trustworthy and they should seek advice from a trusted adult if they are unsure or concerned.
Physical Health and Fitness	• 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	• 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	• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and Prevention	• 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	• 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	• 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	**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:** • **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 the non-statutory sex education elements of 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 following 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