



ST MICHAEL & ALL ANGELS C OF E PRIMARY SCHOOL

RHSE Policy 2025 -2027

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Approved by:	LGC
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Our Vision

God counts the Stars and calls them all by name Psalm
147:4

The aim of our Church School is to develop the full potential of each child spiritually, socially and academically in a safe, inclusive environment which is grounded within the ethos of the Christian faith.

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1. Policy aims

The school publishes this policy as a statutory requirement and with the following aims:

- To offer a clear guide to parents, carers, staff and visitors.
- Defining Relationships and Sex Education (RSE) as a subject and explaining its delivery at school
- To set out the curriculum requirements and explain what will be taught when
- To give information to parents and carers about their involvement with RSE

2. Policy development

As set out in government guidance, the policy has been developed through a process of consultation involving school staff, parents/carers, pupils, the school nursing team, Leicestershire and Rutland Healthy Schools team.

Development of the policy has been supported by school governors.

3. Statutory requirements

The Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. The guidance became mandatory in September 2020. Expectations on primary schools are as follows:

- Relationships Education is compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools
- Health Education is compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

The Department for Education issued statutory guidance under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. Schools must have a regard to the guidance and where they depart from those parts of the guidance which state that they should (or should not) do something they will need to have good reasons for doing so.

This guidance replaces the Sex and Relationship Education guidance (2000) and should be read in conjunction with the following statutory guidance:

- Keeping Children Safe in Education
- SEND Code of Practice
- Alternative Provision

4. Ethos and values

Through RSE we deliver key learning that supports the schools agreed ethos and values. Key school values supported by RSE include:

- Building positive caring relationships
- Respect for others
- Respecting diversity
- Feeling safe and valued
- Self-awareness and self esteem

- Exploration of rights, duties and responsibilities

We believe that all pupils should receive accurate information that supports their needs and explains their rights. RSE gives young people the opportunity to explore and develop their own attitudes and values and to respect the views of others.

5. Definitions and curriculum content

Relationship and Sex Education (RSE) supports and guides children and young people in life-long learning about relationships, emotions, the human biology of sex, sexuality and sexual health. In partnership with parents and carers, we help our young people to understand and manage their physical and emotional development during adolescence and to prepare for the decisions to be made in adult life.

The school's RSE curriculum (appendix 1) has been designed taking into account the age, needs and feelings of pupils. It is inclusive of the curriculum content laid out in The 2019 RSHE (RSE) Curriculum 'statutory guidance for all schools' on pages 20 – 22.

i. Relationships Education

The focus of Relationships Education is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. DFE guidance requires us to teach objectives under the following topics;

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

ii. Health Education

The focus of Health Education is on teaching the characteristics of good physical health and mental wellbeing. Elements of our Health Education are timetabled to complement and support the teaching of RSE. DFE guidance requires us to teach objectives under the following topics;

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

iii. Sex Education

The DFE advise that all primary schools have a programme of Sex Education tailored to the age and the physical and emotional maturity of the pupils. Our programme contains the statutory elements of the Science curriculum (see appendix 2)

Sex education outside of science

Our programme also contains a small amount of non-statutory content which the school feels is age appropriate and does an important job of helping to answer some of the questions that pupils are asking as they come to the transition period between Primary and Secondary school.

6. Delivery

- i. **Timetabling:** Relationship Education will be taught throughout the year alongside aspects of the PSHE curriculum. The curriculum map can be found on the school website, as an appendix to this policy or as a paper copy by contacting the school office.
- ii. **Staffing:** RSE will be taught by class teachers and supported by learning support assistants, it may be that in case of illness, the lesson would be covered by our Higher Level Teaching Assistant with the agreement of the Headteacher.
- iii. **Resources:** PHSE is delivered using quality assured up to date resources from the PHSE Association Scheme of Work. These are supplemented at times by additional resources.
- iv. **External visitors:** Visitors may be used from time to time to enhance, not replace, our delivery of RSE. Visitors will be checked to ensure that what they are offering is of quality and appropriate for our students.
- v. **Signposting support:** RSE sessions will include signposting information for students, including identifying safe and appropriate adults for them to go to for help and support. This will include members of the staff but with also include the signposting of external agencies such as Childline.

7. Inclusive and accessible RSE

The school has duties, under the Equalities Act (2010), to ensure that it does not discriminate against people with protected characteristics. A whole school approach is taken to inclusivity and accessibility and care is taken to ensure that teaching meets the needs of all students. The school will:

- Respect that the school community includes people of different faiths, beliefs and cultural backgrounds
- Acknowledge that pupils will grow up in many kinds of families including single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
- Recognise that some staff or pupils may identify as LGBT
- Take care that resources, books and displays represent all kinds of families
- Take positive action to tackle bullying and discrimination
- Choose to embed the principles of this policy within active teaching of British Values across the school.

Particular care will be taken to ensure that RSE is accessible to pupils with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using differentiated resources, small group work or supporting pupils in-class.

8. Safeguarding and confidentiality

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.

All sessions will begin with a group agreement designed to create a safe space for discussion. Sessions will include information, signposting appropriate help and support, including parents and carers and the school's pastoral team.

All school staff have completed safeguarding training and should be mindful of the school's safeguarding policy and procedures when delivering RSE sessions. Staff understand that they cannot offer unconditional confidentiality to pupils and pupils will be made aware of this. Staff will work within the school's agreed procedures for recording and reporting disclosures and the nature of access to this information.

9. Answering pupil questions

As with all subjects, pupils will have questions relating to what they have been learning and teachers will use their judgement to answer questions in an age appropriate way. Teachers should make it clear that they will not answer questions about themselves and their own personal lives. If teachers are unsure how to answer a question they will explain to the child/ren that they need some time to think about that question and will come back to them at a later date, ensuring that they do so. If a teacher is unsure about whether a particular question is appropriate to be answered in a whole-class setting they may ask for support from the subject lead or senior leadership team.

10. Staff training

RSE should be delivered by staff who have received up to date training and who feel confident with the subject. Training includes information on how to use ground rules, facilitate group discussions, answer difficult questions and the delivery of sensitive content. Training may be provided in-school, on-line or as part of local support offered by Leicestershire and Rutland Healthy Schools. This training should take into account the Keeping Children Safe in Education updates and share the new resources available in relation to this.

11. Monitoring and assessment

The school has the same high expectations of pupils' work in RSE as in other areas of the curriculum. The subject lead will support teachers to assess pupil work and progress and along with all areas of the curriculum will be monitored by leaders through lesson walks and book scrutiny. Pupil feedback will be important to the future development of RSE at the school. Regular subject audits will ensure that provision is up to date and meeting the needs of pupils.

12. Working with parents and carers

Parents and carers will be kept informed about what is delivered and when, so that they can support this learning at home.

Parents and Carers will be invited to view resources, including any used for Sex education taught outside of science.

From September 2020 Parents and Carers have the right to withdraw their child from Sex Education outside of science (as outlined above).

From September 2020 parents do not have the right to withdraw their child from lessons on Relationships or Health Education or the Science Curriculum.

If a parent or carer wishes to withdraw their child from Sex Education we ask that they discuss it with the Head Teacher and then a request for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

Parents, carers and staff should be aware that pupils who are withdrawn from RSE will have questions about why this has happened. It should also be understood that pupils may ask their peers questions about lesson content.

Alternative work will be given to pupils who are withdrawn from sex education.

Appendix

1. RSE curriculum map

PSHE Yearly Whole School Overview (including Relationships, Health and Sex Education)

Our PHSE Scheme of work is from the PHSE Association

Our Sex Education scheme of work is from CWP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	What is the same & different about us?	Who is special to us?	What helps us to stay healthy?	What can we do with money?	Who helps us to stay safe?	How can we look after each other & the world? Sex Ed – Different Friends, Growing and Changing, Families and Care
Year 3/4	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well & look after our teeth?	Why should we keep active & sleep well? Sex Ed – Body differences, Personal space, Help and Support
Year 5/6	What makes up a person's identity?	What decisions can people make with money?	How can we help in an emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like? Sex Ed-Talking about puberty, The reproduction system, Puberty help and support
2021-2022						
Year 1/2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us to grow & stay	How do we recognise our

					healthy?	feelings? Sex Ed – Differences, Male and Female animals, Naming body parts
Year 3/4	What strengths, skills & interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow & change?	How can our choices make a difference to others & the environment?	How can we manage risk in different places? Sex Ed – Changes, What is Puberty, Healthy Relationships
Year 5/6	How can we keep healthy as we grow?	How can we keep healthy as we grow?	How can the media influence people?	How can the media influence people?	What will change as we become more independent? How do friendships change as we grow?	What will change as we become more independent? How do friendships change as we grow? Sex Ed – puberty and reproduction, communication in relationships, online relationships

Relationships, Health and Wellbeing, Living In the Wider World Sex Education

2. Statutory content

Science Curriculum

Key Stage 1 (age 5-7 years) - Statutory Science Curriculum

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- 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

Key Stage 2 (age 7-11 years) - Statutory Science Curriculum

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Statutory Relationships and Health Education

Full details of what must be covered by the end of primary school can be found in the department for Education guidance

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

3. Parental withdrawal monitoring form

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			
Staff signature			