



# Toft Hill Primary School

## Relationships, Sex and Health Education (RSHE) Policy

Version Number	Date agreed by Governors	Date of review	Headteacher	Chair of Governors
2	May 2024	May 2025 (or earlier in response to new statutory guidance)	Leanne Nesbitt	Alison O'Sullivan Amanda Majer

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## Introduction

This is the policy of Toft Hill Primary School on the approach taken to Relationships, Sex and Health Education (RSHE), approved by Toft Hill Primary School Governing Body on 4<sup>th</sup> June 2024 following a consultation with parents and carers Friday 24<sup>th</sup> May 2024.

## Legal context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017*).

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

Following this change in the law, the Department for Education published *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*. This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this RSHE policy also covers health education.

This RSHE policy also supports legal requirements relating to the following:

- *The Equality Act 2010.*
- *The Education Act 1996.*
- *Statutory guidance, Keeping Children Safe in Education 2020.*

The following policies are also relevant to this Relationships and Health Education policy:

Add the names of your school's other relevant policies such as:

- Safe-guarding
- Behaviour
- PSHE
- Spiritual, moral, social and cultural development
- Curriculum Policies

## Definition

RSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow

up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

RSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

Here at Toft Hill Primary we believe that all children are entitled to an enriched education where diversity is value and celebrated.

- We challenge all pupils to achieve their best and strive for academic, creative, sporting and personal achievement
- We celebrate perseverance; resilience and risk taking, ensuring pupils welcome challenge and are not frightened to make mistakes
- We foster a culture of mutual respect and aim to develop self-esteem and confidence to enable pupils to live and work co-cooperatively with others to become positive citizens in society
- We aim to promote a positive attitude to learning and for pupils to become independent life-long learners

Our school moto is: **Caring, believing and aspiring together.**

## Aims

The aims of our RSHE programme are to:

- Provide accurate and age-appropriate information.
- Include all children.
- Help children make informed choices.
- Develop knowledge, skills and attitudes.
- Build confidence and self-esteem.
- Develop personal attributes.
- Prepare children for the next stage of education and adulthood.
- Develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the *Equality Act 2010*.

## Roles and responsibilities

An effective programme of RSHE requires support from the whole school community and the following people have specific roles and responsibilities:

### Governors

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation. They will monitor the implementation through visits, committee and full governing board meetings.

### Headteacher

The Headteacher is responsible for:

- Overseeing the development and delivery of RSHE.
- Providing staff with the opportunity to contribute to the development of RSHE.
- Providing information to the trustees/governors.

- Providing training for the subject leader and staff, as required.
- Supporting the subject leader to liaise with parents and carers.
- Dealing with parents and carers who wish to withdraw a child from sex education.

### Subject leader

The subject leader is responsible for:

- Leading the development and delivery of effective RSHE.
- Keeping up-to-date with the development of RSHE.
- Supporting colleagues as required.
- Monitoring and evaluating RSHE and providing necessary reports.
- Liaising with parents and carers.
- Keeping subject information up-to-date, including on the school website.
- Overseeing external visitors and resources used in RSHE.

### All staff

It is the responsibility of all staff to:

- understand and implement the policy of RSHE.
- teach RSHE in line with the agreed curriculum.
- assess and monitor the progress of children.
- respond to the needs of individual children.

### Curriculum organisation

The school adopts the following approaches to organise the curriculum to ensure high quality delivery of RSHE:

Explain how your school RSHE curriculum is organised, to cover the following points:

- RSHE is covered as part of a wider programme of PSHE education throughout school. It is tightly woven, progressively, into Long Term Plans for PHSE and RSHE
- Lessons are delivered weekly where possible or at least fortnightly, if timetable amendments need to be made.
- The length of lessons are determined by content and the needs of the children. The minimum length of lessons are:
  - for KS1 – 40 - 45 minutes long;
  - for KS2 – 50 - 60 minutes long.
- External visits are planned or visitors are invited into school to enhance the PHSE & RSHE curriculum.
- Cross-curricular links are made through other subjects and the school reading spine.
- Teachers and HLTAs teach PHSE & RSHE lessons. The subject leader delivers some of the more sensitive content, having received additional CPD. The subject leader also provides support to deliver lessons when required.

### Teaching and learning

RSHE is delivered in line with the teaching and learning policy. However, as the subject deals with real-life experiences, it is important to establish a safe and positive learning environment using the following approaches:

The following approaches are used:

- Establishing clear ground rules in consultation with children. Ground rules should include confidentiality, respect for others, privacy and boundaries.
- Using distancing techniques including de-personalised discussions and role play.
- Using clear language to avoid misunderstandings.
- Avoiding prejudice and assumptions about children's abilities, desires, background and experiences.
- Dealing sensitively with unexpected questions and comments.
- Assessing and building on existing knowledge and experiences.
- Ensuring that learning is engaging, using a range of activities, including structured discussion and problem-solving.
- Providing a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes.
- Allowing time for reflection.
- Providing differentiated learning.
- Using a variety of groupings to enhance learning.

## Curriculum content

### Long term planning

The school has chosen to use the Kapow Primary RSE scheme of work to develop the PSHE and RSHE Curriculum. This provides full curriculum coverage, including all the statutory content, for each year group. This can be seen in the Long Term Plans available on the school website or from the school office.

### Resources

Teachers will select any additional resources carefully, and the subject leader will oversee the selection.

Additional resources will be:

- Up-to-date.
- Relevant to children.
- Consistent with the aims and values of the school.
- Good quality

## Visitors

Visitors can enhance children's learning. Teachers will select visitors in liaison with the subject leader.

The following will be used to guide the use of visitors:

- The school will use visitors to enhance the lessons delivered by the class teacher; and information on where a visitor fits into the long-term plan will be shared with the visitor.
- The school will make visitors aware of the school policy for RSHE.
- The school will check the content of sessions delivered by visitors to make sure that it fits with the school's ethos and meets legal requirements.
- A member of staff will be present in sessions delivered by visitors.
- The school will make sure visitors undergo the necessary checks as required by the school safeguarding policies.

## Equality

Under the *Equality Act 2010*, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age.
- Marriage and Civil partnership.
- Disability.
- Race.
- Religion and belief.
- Sexual orientation.
- Sex.
- Pregnancy and maternity.
- Gender reassignment.
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In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND).

The RSHE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

## Right to withdraw from sex education

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education.

A parent or carer does have the right to withdraw their child from sex education unless what is being taught is part of the science national curriculum.

Following a consultation with the whole school community, the following decision was made on content deemed to be sex education:

There is no legal requirement for primary schools to teach sex education, and so we have excluded that element from our curriculum. The government recommends children learn about some key areas before they leave primary school. As with other subjects, we work hard to make sure the lessons meet the needs of the children and are age appropriate. As none of the lessons in Toft Hill Primary School's curriculum are deemed to be Sex education, other than what is taught through the science curriculum, there should be no requirement for parents to withdraw children from any of the lessons.

## Safeguarding

RSHE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Reference should be made to safeguarding policies and procedures to deal with these appropriately.

The subject leader/teacher should discuss with the designated safeguarding lead any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children if required.

Staff should consider the timing of lessons to ensure that children have the opportunity to report any concerns they may have either that day or the following day.

## Support

RSHE should not be a time for children to make disclosures. It is important, however, to inform children of the support that is available to them if they are worried about anything raised in a lesson. The following support will be highlighted to children as appropriate:

Outline the support available for children.

In school:

- Class teacher.
- Specific staff members.
- Information on Safeguarding Display

External:

- Local agencies that can be accessed through One Point and the local Family Hubs .
- National agencies such as Childline.

## Monitoring and evaluating

The headteacher and subject leader will be responsible for monitoring and evaluating RSHE in line with other subjects.

Monitoring and evaluating will take place through:

- Scrutiny and review of planning.
- Lesson visits.
- Learning walks.
- Evidence of learning.
- Feedback from staff.
- Feedback from parents/carers.
- Feedback from children.

## Professional development

The headteacher and subject leader will assess the professional development needs of staff regularly. Appropriate development will be provided using internal or external expertise.

## Communication of policy

This RSHE policy will be available to read on and downloaded from the school website and copies can be requested free of charge from the school office.

## Review

This policy will be reviewed every three years (recommended) from the date of approval of the RSHE policy by the governors, or earlier should there be any changes to statutory guidance.