



Woodlands Primary School and Nursery Relationships, Sex and Health Education Policy

Approved by Governors March 2023
Review March 2024



Introduction

This document provides a template to help your school comply with its legal obligations to have a relationships education policy to support teaching the new compulsory relationships and health education curriculum introduced in September 2020.

Legal requirements

Curriculum requirements

As from September 2020, under The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019:

- Relationships education is compulsory for all pupils receiving primary education.
- Health education is compulsory in all schools except independent schools. Personal, Social, Health and Economic



Policy requirements

As from September 2020, under the Department for Education, Statutory Guidance for Relationships Education and Sex Education (RSE) and Health Education 2019, every primary school in England must have in place a written policy for relationships education that meets the needs of pupils, parents and carers and reflects the community that the school serves.

In preparing the policy, schools must consult with parents and carers on the school's proposed outline of its relationships education curriculum.

The draft relationships education policy must be approved by the school's governing body (or other appropriate body such as a trustee board).

The relationships education policy must be made available on a school's website and copies given free of charge on request to the school office.

The relationships education policy must be reviewed, the recommended review period being every three years.

The relationships education policy must:

- Define relationships education.
- Set out the relationships education subject content, how it is taught and who is responsible for teaching it.
- Describe how the relationships education subject is monitored and evaluated.
- Include information to clarify why parents/carers do not have a right to withdraw their child from what is compulsory in relationships education.
- Confirm the date by which the relationships education policy will be reviewed.
- Define any sex education the school chooses to teach other than that covered in the science curriculum.
- Include information about a parent's/carer's right to request that their child be excused from any sex education the school chooses to teach, other than that covered in the science curriculum.

Notes

1. The template provided also covers Health Education. There is no legal requirement to have a written policy for Health Education, but it is good practice to do so.
2. The information and text provided is a guide only. You must amend the template to suit your school.
3. Questions and guidance are provided.
4. [Any section of the template that is marked with an asterisk * are required by law.]

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Introduction

This is the policy of Woodlands Primary School and Nursery on the approach taken to Relationships, Sex and Health Education (RSHE), approved by The School's Governing Body following a consultation with parents and carers March 2023.

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:

- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Drug and Substance Abuse Policy
- Spiritual, Moral, Social and Cultural Development

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 our supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment. It is our belief that RSHE is the responsibility of all staff and is integral to teaching a broad and balanced curriculum, educating the whole child and adhering to the 'Keeping Children Safe in Education' statutory guidance.

Aims

RSHE in our school forms part of the personal, social and health education curriculum. This is integrated within the wider school curriculum and complements and overlaps with the general ethos and life of the school. Woodlands Primary School and Nursery provide a planned, age-appropriate scheme of work, designed to capitalise on the fascination and interest that children have about themselves, their own growth and development and to offer reassurance that such changes are normal and natural.

In planning and presenting our RSHE programme we provide the opportunity for pupils to express themselves within a trusted and safe environment, following agreed ground rules. We want to reassure children of their value and self-worth including aspects of dignity, self-

respect and self-restraint, help them to have a responsible attitude towards personal relationships including mutual respect and care, and to develop sensitivity towards the needs of others, providing knowledge of loving relationships and the human reproductive process. We aim to inform children on matters of personal hygiene and related health issues, encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour, educate against discrimination and prejudice and help prepare children to make informed choices about relationships.

We offer a planned and appropriate scheme of work, devised to meet the following aims and objectives:

- Raise and promote positive self esteem
- Help pupils develop their skills and confidence in making decisions, communication, assertiveness, self-expression, respect for themselves and others
- Help pupils communicate and understand their feelings and emotions
- Provide pupils with skills necessary to keep themselves happy and safe
- Prepare pupils for the physical and emotional changes of growing up
- Offer opportunity for pupils to develop and clarify their attitudes and values
- Counteract myths and misinformation
- Challenge media stereotypes, oppression and prejudice and promote equal opportunities
- Explain the meaning of words in a sensible and factual way, using correct names for body parts and functions
- Provide reassurance that change is part of the life cycle and help pupils accept variations
- Develop the confidence to seek help, support and advice.
- To work with parents to provide a well balanced viewpoint on all aspects of RSHE for children so that their social, emotional and physical health is safeguarded.
- To understand the value of family life, the implications of parenthood and the need for the proper care of all young things.
- To build and develop the self-esteem of all pupils.
- To promote equal opportunities for all.
- To help pupils to accept the variation in rates of growth and development and to provide reassurance that change is part of life's cycle; to give support in adjusting to these changes.
- To counteract misleading folklore, myth and playground rumours and false assumptions.
- Foster a culture of acceptance and openness where questions and discussion can take place without embarrassment.
- Develop skills in personal relationships, e.g. communication, assertiveness, decision-making, and build and develop self-esteem by helping children to understand their responsibilities, rights, opportunities and choices.
- Ensure children are able to understand the information that they acquire and provided them with contexts where they are able to consider and evaluate the information they receive.

Roles and responsibilities

An effective programme of RSHE requires support from the whole school community and the

following people have specific roles and responsibilities:

Members of the Governing Body and the Headteacher are 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

- 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

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

Curriculum organisation*

To ensure high quality delivery of RSHE, the curriculum is organised as follows:

RSHE is covered as part of a wider programme of PSHE education. RSHE is taught explicitly, and lessons are delivered weekly. Lessons are of sufficient length to allow children to explore topics and reflect on their learning:

- for KS1 – lessons are typically 40 - 45 minutes long;
- for KS2 – lessons are typically 50 - 60 minutes long.

Focus days, visits and visitors do not replace a taught lessons but are utilised to enhance the school programme. Cross curricular learning contributes to pupil learning and links are outlined within the lesson plan. Lessons are taught by confident and skilled staff as they are most effective, particularly for sensitive and controversial topics. For some topics the school will make use of specialist teachers, for example Crucial Crew and The STAR Project, led by West Mercia Police.

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:

- 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*](#), which provides full curriculum coverage, including all the statutory content, for each year group.

Follow this link to view the [*Kapow Primary RSE curriculum overview*](#):

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.

Visitors

Woodlands Primary School and Nursery recognise visitors can enhance children's learning. Teachers 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.

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 content is deemed to be sex education:

- [Year 6: Safety and the changing body, Lesson 5: Conception](#)
- [Year 6: Safety and the changing body, Lesson 6: Pregnancy and birth](#)

The following process must be followed if a parent or carer wishes to withdraw their child from sex education:

We provide parents with opportunities to discuss the school's policy, practice and to understand the purpose and content of RSE. Parents will be informed about the timing of delivery and offered an opportunity to look at resources, discuss the policy and ask questions.

We will provide parents of pupils in all year groups with details of when health, sex and relationship will be taught in the Curriculum. They will have the opportunity to discuss what is being taught to enable them to support discussions with their children at home.

The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 (made under sections 34 and 35 of the Children and Social Work Act 2017) confirms the 1996 Education Act, that parents have the right to withdraw their child from part, or all of the sex education programme that does not form part of the national science or health education curriculum. There is no parental right of withdrawal from the science, relationship or health education curriculum, which includes understanding changing adolescent body.

If a parent wishes to do this, they should discuss this with the child's class teacher, who will refer to the head teacher. We would encourage parents to discuss any concerns at the earliest opportunity with form teacher and head. The head will discuss the implications of withdrawal from the non- statutory part of the curriculum.

The head will help parents identify and discuss the impact and implications of withdraw for their child, including the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of feeling excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was said directly by the teacher. Parents should make it clear which aspect of the programme they do not wish their child to participate in, this will be documented, and parents may be asked to put their request in writing. Resources and information regarding delivering sex education at home will be made available.

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:

In school:

- Class teacher.

- Specific staff members, for example Inclusion Manager, DSLs, ELSAs and members of the SLT.

External:

- Local agencies.
- 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 include evidence from:

- Scrutiny of planning.
- Lesson observations.
- Learning walks.
- Learning Outcomes.
- 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 from March 3rd 2023.