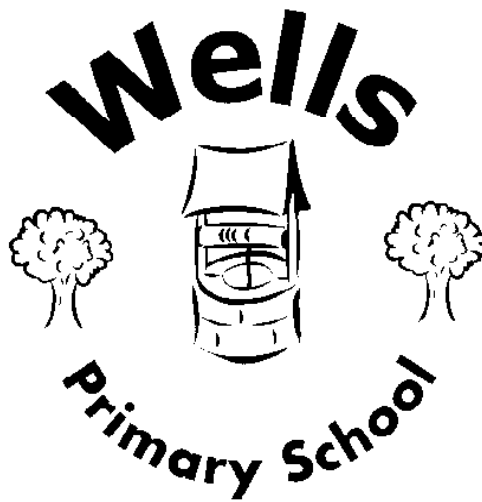


# Wells Primary School

## RSHE Policy



Signed \_\_\_\_\_

Chair of Teaching and Learning Committee

Reviewed: October 2024

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## 1. Aims

The aims of relationships, sex and health education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Explore and understand a diverse range of attitudes, values and faith perspectives around aspects of relationships
- Help pupils develop feelings of self-respect, confidence and empathy
- Teach children about positive and respectful relationships
- Teach children about physical health and mental wellbeing; recognising how to manage their emotions and access help and support where needed
- Teach pupils the correct vocabulary and skills to describe, respect and protect themselves and their bodies as well as others around them
- Develop knowledge and understanding on how to use of the internet safely, recognising the risks and benefits it brings
- Develop pupils' skills and knowledge in keeping safe and assessing harm and risk
- Prepare pupils for the physical and emotional changes of puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Prepare pupils for the next stage in their education.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal qualities. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, each month we explore different values. The emphasis is on encouraging children to become independent thinkers who understand their roles as citizens of a school community but also of a wider, national and global arena.

<b>Wells Primary School Values</b>			
2024 - 2025		2025 - 2026	
September	Diligence	September	Respect
October	Equality	October	Diversity
November	Justice	November	Responsibility
December	Love	December	Peace
January	Compassion	January	Perseverance
February	Trust	February	Empathy
March	Forgiveness	March	Thankfulness
April	Friendship	April	Hope
May	Freedom	May	Wisdom
June	Acceptance	June	Honesty
July	Happiness	July	Celebration

## 2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils in accordance with section 34 and 35 of the [Children and Social work act 2017](#).

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 an age appropriate manner.

At Wells Primary School we teach RSHE as set out in this policy. In teaching RSHE, we must have regard to the [guidance](#) and statutory framework issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#).

## 3. Policy development

This policy has been developed in consultation with staff, pupils and parents (June 2021). The consultation and policy development process involved the following steps:

1. Review – senior staff gathered all relevant information including relevant national and local guidance
2. A review of existing PSHE and other curriculum areas where RSHE has already been taught for KS1 and KS2
3. RSHE policy development discussed with governors
4. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
5. Parent/stakeholder consultation – parents invited to attend a meeting about the policy
6. Ratification – once amendments were made, the final policy shared with governors and ratified.

## 4. Definition

### Relationships

At Wells Primary School, we focus 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. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet independently. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives.

## **Sex**

Sex education at Wells Primary School aims to support pupils' ongoing emotional and physical development effectively during the transition phase before moving to secondary school. The sex education programme is tailored to the age and the physical and emotional maturity of the pupils. It draws on knowledge of the human life cycle set out in the national curriculum for science and teaches how a baby is conceived and born. (Parents have the right to withdraw their child from this part of RSHE curriculum). Senior members of staff support the teaching of this part of the RSHE curriculum.

## **Health**

RSHE also creates an opportunity for pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing; the pupils are also taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep. Emphasis is given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors. Pupils will learn key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11. This includes physical and emotional changes, as well as about menstrual wellbeing including the key facts about the menstrual cycle.

Pupils should know learn concepts of basic first aid and how to report concerns and seek advice when they suspect or know that something is wrong.

RSHE in Wells Primary is about the emotional, social and cultural development of pupils, and involves learning about relationships, ~~sexual health, sexuality~~, healthy lifestyles, diversity, personal identity and sex education.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

## **5. Curriculum**

Our curriculum is set out as per Appendix 1 but this may be adapted as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that children are fully informed and avoid seeking answers online. Teachers are encouraged to seek advice before responding to sensitive questions. They may respond to a pupil by saying 'I am going to think about that and get back to you.'

## **6. Delivery of RSHE**

RSHE 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) and in Information Technology (IT).

Year 6 Pupils also receive stand-alone sex education sessions delivered by a trained teacher (senior member of staff) and special measures are implemented to ensure that all pupils feel comfortable with the topics discussed. This includes having single sex small groups where it is deemed necessary. Teachers will be trained to handle questions sensitively and anonymous question and answer sessions will be used to ensure that no child feels self-conscious or embarrassed. Parents will be notified in advance when these lessons will take place and may choose to withdraw their child from these sessions.

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

Sex education will only be taught in Year 6 as follows:

- How a baby is conceived and born (**This is the only part of the RSHE curriculum from which parents can choose to withdraw their child**).

Health education focuses on helping pupils to understand how to make good decisions on their own health and wellbeing including:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

For more information about our RSHE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life. Care is taken 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, and foster parents/carers amongst other structures. We reflect sensitively that some children may have a different structure of support around them, for example, looked after children or young carers).

## 7. Equality

The school will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): schools must not unlawfully discriminate against pupils or allow children to be bullied because of their age, sex, race, disability, religion or belief, gender

reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics).

The delivery of the content of RSHE will be made accessible to all pupils, including those with SEND.

At Wells Primary School, we celebrate difference and diversity and encourage pupils to develop a sense of identity and self-worth. The bullying or discrimination of anyone for any reason is not acceptable. It is expected that our Relationships Education curriculum will lead to a stronger sense of community, mutual respect and give pupils a sense of responsibility. This will help, to keep Wells Primary School a safe, inclusive and caring place for all, upholding the core values and ethos of the school. (See the school's Equality Policy).

## **8. Safeguarding**

Safeguarding is an important aspect of all the lessons taught as part of RSHE in our school. Our safeguarding policy will be applied to and supported by all aspects of RSHE. Any disclosures or issues arising as part of RSHE will be dealt with in line with our safeguarding policy and within the context of maintaining a child centred approach in accordance with the 'Keeping Children Safe In Education document' (DfE, Sept, 2020).

## **9. Roles and responsibilities**

### **9.1 The governing board**

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

### **9.2 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/non-science components of RSHE (see section 10).

### **9.3 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/non-science components of RSHE

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.

## 9.4 Pupils

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

## 10. Parents' right to withdraw

Parents **do not** have the right to withdraw their children from relationships and health education.

Parents of children in Year 6 **do** have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE and they will be consulted and given advance notice.

Our aim is to ensure that parents are well informed and aware of what is being taught so that together we can teach children as sensitively and factually as possible so that children are learning in the classroom rather than second hand in the playground, through their peers or online.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. This process will be documented and confirmation of withdrawal will be confirmed in writing.

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

## 11. 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 may also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSHE and all such visits will be in line with our Visitors Policy.

## 12. Monitoring arrangements

The delivery of RSHE is monitored by Debbie Franklin (Head teacher) and Catherine Keel (Deputy Head teacher) through:

- Planning scrutinies, work scrutinies, learning walks and lesson drop-ins and observations.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems. RSHE will be taught and assessed around clear and existing learning objectives in line with the school's curriculum.

This policy will be reviewed by Catherine Keel (Deputy Headteacher) annually. At every review, the policy will be approved by the headteacher and Governing body.

## Appendix 1: Curriculum map



## RSHE Overview

	<b>Year 1</b>	<b>Year 2</b>
<b>Autumn</b>	<b>Relationships</b> <ul style="list-style-type: none"> <li>• What is family?</li> <li>• What are friendships?</li> <li>• Family and friends help and support each other</li> <li>• Making friends</li> <li>• Healthy friendships</li> <li>• Identity and belonging</li> <li>• Similar, yet different</li> <li>• The needs of others</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>• Families offer stability and love</li> <li>• Families are all different</li> <li>• Managing friendships</li> <li>• Valuing me – understanding difference</li> <li>• Manners and courtesy</li> <li>• Loss and change</li> <li>• Friendship</li> <li>• Stereotypes</li> </ul>
<b>Spring</b>	<b>Safety</b> <ul style="list-style-type: none"> <li>• Getting lost</li> <li>• Asking for help</li> <li>• Appropriate contact</li> <li>• Medication</li> <li>• Safety at home</li> <li>• People who help to keep us safe</li> <li>• Telling the truth and secrets</li> <li>• Private parts of the body</li> </ul>	<b>Safety</b> <ul style="list-style-type: none"> <li>• The Internet</li> <li>• Communicating online</li> <li>• Secrets and surprises</li> <li>• Trusted adults and sharing concerns</li> <li>• Appropriate contact</li> <li>• Private parts are private</li> <li>• Peer pressure and permission from adults</li> <li>• Road safety</li> <li>• Making a call to the emergency services</li> </ul>
<b>Summer</b>	<b>Health and wellbeing</b> <ul style="list-style-type: none"> <li>• Wonderful me</li> <li>• What am I like?</li> <li>• Emotions</li> <li>• Ready for bed</li> <li>• Relaxation and exercise</li> <li>• Hand washing &amp; personal hygiene</li> <li>• Dental health</li> <li>• Sun safety</li> <li>• Allergies</li> <li>• People who help us stay healthy</li> </ul>	<b>Health and wellbeing</b> <ul style="list-style-type: none"> <li>• Experiencing different emotions</li> <li>• Being active</li> <li>• Relaxation</li> <li>• Steps to success</li> <li>• Growth mindset</li> <li>• Healthy diet</li> <li>• Dental health</li> <li>• Hygiene</li> <li>• Naming private parts of the body</li> </ul>

	<b>Year 3</b>	<b>Year 4</b>
<b>Autumn</b>	<b>Relationships</b> <ul style="list-style-type: none"> <li>• Healthy families</li> <li>• Healthy friendships and conflict</li> <li>• Effective communication</li> <li>• Respect and manners</li> <li>• Learning who to trust</li> <li>• Respecting differences</li> <li>• Stereotypes</li> <li>• Respectful relationships in the local community</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>• Characteristics of a family/different types of families</li> <li>• Respect &amp; manners</li> <li>• Values of friendships /maintaining friendships</li> <li>• My behaviour</li> <li>• Loss and change</li> <li>• Bullying – what is bullying</li> <li>• Difference</li> <li>• Negative stereotypes</li> <li>• Discrimination</li> </ul>
<b>Spring</b>	<b>Safety</b> <ul style="list-style-type: none"> <li>• Basic first aid</li> <li>• Communicating safely online</li> <li>• Online safety</li> <li>• Fake news and emails</li> <li>• Drugs, alcohol &amp; tobacco</li> <li>• Keeping safe out and about</li> <li>• Responding to peer pressure</li> <li>• Bullying and bystanders</li> <li>• When to seek permission</li> <li>• When to talk to trusted adults</li> <li>• Private body parts</li> </ul>	<b>Safety</b> <ul style="list-style-type: none"> <li>• Online restrictions /time spent online</li> <li>• Share aware / negative elements of being online</li> <li>• Consuming information online</li> <li>• Basic first aid</li> <li>• Allergies, immunisation and vaccines</li> <li>• Privacy and secrecy</li> <li>• Responding to peer pressure</li> <li>• Keeping safe and responding to strangers</li> <li>• Appropriate boundaries with peers and family</li> <li>• When to talk to trusted adults – feeling unsafe</li> <li>• Privacy and body autonomy</li> </ul>
<b>Summer</b>	<b>Health and wellbeing</b> <ul style="list-style-type: none"> <li>• My healthy diary - including self-care, hobbies and relaxation</li> <li>• Healthy meals</li> <li>• Regulating emotions</li> <li>• Who am I? Self respect</li> <li>• Safety in the sun / risks</li> <li>• Dental health / tooth decay</li> </ul>	<b>Health and wellbeing</b> <ul style="list-style-type: none"> <li>• Diet and dental health</li> <li>• Risks of an inactive lifestyle</li> <li>• My happiness</li> <li>• The importance of sleep</li> <li>• Emotions</li> <li>• Mental health</li> <li>• Risks associated with drugs, alcohol and tobacco</li> <li>• Importance of personal hygiene preventing the spread of germs or viruses</li> </ul>

**Wells Primary School**  
**RSHE Overview**



	<b>Year 5</b>	<b>Year 6</b>
<b>Autumn</b>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Family characteristics</li> <li>• Committed relationships including marriage/civil partnerships</li> <li>• Resolving conflict</li> <li>• Respecting myself and understanding my emotions</li> <li>• Family life</li> <li>• Changing friendships</li> <li>• Managing conflict and peer pressure</li> <li>• Respectful discussions</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Types of relationships</li> <li>• Developing respectful secure relationships</li> <li>• Managing friendships and expectations</li> <li>• Managing conflict and peer pressure</li> <li>• Stereotypes</li> <li>• Trust – who to trust</li> <li>• Bullying – what it feels like and looks like including online</li> </ul>
<b>Spring</b>	<p><b>Health and wellbeing</b></p> <ul style="list-style-type: none"> <li>• Healthy meals</li> <li>• Benefits of an active lifestyle and the effect on mental health</li> <li>• Mental health difficulties and support</li> <li>• The importance of good quality sleep routines</li> <li>• The changing adolescent body - puberty, including menstruation</li> <li>• Emotional changes</li> <li>• Personal hygiene</li> </ul>	<p><b>Health and wellbeing</b></p> <ul style="list-style-type: none"> <li>• Mental and physical health</li> <li>• How to manage emotions and talk about feelings - seeking help when needed</li> <li>• Recognising health concerns</li> <li>• Creating healthy routines including exercise</li> <li>• The effects of technology on health</li> <li>• The effects of bullying on mental well being</li> <li>• The changing adolescent body - puberty, including menstruation</li> </ul>
<b>Summer</b>	<p><b>Safety</b></p> <ul style="list-style-type: none"> <li>• Online friendships</li> <li>• Identifying online dangers</li> <li>• Gender stereotypes</li> <li>• Basic first aid</li> <li>• Drugs and alcohol</li> <li>• Body autonomy and privacy</li> <li>• Types of abuse and sharing concerns</li> </ul>	<p><b>Safety</b></p> <ul style="list-style-type: none"> <li>• Drugs alcohol &amp; tobacco</li> <li>• First aid</li> <li>• Critical digital consumers</li> <li>• Navigating the internet safely</li> <li>• Social media - the law</li> <li>• Safe online relationships</li> </ul> <p><b>Identity</b></p> <ul style="list-style-type: none"> <li>• What is identity</li> <li>• Gender identity</li> <li>• Identity and body image</li> </ul>
		<p><b>Sex Education</b> (not compulsory)</p> <ul style="list-style-type: none"> <li>• How a baby is conceived</li> <li>• How a baby is born</li> </ul>

## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

### Appendix 3: Parent form: withdrawal from sex education within RSHE

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	