

Wells Primary School

RSHE Policy



Signed _____

Chair of Teaching & Learning Committee

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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.

Wells Primary School Values			
2025 - 2026		2026 - 2027	
September	Respect	September	Diligence
October	Diversity	October	Equality
November	Responsibility	November	Justice
December	Peace	December	Love
January	Perseverance	January	Compassion
February	Empathy	February	Trust
March	Thankfulness	March	Forgiveness

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April	Hope	April	Friendship
May	Wisdom	May	Freedom
June	Honesty	June	Acceptance
July	Celebration	July	Happiness

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

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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 and 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 ~~it~~ 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 the Head teacher and Deputy Head teachers 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 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	