

Relationships, Sex and Health Education Policy

Date policy last reviewed: 13.1.2025

Signed by:

Evelyn Abram

Headteacher

Date: 10.02.2025

Emily Pickles

Chair of governors

Date: 10.02.2025

Sharrow Primary School

2025

Aims

The key aims of our RSHE teaching are to:

- Develop knowledge and understanding of positive and healthy relationships and the importance of commitment
- Make pupils aware of their rights especially in relation to their bodies
- Enable the development of social and relationship skills and protective behaviours
- Develop understanding of the way our bodies grow and develop and prepare children for these changes
- Explore a range of attitudes, values and faith perspectives around relationships and diversity
- Support pupils to use the internet safely and to recognise the benefits and any potential risks
- Develop pupils' skills around assessing risk and keeping themselves safe
- Equip children with the skills and understanding they need to support the development of healthy bodies
- Equip children with the skills and understanding they need to support the development of healthy minds
- Enable pupils to recognise, manage and discuss their emotions
- Provide pupils with the knowledge and skills to access appropriate support

Statutory Requirements

As a Foundation School, we are required by law to provide Relationship, Sex and Health Education to all pupils in an age-appropriate way. Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Children and Social Work Act (2017)
- Keeping Children Safe in Education (2023)

Policy Development

The school's policy has been developed in consultation with staff, governors, pupils and parents. The process involved the following steps:

Review – When writing the policy, the Senior Management Team considered all relevant information including national and local guidance.

Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations. Staff have also received training on aspects of the policy as part of the process.

Parent consultation – Because to restrictions in place due to COVID-19, an online parental survey has been conducted.

Pupil consultation – we investigated what exactly pupils want from their RSHE curriculum.

Ratification – once amendments were made, the policy was shared with governors and approved.

Definition

Relationship Education teaches children about the importance of being able to form and maintain positive and beneficial relationships. It teaches them to treat others with respect and at the same time, expect themselves to be treated with respect, care and consideration. It teaches that diversity and all forms of positive relationships are to be valued and celebrated.

Sex Education. As a school, we have chosen not to teach the optional aspects of sex education that are not in the science curriculum. Therefore, we will focus on developing the children's understanding of how their bodies change and develop over time.

Health Education teaches children how to make positive choices that encourage, develop and maintain good physical and mental health such as healthy eating and the importance of exercise. It's primary aim is to equip children with the skills they need to achieve a state of physical and mental wellbeing both now and in their future lives.

Curriculum

The school follows the "Sheffield RSHE, PSHE and Citizenship Learning Journey" scheme. A copy of this scheme, showing the key areas covered, can be found at the end of this policy.

Delivery

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). Issues that are raised by children and staff often form the basis of P4C (Philosophy for Children) discussions. Delivery of formal RSHE is the responsibility of all staff, led by the PSHE subject leader. However, we recognise that often, many aspects of the RSHE policy will be touched upon during informal discussions between staff and children. The School's expectations, its values and its ethos all underpin the aims of the RSHE policy.

Roles and Responsibilities

The School Governors will approve the RSHE policy and hold the Head Teacher to account for its implementation.

The Head Teacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSHE not contained within the science National Curriculum (see below).

All Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils

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 Head Teacher.

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

Parents' Right to Withdraw

Parents do not have the right to withdraw children from RSHE lessons unless the lessons are covering components of sex education that are non-statutory and not part of the Science curriculum.

Requests to withdraw pupils from these lessons must be given in writing to the Headteacher. The Headteacher will then discuss the request with parents. Only the Headteacher is able to give permission for a child to be withdrawn.

Training

The PSHE lead will maintain an overview of RSHE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet pupils' needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

Monitoring and Evaluation

Teaching and learning in RSHE will be monitored through lesson observations, pupil discussions and informal feedback from staff and children.

Issues and areas for development that are identified in the monitoring process will be considered and acted upon on an ongoing basis.

Regular evaluation of the RSHE programme will be done with the children and the staff involved and this will inform future practice. Pupils' progress in RSHE will be monitored by class teachers.

The policy will be reviewed by the School Governors' Safeguarding Group.