



Holy Trinity CE (VA) Primary School

Policy name: RSHE Policy

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Governor committee: n/a

Approved by: Headteacher

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INTRODUCTION

At Holy Trinity Primary School, we are required to provide relationship education and health education to all pupils.

The policy has due regard to the following legislation and guidance:

- Section 80A of the Education Act 2002: as part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later *life*...
- Children and Social Work Act 2017.
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Equality Act 2010 and the Public Sector Equality Duty 2011.
- The Equality Act 2010 and schools (DfE, 2014).
- Mental health and behaviour in school (DfE, 2018).
- Science programmes of study: Key Stages 1 and 2 (DfE, 2013).
- Keeping children safe in education – for schools and colleges (DfE, 2020).
- Promoting fundamental British values through SMSC (DfE, 2014).

Definitions

- RSHE: Relationships education, relationships and sex education and health education.
- Health education: Physical health and mental wellbeing.
- Relationships education: The physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.
- Sex education: There is no agreed definition in the new RSHE guidance. In this policy the definition of sex education is 'how a baby is conceived and born' (reproduction and birth).
- RSE: Relationships and sex education.
- PSHE: Personal, Social, Health and Economic (PSHE) education. The RSHE policy may link to, or be part of, a wider PSHE ed policy.

Policy development

In developing our policy and curriculum we have given due regard to the Government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996.

The RSHE policy at Holy Trinity Primary School, has been developed following consultation with the whole school community. The process of policy development involved the following steps:

- The Headteacher and the RSHE leader reviewed the current provision.
- DfE guidance and information about RSHE was shared with stakeholders (children, staff, parents, and governors).

- Knowledge of the local school context helped us to understand the needs and priorities of our school community.
- A draft policy was shared with stakeholders for comments. These comments were considered by the Governing Board.
- The policy was ratified (adopted) by the Governing Board.
- The policy was shared with parents and is available on the school website.

Statement of intent

This policy outlines the approach to relationships, sex and health education (RSHE) at Holy Trinity Primary School. Relationships, sex, and health education is important at Holy Trinity Primary School because it:

- Prepares pupils for the opportunities, responsibilities, and experiences of adult life.
- Gives pupils the knowledge they need to make informed decisions about their health and well-being.
- Supports pupils' skills to recognise positive, healthy, and respectful relationships.
- Helps to safeguard pupils, so they can find and access help and support.
- Teaches pupils' tolerance, the importance of equality, and respect for diversity.
- Develops pupils' self-respect and self-worth, confidence, and empathy.

All schools need to consider the obligations contained in the Equality Act 2010 and their responsibilities outlined in [Public Sector Equality Duty Guidance for schools in England \(EHRC, 2014\)](#)

Roles and responsibilities

a. The Governing Board

- Ensure the school meets its statutory requirements in relation to relationships and sex education.
- Approve the RSHE policy.
- Hold the Headteacher to account for the implementation of the policy (checking the RSHE curriculum is well-led and effectively managed).

b. The Headteacher

- The development and implementation of the RSHE policy.
- Agree the curriculum delivery model (where it will be taught, the time allocation and staffing).
- Ensure RSHE is resourced, staffed, and timetabled to enable the school to meet its legal obligations and offer high-quality provision to all pupils.
- Enable staff to be suitably trained to teach relationships and sex education.

- Encourage parents to engage and know about the final policy.
 - Support requests from parents to excuse their child from sex education (including organising alternative education for any pupils withdrawn).
 - Report to the Governing Board on the implementation and effectiveness of the policy.
 - Review the policy (on an annual basis).
- c. RSHE Leader
- Support the development and implementation of the RSHE policy.
 - Develop the school's RSHE curriculum and delivery model.
 - Ensure continuity and progression between each year groups.
 - Work with other teachers (including subjects leads) to ensure the RSHE curriculum complements, but does not duplicate, any content in other subjects.
 - Organise, provide and monitor CPD to enable teachers to develop their expertise so they feel confident and competent to teach RSHE.
 - Provide teachers with resources to support RSHE delivery (RSHE Resource Spine)
 - Monitor and evaluate the effectiveness of RSHE and support teaching staff if required.
 - Report to the Headteacher/Governing Board regarding compliance with the statutory requirements and effectiveness of the RSHE curriculum.
- d. SENCO
- Advise teachers on how best to identify and support pupils' need (including the use of teaching assistants/support staff).
- e. All teachers of RSHE
- Know and act in accordance with the RSHE policy.
 - Reflect the law (including the Equality Act 2010) as it applies to sex and relationships.
 - Consider how their personal views and/or beliefs might impact on their teaching of RSHE.
 - Monitor pupil progress in line with school policy.
 - Work with the SENCO to identify and respond to the needs of pupils with SEND.
 - Report any concerns about RSHE teaching to the lead teacher and/or senior leader.
 - Report any safeguarding concerns or pupil disclosures to the DSL (in line with school safeguarding policy).
 - Respond professionally and appropriately to any parent who has withdrawn their child from sex education.
 - Share any concerns they may have about teaching RSHE with the lead teacher and/or Headteacher. Staff do not have the right to opt out of teaching RSHE

The RSHE curriculum

- The RSHE curriculum has been organised in line with the statutory requirements outlined in [Relationships Education, Relationships and Sex education \(RSE\) and Health Education statutory guidance \(DfE,2019\)](#)
- The content of the RSHE curriculum at Holy Trinity Primary School is informed by:
 - ❖ National guidance and evidence-based research about RSHE/PSHE ed.

- ❖ Information about the law/ legal rights including the Equality Act 2010 and Public Sector Equality Duty.
 - ❖ The views of pupils, staff, parents, and governors.
- Nationally recognised and/or quality assured resources; The PSHE Association, NSPCC, Stonewall and 1 Decision.
 - Holy Trinity Primary School has designed a curriculum centred around the PSHE Association programme of study, using 1 Decision and carefully chosen books to enhance this programme.
 - This programme of study supports schools to provide a comprehensive programme that integrates, but is not limited to, the statutory RSHE content. This broader PSHE ed programme includes economic well-being, careers and enterprise education. The programme of study sets our learning opportunities for each key stage under the following themes; Families and Friendships, Safe Relationships, Belonging to the Community, Respecting Ourselves and Others, Keeping Safe, Media Literacy and Digital Resilience, Money and Work, Physical and Mental Wellbeing, Growing and Changing.
 - The content is well-matched to the needs of the pupils. It is age (developmentally appropriate) and is based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand.
 - The curriculum is sequenced and progressively builds upon prior knowledge.
 - The RSHE curriculum includes the acquisition of knowledge and understanding, the development of skills and respectful attitudes.
 - The curriculum is inclusive, so it meets the needs of all pupils.
 - The content of the RSHE curriculum may need to be adapted or changed throughout the year to meet local/national priorities.
 - 1 Decision is the primary resource used to support the curriculum.
 - Story books and novels, carefully selected by the RSHE Leader also supports the curriculum.
 - A Resource Spine indicates where in the curriculum the resources should be used, so that children get a fully inclusive and enriching experience.

Sex Education

- Sex education is not compulsory in primary schools from September 2020 (DfE, para 65/page 23).
- The DfE recommends that 'all primary schools should have a programme of sex education tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human cycle set out in national curriculum science - how a baby is conceived and born (DfE, para 67/page 23).
- All pupils will be taught in national curriculum science: the main external parts of the human body; how the body changes as it grows (including puberty); the reproductive process in some plants and animals.
- All pupils will be taught the health education content as outlined in the RSHE guidance. The section on the changing adolescent body includes: key facts about puberty and the changing adolescence body particularly through from age 9 through to age 11, including

physical and emotional changes; about menstrual well-being including the key facts about the menstrual cycle (DfE, page 35).

- All pupils will be taught about relationships education content as outlined in the RSHE guidance. This includes learning about caring relationships and different types of families (DfE, page 20). All teaching is sensitive and age appropriate in approach and content. Teaching will be fully integrated into programmes of study rather than delivered as a stand-alone unit or lesson (DfE, para 37/page 15). Teaching about diverse families (e.g. LGBT) is part of relationships education.
- At Holy Trinity Primary School, we teach conception during Summer 2 in Year 6.

Parents/carers will be:

- Consulted about the content, organisation, and delivery of the sex education programme, through half termly curriculum overview newsletters, the RSHE Curriculum tab on the website, letters sent to parents during Summer Term informing them of content.
- Given the opportunity to share their views with the RSHE lead, through communication via letter, where there is an invite for discussion.
- Informed in advance of the content of sex education lessons and be able to view the main resources used.
- Encouraged to complement the teaching at home by sharing the learning and talking about family values and beliefs.
- Given clear guidance on how to request the withdrawal of their child from sex education.

The delivery of the RSHE curriculum:

- RSHE teaching will promote:
 - ❖ equality and challenge all forms of prejudice and discrimination.
 - ❖ the importance of safe, caring, healthy, positive, and respectful relationships.
- Teaching will be inclusive, so it meets the needs of all pupils - particularly those with special education needs/disabilities, those from a range of faith backgrounds and LGBT pupils and/or their families. This means a teacher will refer to different viewpoints and beliefs on a range of RSHE issues. All pupils and their families need to feel included and the school recognises different types of families and structures of support for children. This is part of relationships education.
- Pupils will be given the opportunity to: reflect on the values, beliefs and influences (such as from parents, peers, media, faith and culture) that may shape their own attitudes to relationships and sex; develop critical thinking skills; nurture their tolerance/respect for different views.
- All staff will undergo regular training to ensure they are familiar with the content and subject specific pedagogy of RSHE, so they feel confident and competent to teach it effectively. The class teacher is responsible for the planning and monitoring of the content for their class.
- Staff will be kept up to date about new guidance, support, and resources for RSHE.

Safeguarding: safe and effective practice

- RSHE will be delivered in a safe, supportive learning environment, so that young people feel able to express their views and beliefs, ask questions and know where to find help.
- Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers must always refer to the designated safeguarding lead (DSL) if a disclosure is made.
- Pupils need basic knowledge about the privacy of their bodies and genitalia, to support safeguarding. We have adopted a school-wide policy on the consistent use of correct terms for genitalia as part of safeguarding practice. This is not sex education.
- In RSHE lessons:
 - ❖ Teachers and pupils will agree ground rules, so everyone is, and feels safe in lessons.
 - ❖ Teachers will agree with pupils the limits of confidentiality.
 - ❖ Distancing techniques will be used, so that pupils are not required, or feel pressurised into, talking about their personal circumstances.
 - ❖ In a positive classroom environment where children's natural curiosity is encouraged, teachers will answer questions sensitively, honestly, and in a manner appropriate to a child's age and context. Teachers will respect the right of parents to withdraw their child from sex education lessons. However, children may not see the boundaries between subjects (e.g. science, relationships, and sex education) and this may lead to them raising questions in class that relate to both statutory and non-statutory content.

Engaging stakeholders (parents, staff, children, and governors)

In developing our policy and curriculum we have given due regard to the Government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The views of children, parents, staff, and governors about RSHE have been considered when developing the policy and content of RSHE.

- The role of parents/carers in the development of children's understanding about relationships is vital. Parents are the first teachers of their children.
- Our aim at Holy Trinity Primary School is to establish open communication and maintain positive relationships with all parents/carers so they are given every opportunity to inform and understand the purpose and content of RSHE.
- Parents/carers are provided with the following information:
 - ❖ The content of the RSHE curriculum.
 - ❖ The delivery of the RSHE/curriculum (including knowledge of the resources used).
 - ❖ How to support/complement RSHE teaching at home.
 - ❖ How to request a child is withdrawn from some, or all, of sex education delivered as part of statutory RSHE.

- In addition to their involvement in developing the RSHE policy, parents/carers are provided with opportunities to understand, ask questions, or express any concerns about RSHE.
- If parents/carers have concerns about any aspect of the RSHE curriculum, they are encouraged to share these with the school. We will then invite parents/carers to come and talk to us. Alternatively, parents/carers can email or write a note or letter.
- Parents/carers contacting the school about RSHE will be asked to include a name and contact information. This is so we can respond to the parent/carer directly. Anonymous communication will not be considered.

Faith and cultural perspectives on RSHE

- Teaching RSHE effectively means considering the many faiths and cultures of Britain today and knowing about the law.
- As a school we will deliver RSHE in a non-judgmental way, providing a balanced approach that acknowledges the wealth of beliefs, views and opinions of our community and country.
- RSHE teaching will promote equality and challenge all forms of prejudice and discrimination.
- A diverse range of resources will be used so every child and family feel included, respected, and valued.

Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff. Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal. Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through letters home. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSHE at home. It is valuable for a child's development to learn about its own family's values in regards to relationships and sex alongside the information they receive at school. We will also provide parents and carers with a brief overview each term on the class Curriculum Newsletter to

inform them which RSHE topics will be covered each half term. This will enable them to prepare resources or seek further guidance, should they wish to, in the aim of supporting their child(ren) at home.

Monitoring the quality of provision for RSHE

- The subject lead for RSHE is responsible for monitoring the quality of teaching and learning
- The RSHE link governor will meet with the subject lead to discuss the effectiveness of RSHE curriculum.
- The subject lead will report to the Headteacher and governing board on the quality of provision and effectiveness and highlight any concerns.
- RSHE lessons are recorded in a Class Big Book, where student voice is the primary evidence. Children are encouraged to share thoughts, values and opinions. Class Big Books are monitored every term by the RSHE Leader.
- The RSHE leader collects student voice every term to discuss content taught the term previously, focusing on the intent documents.

Policy review

- The governing board is responsible for approving this policy.
- The policy will be reviewed on an annual basis by the RSHE subject lead and the Headteacher. Changes will be communicated to all staff and parents and will be approved by the Governing Board.
- The review should consider any changes to statutory guidance; feedback from pupils, parents or staff; and the school context.

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