



NORTHWOOD COMMUNITY PRIMARY SCHOOL

RSHE Policy
Relationships, Health and Sex Education

(December 2024)

Introduction

This is the policy of Northwood Community Primary School on the approach taken to Relationships, Sex and Health Education (RSHE), approved by Kathryn Bracken on [].

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
- Emotion Regulation Policy
- Safe-guarding
- Disability Equality
- SEND

- Child Protection
- PSHE
- Wellbeing

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 a supportive school ethos where everyone is valued, positive and respectful relationships are promoted and there is a safe learning environment where children can be courageous and enjoy their learning.

Aims

The aims of our RSHE programme are:

- To provide accurate and age-appropriate information.
- To include all children.
- To help children make informed choices.
- To develop knowledge, skills and attitudes.
- To build confidence and self-esteem.
- To develop personal attributes.
- To prepare children for the next stage of education and adulthood.
- To develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the *Equality Act 2010*.

Role and Responsibilities

An effective programme of RSHE requires support from the whole school community. The following people have specific roles and responsibilities.

Governors

The Governors will:

- Evaluate and approve a satisfactory policy

Headteacher

The Headteacher will:

- Oversee the development and delivery of RSHE.
- Provide staff with the opportunity to contribute to the development of RSHE.
- Provide information to the trustees/governors.
- Provide training for the subject leader and staff, as required.
- Support the subject leader to liaise with parents and carers.
- Deal with parents and carers who wish to withdraw a child from sex education.

Subject leader

The subject leader will:

- Lead the development and delivery of effective RSHE.
- Keep up-to-date with the development of RSHE.
- Support colleagues as required.
- Monitor and evaluate RSHE and providing necessary reports.
- Liaise with parents and carers with guidance from the headteacher.
- Keep subject information up-to-date, including on the school website.
- Oversee external visitors and resources used in RSHE.

Other Staff

Teaching staff will:

- Understand and implement the policy of RSHE.
- Teach RSHE in line with the agreed curriculum.
- Assess and monitor the progress of children.
- Respond to the needs of individual children.

Curriculum Organisation

The school adopts the following approaches to organise the curriculum to ensure high quality delivery of RSHE:

- RSHE at Northwood is covered as part of a wider programme of PSHE education.
- PSHE lessons are delivered weekly and RSE is embedded within these lessons (please see appendix A – RSE Curriculum Overview)
- Length of RSHE lessons:
 - for KS1 – lessons are between 40 - 45 minutes long;
 - for KS2 – lessons are between 50 - 60 minutes long.
- Focus days, visits and visitors cannot and will not replace a taught lesson but may be used to enhance the curriculum.
- Authentic links should be recognised in planning.
- Teachers and HLTAs will teach the lessons, all of which are skilled and effective staff, that have the tools to deliver sensitive and controversial topics. Northwood may choose to use specialist staff for some topics.

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

Visitors can enhance children's learning. Teachers will 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:

The suggested Kapow Primary lessons that are deemed to be sex education are:

- [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:

- Parents/ Carers will be made aware of which units of RSHE their child is taught via the school's website or a letter home from the child's class teacher.
- If parents / carers wish to contact the school regarding RSHE they should do so in writing to the headteacher.
- Parents/carers will be invited in for a meeting once they have raised their concerns in writing to the headteacher. This meeting will give an opportunity for the school and the parent/carers to discuss concerns and to outline the impact on the children of missing sex education lessons.
- The decision on the withdrawal request will be recorded on CPOMS.
- An alternative arrangement will be made for the child during the sex education lesson that the child will not attend.

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 and this must be recorded on CPOMS.

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 / Teaching Assistant
- Safeguarding team
- Any member of staff the child feels comfortable talking to

External:

- Local agencies.
- National agencies such as Childline, NSPCC
- Police

Monitoring and Evaluating

The headteacher, Curriculum Lead and subject leader will be responsible for monitoring and

evaluating RSHE in line with other subjects.

Monitoring and evaluating:

- Scrutiny of planning.
- Lesson observations.
- Learning walks.
- Evidence of learning.
- Staff Voice.
- Parents/Carer voice
- Pupil voice

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 annually. The next review date will be

We will do everything we can at Northwood to develop your child's confidence, aspirations and command of their own future. In partnership with parents and carers, we aim to equip them with the knowledge, skills and character to enjoy life to the full, build long-lasting relationships and achieve the highest possible standard in their education.

RSE & PSHE Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Family and relationships	<ul style="list-style-type: none"> • Introduction to RSE • What is family? • What are friendships? • Family and friends help and support each other • Making friends • Friendship problems • Healthy Friendships 	<ul style="list-style-type: none"> • Introduction to RSE • Families offer stability and love • Families are all different • Managing friendships • Unhappy friendships • Valuing me • Manners & courtesy • Loss and change 	<ul style="list-style-type: none"> • Introduction to RSE • Healthy families • Friendships - conflict • Effective communication • Learning who to trust • Respecting differences • Stereotyping 	<ul style="list-style-type: none"> • Introduction to RSE • Respect & manners • Healthy friendships • My behaviour • Bullying • Stereotypes • Families in the wider world • Loss and change 	<ul style="list-style-type: none"> • Introduction to RSE • Build a friend • Resolving conflict • Respecting myself • Family life • Bullying 	<ul style="list-style-type: none"> • Introduction to RSE • Respect • Developing respectful relationships • Stereotypes • Bullying • Being me • Loss and change 	
Safety and the changing body	<ul style="list-style-type: none"> • Getting lost • Making a call to the emergency services • Asking for help • Appropriate contact • Medication • Safety at home • People who help to keep us safe 	<ul style="list-style-type: none"> • The Internet • Communicating online • Secrets and surprises • Appropriate contact • Road safety • Drug education 	<ul style="list-style-type: none"> • Basic first aid • Communicating safely online • Online safety • Fake emails • Drugs, alcohol & tobacco • Keeping safe out and about 	<ul style="list-style-type: none"> • Online restrictions • Share aware • Basic first aid • Privacy and secrecy • Consuming information online • The changing adolescent body (puberty) 	<ul style="list-style-type: none"> • Online friendships • Identifying online dangers • The changing adolescent body (puberty, including menstruation) • First aid • Drug education 	<ul style="list-style-type: none"> • Drugs alcohol & tobacco • First aid • Critical digital consumers • Social media • The changing adolescent body (puberty, conception, birth) 	<ul style="list-style-type: none"> • Safety and the changing body • People who help to keep us safe
Health and wellbeing	<ul style="list-style-type: none"> • Wonderful me • What am I like? • Ready for bed • Relaxation • Hand washing & personal hygiene • Sun safety • Allergies • People who help us stay healthy 	<ul style="list-style-type: none"> • Experiencing different emotions • Being active • Relaxation • Steps to success • Growth mindset • Healthy diet • Dental health 	<ul style="list-style-type: none"> • My healthy diary • Relaxation • Who am I? • My superpowers • Breaking down barriers • Dental health 	<ul style="list-style-type: none"> • Diet and dental health • Visualisation • Celebrating mistakes • My role • My happiness • Emotions • Mental health 	<ul style="list-style-type: none"> • Relaxation • The importance of rest • Embracing failure • Going for goals • Taking responsibility for my feelings • Healthy meals • Sun safety 	<ul style="list-style-type: none"> • What can I be? • Mindfulness • Taking responsibility for my health • Resilience toolkit • Immunisation • Health concerns • Creating habits • The effects of technology on health 	<ul style="list-style-type: none"> • Health and wellbeing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Citizenship	<p>Responsibility</p> <ul style="list-style-type: none"> • Rules • Caring for others: Animals • The needs of others <p>Community</p> <ul style="list-style-type: none"> • Similar, yet different • Belonging <p>Democracy</p> <ul style="list-style-type: none"> • Democratic decisions 	<p>Responsibility</p> <ul style="list-style-type: none"> • Rules beyond school • Our school environment • Our local environment <p>Community</p> <ul style="list-style-type: none"> • Job roles in our local community • Similar yet different: My local community <p>Democracy</p> <ul style="list-style-type: none"> • School Council • Giving my opinion 	<p>Responsibility</p> <ul style="list-style-type: none"> • Rights of the child • Rights and responsibilities • Recycling <p>Community</p> <ul style="list-style-type: none"> • Local community groups • Charity <p>Democracy</p> <ul style="list-style-type: none"> • Local democracy • Rules 	<p>Responsibility</p> <ul style="list-style-type: none"> • What are human rights? • Caring for the environment <p>Community</p> <ul style="list-style-type: none"> • Community groups • Contributing to the community • Diverse communities <p>Democracy</p> <ul style="list-style-type: none"> • Local councillors 	<p>Responsibility</p> <ul style="list-style-type: none"> • Breaking the law • Rights and responsibilities • Protecting the planet <p>Community</p> <ul style="list-style-type: none"> • Contributing to the community • Pressure groups <p>Democracy</p> <ul style="list-style-type: none"> • Parliament 	<p>Responsibility</p> <ul style="list-style-type: none"> • Human rights • Food choices and the environment • Caring for others <p>Community</p> <ul style="list-style-type: none"> • Prejudice and discrimination • Valuing diversity <p>Democracy</p> <ul style="list-style-type: none"> • National democracy
Economic wellbeing	<p>Money</p> <ul style="list-style-type: none"> • Introduction to money • Looking after money • Banks and building societies • Saving and spending <p>Career and aspirations</p> <ul style="list-style-type: none"> • Jobs in school 	<p>Money</p> <ul style="list-style-type: none"> • Where money comes from • Needs and wants • Wants and needs • Looking after money <p>Career and aspirations</p> <ul style="list-style-type: none"> • Jobs 	<p>Money</p> <ul style="list-style-type: none"> • Ways of paying • Budgeting • How spending affects others • Impact of spending <p>Career and aspirations</p> <ul style="list-style-type: none"> • Jobs and careers • Gender and careers 	<p>Money</p> <ul style="list-style-type: none"> • Spending choices/value for money • Keeping track of money • Looking after money <p>Career and aspirations</p> <ul style="list-style-type: none"> • Influences on career choices • Jobs for me 	<p>Money</p> <ul style="list-style-type: none"> • Borrowing • Income and expenditure • Risks with money • Prioritising spending <p>Career and aspirations</p> <ul style="list-style-type: none"> • Stereotypes in the workplace 	<p>Money</p> <ul style="list-style-type: none"> • Attitudes to money • Keeping money safe • Gambling <p>Career and aspirations</p> <ul style="list-style-type: none"> • What jobs are available • Career routes
Transition Identity	<p>I lesson</p>	<p>I lesson</p>	<p>I lesson</p>	<p>I lesson</p>	<p>I lesson</p>	<p>I lesson</p> <ul style="list-style-type: none"> • What is identity • Identity and body image



Kapow Primary Parents' and carers' guide for Relationships, Sex and Health Education (RSHE).

From the academic year 2020-2021, all primary schools in England must teach Relationships and Health Education (RSHE). The government has set out guidance about what they expect children to know by the time they leave primary education but it is up to schools to decide how they will teach this. Schools will discuss their approach with parents and carers.

There is no legal requirement for schools to teach sex education but the government recommends children learn about some key areas before they leave primary school.

Many schools will have been teaching these topics for a number of years. As with other subjects, we will work hard to make sure the lessons meet the needs of the children and are age appropriate. These topics are really important in helping children deal with current experiences and also to prepare them for the next stage of their education and ultimately for adult life.

Schools and the government recognise the important role you play in educating your children and this is especially true for RSHE. It is important that children can discuss and ask questions both at home and at school.

What will my child be learning about?

Your child's school has chosen to use lesson plans from Kapow Primary, an online provider of resources for primary schools. These lessons cover the statutory requirements and have been carefully planned to be age appropriate. They also give the opportunity for children to revisit topics in different year groups. This is important as they will learn more and see things differently as they mature.

The lessons are divided up into three overarching themes:

- Families and relationships
- Health and wellbeing
- Safety and the changing body

Below is a summary of some of the areas covered within each theme:

Families and relationships

- How to form and maintain friendships
- Importance of family
- Different types of families
- Dealing with problems in friendships
- Online relationships, including staying safe
- Stereotyping



Health and wellbeing

- Mental health and wellbeing
- Healthy eating
- Physical activity
- Dental health
- Importance of sleep
- Medicines
- Tobacco
- Alcohol
- First aid

Safety and the changing body

- Online safety
- Safety around adults
- Understanding their body
- Physical changes during puberty
- Emotional changes during puberty
- Asking for help when needed

The lessons will give children the opportunity to increase their knowledge and understanding of the topic. They will also be able to explore their feelings and ideas about topics and listen to the views of other people. The overall aim is for children to be able to make their informed choices and decisions.

Will my child have to take part?

All the content outlined above is statutory and therefore all children should be taught it. As with any other subject teachers will ensure that the lesson is taught in a way which means children of all abilities will learn. The government is very clear that they want children with special educational needs (SEN) to be included in these lessons.

As a parent you do **not** have the right to withdraw your child from any of the statutory content on either relationships or health. You only have the right to withdraw your child from the sex education content that we choose to teach, apart from National Curriculum Science. It is recommended that you talk to your child's school about this before making a decision.

Parents and carers are sometimes concerned about the conversations children may have in RSHE lessons, but teachers have lots of ways to make sure children are safe in these lessons. For example, they will have ground rules to make sure children feel confident to share their ideas, they will use things like puppets and stories, so children are discussing a made up characters' experiences rather than their own. They also know the children in their class well and will have a sense of their needs and what they teach will be age appropriate.

It is important to balance what children know already and to prepare them for the future. Discussing issues in the safe learning environment of the classroom before they experience them in real life is very valuable for children.

We will be very happy to share more information with you on how they approach these topics.