



Nether Stowey CE VC Primary School

Relationships, Sex and Health Education (RSHE) Policy 2024

Approved on behalf on the Governing Body:

.....
(Chair of Governors)

Approved on behalf on the School:

.....
(Head Teacher)

Our vision



Nether Stowey Church of England Primary School

inspires a love of learning in all of us with

Christian values at our heart.

**Our school community is a safe, caring friendly place where
everyone is welcome.**

**We give all children and staff the opportunity and encouragement
to aim high and develop their strengths and interests.**

**We strive to understand, respect and value each other, our school,
our community and the world we live in.**

Nether Stowey Church of England Primary School values are:

Thankfulness, Fellowship, Endurance, Peace, Trust & Charity

Introduction

Relationships, Sex and Health Education (RSHE) is an integral part of the schools programme for Spiritual, Moral, Social and Cultural (SMSC) development and delivered through our RE, PSHE and Science curriculum. It is a central part of our commitment to the promotion of a healthy and safe lifestyle.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

Aims, Ethos and Rationale

This policy covers our school's approach to the teaching of Relationships and Sex and Health Education (RSHE.) This policy is linked to the Equality Act of 2010 and aims to enhance our whole school approach to the personal development of our pupils.

Definition of Relationships and Sex Education Relationships, Sex Education and Health Education (RSHE) is about the emotional, social, spiritual, moral and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information, and exploring issues and values. RSHE is not about the promotion of sexual activity.

As adults, our children will face many complex decisions. Our school's overarching aim for pupils is to learn the value of respect, love and care and how to manage emotions and relationships confidently and sensitively.

We aim to fully prepare them for their transition to secondary school and then into their adult lives, equipped with positive values and the skills and qualities to make informed, affirming choices and decisions.

We believe RSHE is important for our pupils and school because the world our children are growing up in has changed immensely, has become more complex and children need to know how to stay safe both on and offline as this distinction can be less discernible for many young people.

It is our goal to support children to develop healthy positive relationships appropriate to their age in conjunction with developing respect for self and others. We view the partnership of home and school as vital in providing the context

Aims

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

- Build a loving and inclusive community where everyone is seen, valued and heard
- Teach all children in such a way as to promote a sense of personal value and self-respect, confidence and empathy irrespective of their family, religious or cultural background.
- Create a positive culture that celebrates difference and promotes inclusion in relation to identity and different relationships
- Develop personal qualities that reflect the school's values and attributes of being loving, kind, compassionate, brave, collaborative and aspirational.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- We aim to empower young people to understand and respect their bodies and be able to cope with the changes puberty brings without fear.
- To provide an opportunity for children to become confident in talking about and discussing honestly, openly, appropriately and responsibly sexual matters.
- To encourage children to appreciate that sexual feelings and activity are an integral part of human experience
- To present children with views of relationships and with the understanding of their place within a faithful and committed relationship.
- To provide information that is clear and appropriate to pupil's age and maturity, for example, by offering an acceptable and accurate vocabulary for discussing themselves and their bodies.
- To provide children with the knowledge and skills to be able to be happy, healthy and safe.
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help pupils develop the personal qualities and skills of self-respect, confidence and empathy.
- Provide a framework in which sensitive discussions can take place

Policies that should be read alongside this one

- PSHE Policy 2024
- Safeguarding and Child Protection Policy 2024-25
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education 2019
- Religious Education Policy 2023-25
- Behaviour Policy 2023-24
- Equality and Diversity Policy 2023-25
- SEND Policy 2024

Who delivers Relationships, Sex and Health Education (RSHE)

As with all other subjects at Nether Stowey CE Primary School, teachers are responsible for the delivery of RSHE.

- The relationships, sex and health curriculum will be delivered as part of our PSHE curriculum – specifically using guidance and materials using the SCARF resources.
- Through effective organisation and delivery of the subject, we will ensure that:
- Core knowledge is sectioned into units of manageable size

- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.
- Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.
- Classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- Throughout every year group, appropriate diagrams, videos, books, games, discussion and creative practice activities will be used to assist learning to ensuring learning is fun and engaging.
- Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.
- Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Policy.
- Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.
- Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.
- The programme will be designed to be all inclusive for all pupils, and activities will be planned to ensure everyone is actively involved, matching their different learning styles.
- Teachers will focus on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.
- Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
- Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.
- At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.
- Whilst there are no formal examinations for the relationships, sex and health curriculum, the school will undertake informal assessments to determine pupil progress.

How the policy was produced

The RSHE policy has been written by the RSHE Lead in collaboration with teachers, senior leaders, parents and governors. The policy has been written to meet the needs of the pupils and parents and aims to reflect the community they serve. Therefore, additional needs as identified by teacher, parents and children will be considered and added to the policy.

Inclusive Practice

At Nether Stowey CE Primary School we have a good understanding of pupils' faith backgrounds and positive relationships between the school and local faith communities help to create a constructive context for the teaching of these subjects. The religious background of all pupils is taken into account so the topics that are included in the core content are appropriately handled. Schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics. The teaching reflects the law (including the Equality Act 2010) as it applies to relationships.

Relationships Education, RSE and Health Education must be accessible for all pupils. We ensure that RSHE is inclusive and meets the needs of all our pupils, including those with Special Educational Needs and Disabilities (SEND). High quality teaching is differentiated and

personalised and is the starting point to ensure accessibility for all pupils. Some pupils are vulnerable to exploitation, bullying and other issues due to the nature of the SEND. Relationships education can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health (SEMH) needs or learning disabilities. The school seeks to emphasise a view of each pupil as a unique child helps precludes any form of prejudice, discrimination or stereotyping which denies that unique individual worth. The RSHE curriculum will be adapted for pupils with SEN to ensure it is accessible.

At Nether Stowey CE Primary School we ensure the needs of all pupils are appropriately met, and all pupils understand the importance of equality and respect. We comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics. Teaching is sensitive and age appropriate in approach and content. When appropriate to teach children about LGBTQ+, the content is fully integrated into the programme of study for this area of the curriculum and not stand alone. We recognise that children grow up in a variety of home environments where there are a variety of relationships, parents and carers. These areas of learning are taught within the context of family life taking care 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, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Requirements of schools in law

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. The new subjects of Relationships Education and RSE must be taught in all maintained schools, academies and independent schools. The new provisions include a requirement for the Secretary of State to publish guidance on Relationships Education, RSE, and Health Education; require schools to have regard to that guidance; require schools to make a statement of policy on their provision of Relationships Education and RSE; and set out the circumstances in which a pupil is to be excused from RSE.

Definition of Relationships and Sex Education

At Nether Stowey CE Primary School we teach children the fundamental building blocks and characteristics of positive relationships, with particular reference to friendship, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, friendship is, what family means and who the people are who can support them. From the Early Years onwards, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. We establish understanding of personal space and boundaries, showing respect and understanding the difference between appropriate and inappropriate or unsafe physical and other contact. RSHE encompasses the value of **love**; love of self, others and physical/spiritual world.

Learning Outcomes/Subject Content

At Nether Stowey C of E Primary School we aim to provide our pupils with an age appropriate RSHE programme that is tailored to their physical and emotional maturity. In doing this, we

acknowledge the value of contributing to a spiral curriculum. It should enable them to make positive choices about their sexual and emotional health, both now and in the future. We seek to achieve this aim by having five themes to our programme as outlined in 'Relationships Education, Relationships and Sex Education (RSE) and Health Education', DfE, February 2019, p20-22.

<p>Families and people who care for me</p>	<p><u>Pupils should know</u></p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • 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. • 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. • 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. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Caring friendships</p>	<p><u>Pupils should know</u></p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • 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.
<p>Respectful relationships</p>	<p><u>Pupils should know</u></p> <ul style="list-style-type: none"> • 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • 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. • 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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships	<u>Pupils should know</u> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • 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. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<u>Pupils should know</u> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

RSHE encompasses the value of **love**; love of self, others and physical/spiritual world. This must be taught at an age appropriate level for all children. The 5 themes; families and people who care for me, caring friendships, respectful relationships, online relationships, and being safe, have been amalgamated and divided into Key Stage One and Key Stage Two to support age appropriate delivery. The curriculum content is taught through a whole school systematic scheme, 'SCARF' which represents 'Safety, Caring, Achievement, Resilience and Friendship'. SCARF is a framework consisting of lessons plans, resources and assessments to support a whole school approach.

Developing the Self	
Key Stage 1	Key Stage 2
Sharing and taking turns. Permission seeking and giving personal privacy.	Positive emotional and mental wellbeing. Resilience. Achievement. Overcoming setbacks. Self-respect – links to happiness. Social Action, volunteering, active citizenships.
Relationships with others	
Key Stage 1	Key Stage 2
What friendship is	Importance of friendship How people choose and make friends Characteristics of a friendship. Support with friendship problems and difficulties. Healthy friendships – welcoming and inclusive. Working through friendships difficulties On/offline friendships.

	Judging when friendships cause unhappiness or are uncomfortable.
What family means and who are the people that support them	Importance of families Characteristics of a healthy family life How family structures differ Marriage and civil partnership Values needed for a secure family life Unsafe/Unhappy relationships and how to seek help
Features of a healthy relationship Respect for others and boundaries	Positive Relationships on and offline. Who to trust and not to trust. How to seek the help and advice of others Respecting difference. Stereotypes. Bullying (including cyberbullying) Permission seeking and giving in relationships (friends peers/adults) Showing and receiving respect (positions in authority) Principles of online/face to face relationships are the same How to critically consider online relationships
Being Safe (on and offline)	
Key Stage 1	Key Stage 2
Appropriate and inappropriate or unsafe physical contact Boundaries	Safeguarding – seeking advice, reporting concerns. Violence is never right. Stranger danger online Keeping safe online: -how to recognise harmful content and how to report it Information on how data is stored Understanding boundaries in relation to peers and others (including in a digital context). Concept of privacy and the implications of it (children & adults); When to keep secrets Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact
Appropriate and inappropriate or unsafe physical contact Boundaries	How to respond safely and appropriately to adults they may encounter who they do not know How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse How to seek advice e.g. family, school and/or other sources.
Sex Education	
Key Stage Two	
NOT compulsory – must be age appropriate National science curriculum: main external body parts, human body – from birth to old age, reproduction in some plants and animals, how a baby is conceived and born Give consideration to pupil transition from primary to secondary Preparation for what adolescence can bring.	

Health Education

By the end of primary school, pupils will have been taught content on:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Facts and risks associated with drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum.

The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in section 3 of this policy.

Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

Safeguarding and Confidentiality

At the heart of these subjects there is a focus on keeping children safe and as a school we recognise the important role we facilitate in preventative education. In line with the statutory, Keeping Children Safe in Education 2020 document, all children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum. Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Any concerns raised will be reported and discussed with the Designated Safeguarding Leads (Chloe Holt, Terry Luke, and Jordan Meaker) in accordance to the procedures outlined in the school's Child Protection Policy and Safeguarding 2020.

How RSHE is monitored and evaluated

Monitoring of the RSHE policy is completed annually by all staff who actively deliver the curriculum. In addition to this the PSHE Co-ordinator, Senior Leadership Team and Governing Body all ensure the policy supports; all pupils make progress in achieving the expected educational outcomes; the subjects are well led, effectively managed and well planned; the quality of provision is subject to regular and effective self-evaluation; teaching is delivered in ways that are accessible to all pupils with SEND; clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and, the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Parents are the first teachers of their children; therefore their role in the development of their children's understanding about relationships is vital. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. Parents support the evaluation of RSHE delivery by giving feedback to teachers about their child's understanding of the content. Parents are invited into school on an annual basis to discuss what will be taught, address any concerns and help manage conversations with their children.

Written pieces of learning, photographs, drawings or self-evaluations are all examples (not exhaustive) of how progress can be captured and used to assess the effectiveness of the learning outcomes. Learning walks, work scrutiny, topic feedback forms could also be used.

Rights to be excused/withdraw

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. However, parents are unable to withdraw their child from statutory [National Curriculum Science](#) orders. Statutory coverage includes; naming external body parts in Key Stage 1. In Key Stage 2, children will learn how people change over time, including puberty. In addition to this they will be taught how animals including humans reproduce, where sperm meets egg. Conception is the only aspect which is not included in the statutory requirements of the National Curriculum Science orders.

Before granting any such request the head teacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. A record will be kept to ensure the school documents the decision and reason.

Review date

As part of effective RSHE provision, this policy will be reviewed in September 2026.