



# **RELATIONSHIPS, HEALTH AND SEX EDUCATION POLICY**

**Approved: June 2024  
To be reviewed: June 2025**

## **School context**

Raddlebarn is a larger than average sized school. Children in our Early Years Foundation Stage are taught in a separate Nursery and two Reception classes. There are outside learning areas for the Nursery and Reception children. From Year 1 to Year 6 it is two form entry. We are part of a local group of schools which work together to provide extended services.

## **Context**

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

This policy meets the requirements that schools publish a Relationships and Sex Education policy and does this within the wider context of Personal, Social and Health Education.

## **PSHE**

At Raddlebarn Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

Our programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects evaluated under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

## **Statutory Relationships and Health Education**

"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...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools." DfE Guidance p.8

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy,

respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Here, at Raddlebarn Primary School, we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

Our programme is aligned to the PSHE Association Programmes of Study for PHSE to ensure progression and a spiral curriculum and tailor it to children’s needs.

This programme ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance) Keeping children safe in education - GOV.UK ([www.gov.uk](http://www.gov.uk))
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline) Respectful School Communities Self-Review and Signposting Tool ([educateagainsthate.com](http://educateagainsthate.com))
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils) Behaviour in schools - GOV.UK ([www.gov.uk](http://www.gov.uk))
- Equality Act 2010 and schools Equality Act 2010: advice for schools - GOV.UK ([www.gov.uk](http://www.gov.uk))
- SEND code of practice: 0 to 25 years (statutory guidance) SEND code of practice: 0 to 25 years - GOV.UK ([www.gov.uk](http://www.gov.uk))
- Alternative Provision (statutory guidance) Alternative provision - GOV.UK ([www.gov.uk](http://www.gov.uk))
- Mental Health and Behaviour in Schools (advice for schools) Mental health and behaviour in schools - GOV.UK ([www.gov.uk](http://www.gov.uk))
- Social, emotional and mental wellbeing in primary and secondary education. (NICE guidance) Overview | Social, emotional and mental wellbeing in primary and secondary education | Guidance | NICE
- Promoting and supporting mental health and wellbeing in schools and colleges (guidance for schools and colleges) Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK ([www.gov.uk](http://www.gov.uk))

- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) Preventing bullying - GOV.UK ([www.gov.uk](http://www.gov.uk))
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts) Advice and guidance | Equality and Human Rights Commission ([equalityhumanrights.com](http://equalityhumanrights.com))
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) Promoting fundamental British values through SMSC - GOV.UK ([www.gov.uk](http://www.gov.uk))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development). Regulating independent schools - GOV.UK ([www.gov.uk](http://www.gov.uk))

## **Aims and Objectives of RHSE**

- To provide clear guidance for parents, staff and governors.
- For pupils to develop the understanding that RHSE is a gradual developmental process that is supported by a partnership between home and school. **Primary level** - will provide a foundation for further work at secondary school. Children will then be confident at **secondary level** where they will provide skills, knowledge and attitudes to maintain a healthy adult lifestyle.
- To help young people to respect themselves and others.
- To support pupils through their physical, emotional and moral development.
- To develop skills and understanding to enable pupils to make healthy, responsible choices about their health and well-being.
- To support our school ethos of celebrating difference, children will be taught that modern families vary and are unique and special.
- **Primary** - to help pupils move more confidently and responsibly into adolescence. This builds the foundation for - **Secondary** – to help pupils become confident adults and to consider their own and others' sexual health and well-being.
- To embed PSHE learning about anti-bullying across the programme.
- To teach children how to manage their own personal hygiene.

## **Moral and Values Framework**

The RHSE programme will reflect the school philosophy and ethos to encourage the following values:

- Respect for self
- Respect for others
- Responsibility for own actions
- Responsibility for family, friends, school and the community.

## **What do we teach when and who teaches it?**

### **Whole-school approach**

Our programme covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six units and these are taught across the school; the learning deepens and broadens every year.

Term	Unit	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Class Charter established.
<b>Autumn 2:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Spring 1:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 2:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Summer 1:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 2:</b>	Changing Me	Includes Health and in the context of coping positively with change and some selected elements of Sex Education in the context of the UKS2 Science National Curriculum

At Raddlebarn Primary School, we allocate 30-60 minutes to PSHE each week in Key Stages 1 and 2 in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Class teachers deliver the weekly lessons to their own classes.

Nursery and Reception cover RHSE at an age appropriate level linking directly to the EYFS strand PSED such as managing personal hygiene and forming friendships.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

## **Relationships Education**

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

It is important to explain that whilst the Relationships unit in our programme covers most of the statutory Relationships Education, some of the outcomes are also taught in other units e.g. the Celebrating Difference unit helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

## **Health Education**

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover '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'.

It is important to explain that whilst the Healthy Me unit in our programme covers most of the statutory Health Education, some of the outcomes are taught in other units e.g. emotional and mental health, social skills and respect are enhanced through the carefully planned activities within each lesson.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand and in our programme, this is taught as part of the Changing Me unit.

## **Sex Education**

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At Raddlebarn Primary School, we believe children should understand the facts about human reproduction before they leave primary school but that this should be fully aligned with the Science National Curriculum Content in each year group.

We define Sex Education as understanding human reproduction. We intend to teach this within the UKS2 NC Science curriculum which is statutory for all pupils and alongside the puberty elements of Health Education which are also statutory in primary schools. Therefore, Sex Education is not taught as part of our PHSE programme.

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p. 17

At Raddlebarn Primary School, puberty is taught as a statutory requirement of Health Education and covered by our PSHE Programme in the 'Changing Me' unit, and we conclude from the DfE Guidance that sex education refers to Human Reproduction. In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this through Science and Science related objectives as we believe this is most appropriate for our children. Therefore, the parent right to withdraw their child is not applicable. We are of course happy to discuss the content of the curriculum.

## **Organisation and Methods of Teaching**

As well as being taught through PHSE, RHSE is delivered through science, Citizenship, literacy activities, circle time, and many of the social and emotional skills are covered through the creative curriculum. RHSE is taught by classroom teachers and outside visitors (such as the school nurse and theatre groups) as appropriate.

A range of teaching methods which involve children's full participation are used to teach RHSE. These include use of animations, discussion, case studies, drama and role play.

RHSE is usually delivered in mixed gender groups. However, there may be occasions for single gender groups.

All staff have been trained and will teach and support the delivery of RHSE.

Computing – As part of the RHSE it is important that pupils recognise ways they could put themselves in danger through the use of technology. Such as sharing or downloading images, information or using social media that may put them or others' emotional and physical wellbeing and personal reputation at risk.

### **Areas of Responsibility**

#### **Head Teacher, PSHE co-ordinator and Governors**

- To ensure the legal framework is followed
- To create and review an RHSE policy that's up to date and responsive to the children's needs
- Ensure that the policy is made available to parents and that it includes clear procedures for parental withdrawal
- Work with parents, attend meetings with parents and listen to their views.

#### **Teaching staff**

- To implement the RHSE policy
- To ensure that the policy is followed
- To liaise with parents
- To respond to the needs of the children and follow the school's corporate practice.

#### **Teaching Assistants**

- To support the implementation of the RHSE policy
- To support children in their lessons and contribute to assessment of the pupils.

### **Confidentiality**

Pupils will be informed that 100% confidentiality cannot be assured. For suspected Child Protection concerns the school will follow the LA and school policy and procedure.

Pupils will also be informed during the "ground rules" section of the session that they should not ask staff any personal questions.

### **Use of Outside Visitors**

Outside visitors should be made aware of the RHSE and Safeguarding policy before delivery. Outside visitors will be made aware of the school's RHSE programme.

The School will follow DfE guidelines and will contact the LA team if in doubt about the suitability of any programmes.

### **Intimate Care supporting children with SEND**

The school will assign a key member of staff to a pupil who needs support with intimate

care and an intimate care plan will be completed by the Inclusion Leader.

### **Answering difficult questions**

If a pupil/student asks a difficult question during a whole class session, staff will use the question box approach. Children can put questions into a box in the classroom. Pupil's questions will be answered according to their level of maturity and understanding with support from parents. If a member of staff does not feel comfortable answering a question, or the question is something outside of our programme, then the question will be passed on to the parent. Parents will be signposted to websites, with leaflets that can support their discussions. These websites and leaflets will be approved by the Health Education Service for appropriateness.

### **Working with parents**

The school seeks to work in partnership with parents through consultation and support. The school recognises that parents play a vital role in providing education about relationships and growing up and aims to support parents in this role. Parents will be invited to an annual meeting where resources will be shared and they are able to ask any questions that they may have about the RHSE programme.

### **Provision for pubertal pupils**

Sanitary protection is available from Mrs Clements (Inclusion & Pastoral Leader) and sanitary disposal units are situated in certain Key Stage 2 toilets.

### **Other related policies**

This policy is linked with the following policies should be read in conjunction with them:

E-safety

PHSE

Safeguarding

Science

Equal Opportunities

Child Protection

Behaviour

Anti-Bullying

These policies can be found in the PSHE Coordinator's folder and are available on the school website.

### **Equal Opportunities/Inclusivity**

The school's RHSE policy and programme will reflect the ethos of the school, by providing a secure, non-judgmental environment in which to learn. All pupils will be treated equally, regardless of gender, race, disability, social background etc.

We teach RHSE to all pupils, whatever their ability and individual needs. RHSE forms part of the school curriculum policy to provide a broad and balanced education to all pupils. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional



language, and we take all reasonable steps to achieve this through appropriate adaptations so that all children can access the learning.

### **Monitoring and Evaluation**

The PSHE coordinator/ Science Coordinator and Head Teacher will undertake informal evaluation of the programme. This is a working document and changes to the RHSE curriculum can be made in consultation with senior leaders as appropriate. As a result, this policy will be reviewed annually.

Within the PHSE programme, RHSE is assessed on Educater. Assessment for learning takes place over the course of a lesson or series of lessons so that that children's knowledge, skills and understanding can be built and called upon throughout the theme. At the end of the theme, each child is assessed against each objective on Educater. This enables us to keep track of the children's progress towards being year group secure on order to put in any extra support that is needed for children who are not keeping up. Because each theme is taught in a yearly cycle, children can revisit and fill any gaps in their learning from previous year groups or make progress from where they were each year.

## **Appendix Relating to Drugs Education (Alcohol, and Tobacco and volatile substances)**

### **To Whom and Where the Policy Applies**

This appendix and policy applies to the whole School Community, including staff, pupils, parents and visitors. The school is defined as the entirety of the school's buildings, the school grounds, and all school vehicles. See also Drugs and Alcohol Policy.

### **Staff with Key Responsibilities for Drugs Education**

Head teacher, Deputy Head teacher, Leadership Team & PSHE coordinator.

### **The School's Stance Toward Drugs, Health, and the Needs of Pupils**

- Raddlebarn Primary School and Nursery condones neither the misuse of drugs, tobacco and alcohol nor the illegal supply of these substances by members of the school.
- Raddlebarn Primary School and Nursery is committed to the health and safety of its members and will take action to safeguard their wellbeing.
- Raddlebarn Primary School and Nursery actively acknowledges its role in supporting and promoting healthy living. Through our ethos and practice we will teach and encourage children to recognise and make good choices.
- Raddlebarn Primary School and Nursery understands the importance of its pastoral role in the welfare of young people and will continue to provide a supportive, open environment to encourage pupils in need of support to come forward.

### **Aim of Drug, Alcohol, and Tobacco Education**

The aim of drug education is to provide pupils with opportunities to develop their knowledge, skills, attitudes, and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions. See 'Drugs – Advice for school DFE 2012

### **Objectives of Drug, Alcohol, and Tobacco Education**

To increase pupils' Knowledge and Understanding and clarify misconceptions about:

- The short-term and long-term effects and risks of drugs.
- The rules and laws relating to drugs.
- The impact of drugs on individuals, families, and communities.
- The prevalence and acceptability of drug use among peers.
- The complex moral, social, emotional, and political issues surrounding drugs.
- To develop pupils' social and emotional skills so they can make informed choices and keep themselves safe and healthy including:
  - Assessing, avoiding and managing risk.
  - Communicating effectively.
  - Resisting pressures.
  - Finding information help and advice.
  - Devising problem solving and coping strategies.
  - Developing self-awareness and self-esteem.

To enable pupils' to explore their own and other people's attitudes towards drugs, drug use, and drug users, including challenging stereotypes, and exploring media and social influences. See 'Drugs – Advice for school DFE 2012

### **Management of Drugs at School**

All staff will ensure that all staff dealing with substance issues are adequately trained and supported. The process for dealing with drug-related incidents should be dealt with according to the agreed substance misuse procedure which all staff are made aware of.

## **Alcohol**

•The possession and use of alcohol on school premises during the working day is prohibited for all members of the school community. The Head teacher must be consulted and permission obtained before any function or event is arranged where alcohol will be consumed. This is left to the discretion of the Head teacher. The school recognizes that it is an offence under the licensing act 1964 to sell alcohol without a license. Incidents involving people under the influence of alcohol will be reported to the Head teacher or a member of the Senior Leadership Team who will refer to the Serious Incident Report.

## **Tobacco**

- The school operates a no smoking policy at all times throughout the building and grounds. This policy applies to pupils, employees, parents and visitors. Incidents involving people using tobacco will be reported to the Head teacher or a member of the Senior Leadership Team who will refer to the Serious Incident Report.

## **Medication**

The school recognises that there may be instances when drugs are legitimately on school premises. Some pupils may require medicines during the day that have been prescribed for their medical condition. Staff are not obliged to administer medicines. Asthma inhalers and Epi-pens are kept in clearly named bags in the classroom.

## **Dealing with Drug Incidents**

Each incident will be considered on its own merits and the following priorities will be considered:

1. The immediate health and safety of all members of the school community.
2. Supportive responses to any individuals or groups within the school who need them, as highlighted by the incident.
3. Consider transgressions of school rules and assess the need for punitive responses.
4. Review drugs policy if current protocols were found to be inadequate.