



North Curry C of E Primary School

Relationships, Sex and Health Education Policy



Signed by:

H Morley Headteacher

G Slocombe Chair of governors

Date: 18th September 2024

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Review date: September 2025

Key contacts

[Mrs Helen Morley](#) - Headteacher

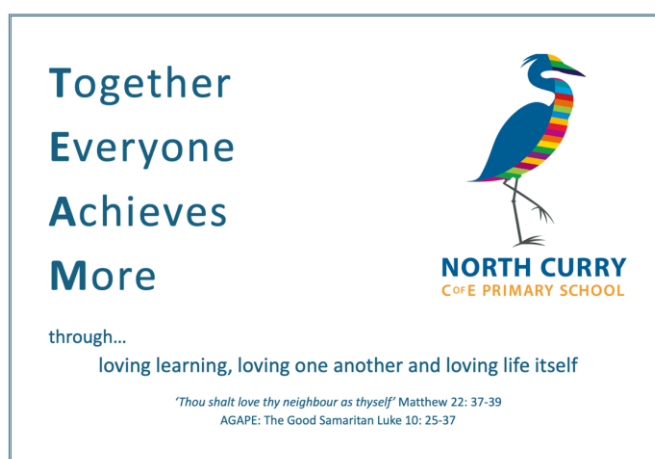
[Mr Matt Bulbeck](#) – PSHE/RSE Co-ordinator

Aims and intent

At North Curry CE Primary School:

We believe that every child is unique and valued. We aim to provide an environment in which all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs. We are committed to providing an education with aspirational outcomes, which enables all pupils to make progress, become confident individuals living life in all its fullness (John 10,10)

In our school our Christian vision shapes all we do. Our vision is underpinned by the Christian values of Koinonia, Kindness, Respect, Joy, Hope and Happiness.



In addition we aim to promote positive well-being strategies for every member of our staff and pupil body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

This policy was developed in consultation with parents, pupils, staff and governors reflecting the DfE RSE guidance (Relationships Education, Relationships and Sex Education (RSE) and Health Education date, 2021). This policy is intended as guidance for all staff including non-teaching staff and governors and outlines how the school will meet its duty, obligation and values to provide a high-quality RSE education to all of its pupils.

The intended outcomes of our programme are that pupils will:

- know and understand what a healthy relationship is.
- understand they have rights.
- develop key personal skills linked to respect and boundaries.
- be taught about positive emotional and mental wellbeing.
- develop the attributes of resilience, honesty, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

1. Rationale and Ethos

1.1 We believe relationships and sex education is important for our pupils and our school because children are growing up in a complex and changing world. Children need to know how to be safe and healthy with a focus on respectful relationships. We know that young people experience challenges related to their mental wellbeing, therefore we aim to enable pupils to take care of themselves if problems arise.

1.2 We view the partnership of home and school as vital in providing the context as parents and carers are often the prime educators for children on many of these issues. We are sensitive to home backgrounds and the circumstances of each child's family.

1.3 We ensure RSHE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) through high quality teaching that is differentiated and personalised to meet the needs of individual pupils.

1.4 We ensure RSHE fosters gender equality and LGBT+ equality by teaching the importance of equality and respect complying with the Equality Act 2010. All teaching is sensitive, age appropriate and does not promote any form of sexual orientation.

2. Legislation (statutory regulations and guidance)

2.1 Current regulations and guidance from the Department for Education state that "Relationships Education [is] compulsory in all primary schools in England and Relationships and Sex Education [is] compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools" (2020). The guidance states that the parental right to withdraw pupils from RSHE remains, for aspects of sex education which are not part of the Science curriculum.

2.2 Documents that inform the schools RSHE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance for SRE for the 21st Century (2014)
- Keeping Children Safe in Education – statutory safeguarding guidance (2024)
- Children and Social Work Act (2017)

2.3 This policy operates in conjunction with the following school policies:

- Safeguarding and Child Protection Policy
- Behaviour and SEMH Policy
- SEND Policy
- SMSC Policy
- Anti-Bullying Policy
- Online Safety Policy
- Social, Emotional and Mental Health (SEMH) Policy

3. Roles and Responsibilities

3.1 The Headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

3.2 The relationships, sex and health education (RSHE) subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

3.3. The class teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENDCO to identify and respond to individual needs of pupils with SEND.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

3.4 The Governing Board are responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring the religious ethos of the school is maintained and developed through the subjects.

3.5 The RSHE programme will be taught by class teachers and supported by Teaching Assistants.

3.6 All staff members will undergo training on a regular basis to ensure they are up-to-date with the RSHE programme of study.

3.7 Staff training will also be scheduled around any updated guidance to reflect any new developments such as 'sexting' which may need to be addressed.

4. Curriculum Design

4.1 Our RSHE programme will be planned and delivered through the SCARF scheme of work. Each year group will follow the same structure as below:

Autumn Term 1: Being Me

Autumn Term 2: Celebrating Differences

Spring Term 1: Dreams and Goals

Spring Term 2: Healthy Me

Summer Term 1: Relationships

Summer Term 2: Changing Me

4.2 The table below outlines the unit of work and the year group in which the puberty and human reproduction aspects of RSHE will be taught.

4.3 SCARF's rationale for what is taught when:

"We believe that knowledge empowers and protects children as long as it is age-appropriate.

EYFS	Growing Up	How we have changed since we were babies.
Y1	My Changing Body	Understanding that growing and changing is natural and happens to everybody at different rates.
	Boys and Girls	Appreciating the parts of the body that makes us different and using the correct names for them.
Y2	Changing Me	Where am I on the journey from young to old, and what changes can I be proud of?
	Boys and Girls	Differences between boys and girls – how do we feel about them? Which parts of me are private?
Y3	Inside and Outside Body Changes	How our bodies need to change so they can make babies when we grow up.
Y4	Puberty for Girls	How a girl's body changes so that she can have a baby when she is an adult – including menstruation.
	Having a Baby	The choice to have a baby, the parts of men and women that make a baby. In simple terms, how this happens.
Y5	Puberty for Girls	Physical changes and feeling about them – importance of looking after yourself.
	Puberty for Boys	Developing understanding of changes for both sexes – reassurance and exploring feelings.
Y6	Puberty for Both Sexes	Consolidating understanding of physical and emotional changes and how they affect us.
	Girl / Boy Talk	A chance to ask questions and reflect (single sex).
	Conception to Birth	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life. The story of pregnancy and birth.

At secondary school Sex Education is statutory and we believe that primary schools should prepare children with accurate knowledge about puberty and human reproduction before they transfer to secondary school.

Correct terminology for body parts is introduced early to normalise this biological vocabulary and to support safeguarding. These words are not used in isolation but always in conjunction, ensuring children know these are private parts of their bodies.

Puberty is introduced gently in Y3 because some girls may start their periods this early and it is necessary to prepare them for this, so they aren't scared or worried. Conception is introduced age-appropriately in Y4 in the context of understanding why our bodies change during puberty. Understanding of Human Reproduction and Puberty is built upon in Year 5 and then puberty, conception and childbirth is age-appropriately covered in Y6."

5. Safe and Effective Practice

5.1 We will ensure a safe learning environment by establishing a set of ground rules laid out by SCARF at the start of each term.

5.2 Pupils' questions will be answered by staff during RSHE lessons.

5.3 Issues that arise will be dealt with sensitively by staff and pupils have the opportunity to ask questions anonymously via a 'Question Box'. Pupils will then be split into single sex groups where their questions will be answered by the same sex member of staff.

6. Safeguarding

6.1 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.

6.2 Teachers will consult with the designated safeguarding lead and in his/her absence their deputy.

6.3 Teachers will follow the schools safeguarding procedure if a disclosure is made.

6.4 If visitors / external agencies are used to support the delivery of RSHE, schools will discuss the content of the sessions and check that the content is age-appropriate.

6.5 Visitors will be made aware of safeguarding procedures in line with the school policy.

6.6 The use of visitors to support the delivery of RSHE will be to enhance teaching, rather than as a replacement for teaching staff.

7. Engaging Stakeholders and the Right to Withdraw

7.1 The school will ensure that no teachers express their personal beliefs or own views when delivering the programme.

7.2 Parents/ carers will be consulted with on the content of the programme through meetings and letters, and the programme will therefore be planned in conjunction.

7.3 We will notify parents/ carers when Relationships and Sex Education will be taught by inviting them in during the Spring Term to hold a consultation. Parents will be shown the relevant animations and resources and have the opportunity to ask any questions. A text

reminder will also be sent to parents/ carers on the day to inform them when the content will be taught.

7.4 Governors will be informed of the RSHE policy and curriculum annually when policy is reviewed and ratified by the Governing Board.

7.5 Parents/ carers have the right to withdraw their children from Sex Education within RSHE programme. Parents/ carers do not have the right to withdraw their child from Relationships and Health Education, nor from the Science National Curriculum. 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.

7.6 If a parent/ carer requests that their child be removed from RSHE, a meeting with the Headteacher will be held to discuss the parents and children's wishes. The meeting will clarify the nature and purpose of the curriculum.

7.7 The headteacher will keep a record of the discussion between themselves, the pupil and the parent.

7.8 The headteacher will grant a parent's request to withdraw their child from Sex Education, other than the content that must be taught as part of the science curriculum.

7.9 If a pupil is excused from Sex Education, the school will be responsible to ensure the pupil receives purposeful education during the period of withdrawal.

7.10 Pupil voice will be used to review and tailor our RSHE programme to match the different needs of pupil's through the following:

- The use of an annual end of year pupil questionnaire.
- Through speaking to pupil's during RSHE learning walks.
- Through the work presented from RSHE lessons.

8. Monitoring, Reporting and Evaluation

8.1 Teachers will critically reflect on their work in delivering RSHE through a mixture of the following:

- Self-evaluations
- Lesson observations
- Learning Walks
- Lesson planning scrutiny
- Work scrutiny

8.2 RSHE provision will be evaluated by the RSHE subject lead.

8.3 The relationships, sex and health education subject leader will work regularly and consistently with the headteacher and governors to evaluate the effectiveness of the subjects and implement any changes.

9. Bullying

9.1 North Curry C of E Primary School has a zero-tolerance approach to bullying. Any bullying incidents caused as a result of the sex and relationship education programme, such

as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.

9.2 Any occurrence of these incidents should be reported to a member of school staff, who will then discipline the pupil once he/she is on school premises.

9.3 These incidents will be dealt with following the process in our Anti-bullying Policy. The Headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

10. RSHE Policy Review

10.1 As part of effective RSHE provision, the RSHE policy should be reviewed annually to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

10.2 This policy will be reviewed in September 2025 by the Headteacher, RSHE Co-ordinator and the Governing Body.