



Relationships, Sex and Health Education (RSHE) Policy

Approved by:	Lisa Fell and Full Governors	Date: February 2025 Newland (NEIL WARD) CHAIR OF GOVERNORS 6/3/25
Last reviewed on:	February 2025	
Next review due by:	February 2027	<i>L Fell</i>

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1. Our Vision and Aims

At Newton Village Academy we believe that effective RSHE can make a significant contribution to the knowledge, skills and understanding needed by pupils. It is an important part of the physical, intellectual and emotional growth of every individual and allows children to lead a confident, healthy and independent life. Relationship and sex education are delivered through PSHE and Citizenship framework and the Science curriculum.

The aims of the RSHE programme at our school are to:

- Provide a framework in which sensitive discussions can take place
- Provide accurate and age-appropriate information.
- Be inclusive of all pupils and help them make informed choices.
- Develop knowledge, skills and attitudes.
- Build confidence and self-esteem.
- Prepare children for the next stage of education and adulthood.
- Develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the *Equality Act 2010*.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education, as per section 34 of the [Children and Social work act 2017](#).

The relationship 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.

It 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 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.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Newton Village Academy we teach RSHE as set out in this policy and 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
- Safe-guarding

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. 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 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 physical and mental health, enabling them to live positive and fulfilled lives.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

RSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

5. Curriculum

In each year group (R-Y6) the children learn about key issues. The school uses the RSHE scheme 'Kapow Primary' to raise children's awareness of these issues in an age appropriate manner. All statutory objectives are covered throughout a child's time at Newton Village Academy using a range of resources, videos and books. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

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

For more information about our curriculum, follow this link to Kapow Primary RSE curriculum overview.

https://www.kapowprimary.com/featured_documents/rse-pshe-long-term-plan-mixed-age/

6. Delivery of RSHE

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

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) and computing. RSHE is taught once a week for 40-45 minutes in KS1 and 50-60 minutes in KS2. Focus days, visits and visitors will be included in this curriculum to enhance teaching and learning. Lessons will be delivered by confident, skilled staff who are effective with dealing with any sensitive and controversial issues raised in these lessons.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and Relationships
- Safety and the Changing Body
- Health and Wellbeing
- Citizenship
- Economic wellbeing
- Identity
- Online relationships

For more information about our RSE curriculum, see Appendices 1 and 2.

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).

7. Roles and responsibilities

7.1 The Governing Board

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation.

7.2 The Headteacher

The headteacher is responsible for:

- Delivering RSE in a sensitive way
- Ensuring RSHE is taught consistently across the school
- Provide staff with the opportunity to contribute to the development of RSHE
- Provide governors with the relevant information
- Support the subject lead to liaise with parents and carers
- Provide the correct training as required
- Manage requests to withdraw pupils from non-statutory components of RSHE (see section 8).

7.3 Subject Leader

The subject leader is responsible for:

to lead the development and delivery of effective RSHE. Make sure they keep up to date with the development of RSHE.

Leading the development and delivery of effective RSHE

Keeping up to date with the development of RSHE.

Support colleagues as required.

Monitor and evaluate RSHE and provide necessary reports.

Liaise with parents and carers.

Keep subject information up to date, including on the school website.

Oversee external visitors and resources used in RSHE.

7.4 Staff

Staff are responsible for:

Delivering RSHE in a sensitive way

Understanding and implementing the policy of RSHE.

Teach the agreed curriculum.

Modelling positive attitudes to RSHE

Monitoring progress

Responding to the needs of individual pupils

Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE

All staff teach RSHE throughout the school. Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching this subject are encouraged to discuss this with the headteacher.

7.5 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents/carers cannot legally withdraw their child from any aspect of the statutory relationships or health education.

However, parents do have the right to withdraw their children from the non-statutory components of sex education within RSHE but not within the science curriculum.

Parents will be informed about sex education by letter and the request to withdraw should be put in writing addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

Following a consultation with the whole school community, the following content is deemed to be sex education:

9. 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 should discuss with the designated safeguarding lead any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children if required.

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.

10. 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 the lesson. The following support will be highlighted to the children as appropriate: In school will be the Class Teacher and Specific staff members. External will be local agencies and National agencies such as Childline.

11. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

12. Monitoring arrangements

The delivery of RSHE is monitored by Lisa Fell and Charlotte Cowan through:

- Scrutiny of planning.

- Lesson observations.

- Learning walks.

- Evidence of learning.

- Feedback from staff.

- Feedback from parents/carers

- Feedback from children.

The headteacher and subject leader will assess the professional development needs of staff regularly. Appropriate development will be provided using internal or external expertise. Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Lisa Fell every three years. At every review, the policy will be approved by the governing board.

The RSHE policy will be available to read and download from the school website and copies can be requested free of charge from the school office.





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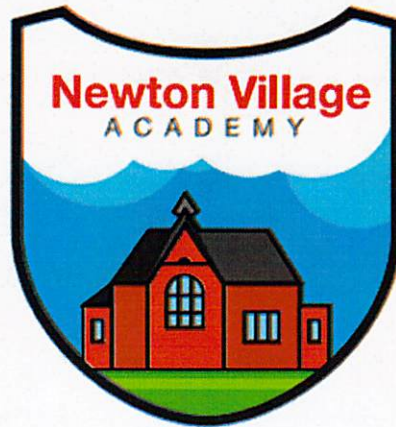
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