Barming Pre-School and Primary School
Part of the Orchard Academy Trust



Relationships, Sex and Health Education Policy

Headteacher: Mr C. Laker **Chair of Governing Body: Rev W. North**	
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Signature of Chair of Governors:	Rev W. North
Signature of Headteacher:	Mr C. Laker
Policy Author: **Senior Leader Responsibility for/ Subject Leader Responsible for:**	Name: Mrs Catmull/Mrs Hooker Responsible for: PSHE/RSHE

Relationship, Sex and Health Education Policy

Introduction

As a primary academy school, we must provide relationships education to all pupils as per Section 34 of the Children and Social Work Act 2017.

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum. This includes the requirement to teach Science which would include the elements of sex education contained in the Science curriculum.

In teaching RSHE, we are required by our funding agreements to have regard to section 403 of the Education Act 1996. Also, the revised statutory guidance from the Department for Education (DfE), which came into effect on 1 September 2026.



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Changes have been made to the RSHE curriculum content which are now statutory for all schools. These changes have been made to reflect current societal and online challenges facing children.

At Barming Pre-School and Primary School we teach RSHE as set out in this policy. The policy must:

- Define sex and relationship education
- Describe how sex and relationship education is provided and who is responsible for providing it
- Say how sex and relationship education is monitored and evaluated
- Include information about parents' right to withdrawal and consent
- Be reviewed regularly

Definition

The Department for Education defines relationships education as: 'Teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.

RSHE is about the emotional, social 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 or suppression of sexual activity.

RSHE aims

At Barming, we aim to empower our pupils by giving them knowledge about how their bodies will change and the correct vocabulary to talk about themselves. This will then hopefully support them to make informed decisions about relationships, personal health and well-being in future life.

The aim of RSHE is to

- to provide age-appropriate information
- give children opportunities to have sensitive discussions
- encourage feelings of self-respect, confidence and empathy
- create a positive culture around issues of sexuality and relationships
- prepare pupils for puberty, including reproduction - teaching them the correct vocabulary to describe themselves and their bodies
- to teach the importance of health and hygiene

This should take place with consideration of the varieties of relationships within families

RSHE objectives

- to provide the knowledge and information to which all pupils are entitled
- to clarify/reinforce existing knowledge
- to raise pupils' self-esteem and confidence, especially in their relationships with others
- to help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives
- to provide the confidence to be participating members of society and to value themselves and others
- to help gain access to information and support
- to develop skills for a healthier, safer lifestyle
- to develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- to respect and care for their bodies
- to be prepared for puberty and adulthood

RSHE legal requirements

All schools must teach the Health and Relationships aspects as part of the Science and PSHE curriculum. This includes teaching about puberty, using the correct vocabulary for body parts and reproduction in some plants and animals.
Parents do not have the right to withdraw their children from Relationships and Health education. Whilst we believe that all content within our PSHE and RSHE curriculum is important and relevant for pupils, parents retain the right to withdraw their children from the non-statutory components of sex education within RSHE which will be delivered at the end of the school year in Year 6. Requests for

withdrawal should be put in writing and addressed to the Headteacher. We welcome discussions with parents to address any concerns about the content.
It is important that parents who choose to withdraw their child from sex education understand that discussing these issues with their child then becomes their responsibility.
Parents are informed in advance about the topics and key vocabulary that will be taught in each unit to ensure that they are fully informed before the units are delivered. They also have the opportunity to view a representative selection of resources and planning that will be used to deliver this content during parent meetings. They may request to view further materials used to teach RSHE at any point in the school year.

Roles and Responsibilities

- The governing body

The governing board will approve the RSHE policy and hold the Headteacher to account for its implementation. The full Governing Body will be responsible for approving this policy.

- The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE.

- Subject lead

The subject lead will keep up to date with changes in legislation and best practice. They are responsible for the curriculum overview and provide support for staff delivering the content. They will monitor and evaluate the delivery of the PSHE/RSHE curriculum and seek feedback and comments from all stakeholders as and when necessary.

- Staff

Staff are responsible for delivering RSHE in a sensitive way and safe way, modelling positive attitudes to RSHE. They will need to monitor progress and respond to the needs of individual pupils, including responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE. Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher. They should consult the subject lead if they have questions regarding provision.
Mrs Catmull/Mrs Hooker are the designated teachers with responsibility for coordinating Relationship, Sex and Health Education. Prior to the beginning of the non-compulsory unit in Year 6, they will monitor the parental consent forms received and inform the class teacher of any outstanding forms that have not been completed. The class teachers will then be responsible for contacting these parents to prompt consent being given and to address any concerns.

- Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity. They are expected to follow the agreed ground rules in lessons.

- Parents

Parents should share responsibility for supporting their child's PSHE/RSHE learning and wider personal, social and emotional development. They are encouraged to engage in consultations when requested and seek additional support from the school where needed.

Delivery of RSHE

We currently follow the Kapow scheme of work for RSHE and PSHE and this has been updated to meet the full requirements of the Government paper. It is delivered through discreet timetabled lessons, assemblies and awareness days (such as, during Anti-Bullying week).

Relationships, sex and health education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

A range of teaching methods which involve children's full participation are used to teach sex, health and relationship education. These include use of age-appropriate videos, discussion, resource materials, looking at case studies, drama and role play.

Biological aspects of RSHE are also taught within the Science curriculum, and other aspects are included in Religious Education (RE).

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

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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 and carers). Teaching will also be mindful that some children may have a different structure of support around them. For example, looked after children or young carers.

The emphasis is on encouraging discussion about healthy loving relationships.

These aims and objectives link to our school values:

Respect, Responsibility, Wisdom and Courage

Pupils from Year One to Year Six will receive lessons from the **Kapow** scheme of work for PSHE and RSHE. The key areas within this scheme relating to RSHE are as follows:

- valuing families and different family situations
- developing safe and respectful friendships and relationships
- health and wellbeing
- safety and the changing body, including coping with emotions
- how do people become parents and carers

Foundation Stage (EYFS)

Children learn about the concept of male and female, and about the life cycle of animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others. Through discussion, children reflect on family relationships and different family groups.

Key Stage 1

Children learn

- that animals, including humans, move, feed, grow, use their senses, and reproduce
- to recognise and compare the main external parts of the human body (nonsexual)
- that humans and animals can reproduce offspring, and these grow into adults
- to recognise similarities and differences between themselves and others
- about online safety and privacy

Key Stage 2

Children learn

- that the life processes common to humans and other animals include nutrition, growth and reproduction
- puberty and coping with emotions
- about the main stages of the human life cycle
- online safety and privacy
- recognising and reporting abuse
- optional sex education (Year 6)

Specific Issues

- **Child Protection / Confidentiality**

Teachers need to be aware that effective relationship and sex education which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a Child Protection issue.
The staff member will follow school guidance and immediately inform one of the Designated Safeguarding Leads if an issue is disclosed. A member of staff cannot promise confidentiality if concerns exist.

Links with other school policies and practices

This policy links with several other school policies

- School Behaviour Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- PSHE guidance document
- Trust Complaints Policy
- Confidentiality Policy
- Acceptable Use Policies (AUP)
- Searching, Screening and Confiscation Guidance
- Equal Opportunities Policy
- Curriculum Policy

Use of visitors

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2.

SEND children

It is imperative that those pupils who have Special Educational Needs & Disabilities (SEND), enjoy full and unrestricted access to the RSHE curriculum. Teachers must be flexible and mindful of tailoring content and teaching to meet the needs of all SEND children, regardless of their developmental stage. This may require further work to be undertaken with a pupil/group of pupils; including sensitive grouping, consideration given to differentiation and if necessary, the school should deliver sessions on a one-to-one basis. It is worth noting that children with SEND are more vulnerable to exploitation, bullying and other issues related to their specific need(s)

Monitoring and Evaluation

Monitoring is the responsibility of the Headteacher alongside Mrs Catmull and Mrs Hooker.

The effectiveness of the RSHE programme will be evaluated by assessing children's learning and changes will be implemented if required. Monitoring will take place via book looks, lesson observations, pupil voice, questionnaires to teachers, sampling planning and feedback from parents.

PSHE Overview						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	The Empowerment Approach	How can I help myself and others feel happy and safe?	How do we spend time online?	How can I help others and the environment?	How can I protect myself and others in daily life?	How can I stay safe?
Year 2	The Empowerment Approach	How can I build safe, kind and caring relationships with others?	How are things shared online?	How do people belong to a community and earn money?	How can we look after and respect our bodies as we grow?	How can I make safe choices in different places?
Year 3	The Empowerment Approach	What helps us feel safe and included?	How should we communicate online?	What rights and responsibilities do we have?	How can we prevent illness and injurt and respond if they happen?	What careers do people choose and why?
Year 4	The Empowerment Approach	How can we respect each other?	How can I evaluate what I see online?	How can I spend my money wisely?	How will my body and emotions change as I grow up?	What signs help me recognise what is safe or unsafe?
Year 5	The Empowerment Approach	Why are healthy relationships important?	How am I influenced by what I see online?	How can we make a difference in our communities and beyond?	How can I manage the changes to my body and emotions as I grow up?	How can we be in control of our money?
Year 6	The Empowerment Approach	What does it mean to stand up for myself and others?	How do I feel about being online?	How can we protect everyone's rights?	How can I stay safe as I grow up?	How do people become parents and carers?

= Relationship and Sex Education Unit