



## **Relationships, Sex and Health Education**

### **ASHLEIGH PRIMARY SCHOOL AND NURSERY**

**Date reviewed: October 2024**

**Due for review: October 2026**

**Chair of Governors: Sam Greenhalgh**

**Date approved by Governors: 04.12.2024**

## School Vision for RHSE

At Ashleigh Primary School and Nursery we believe that we are 'All, Different, All Equal, All Learning' and we are committed to our children achieving positive relationships and healthy, safe lifestyles. We work together to develop lifelong skills for a successful future in an atmosphere where everyone should feel welcome and confident to be themselves.

This policy covers **Ashleigh Primary School and Nursery's** approach to teaching relationships sex and health education (RSHE) and Personal, Social Health Education (PSHE). It was produced following thorough consultation with the whole school community including pupils, parents/carers, staff, school governors and, where relevant, appropriate members of the wider community. It uses guidance from evidence-based research.

Our school is committed to:

- Seeking pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.
- Meeting the needs of all pupils with their diverse experiences – including those with special educational needs and disabilities.
- Promoting safe, equal, caring and enjoyable relationships and discuss real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, health, sexual exploitation and safe relationships online.
- Ensuring a safe healthy environment conducive to learning.
- Giving a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
- Fostering equality for all and challenging all forms of discrimination in RSE lessons and in every-day school life.

## RSHE Statement of Intent

At Ashleigh Primary School and Nursery, we believe all pupils have a right to receive effective, inclusive and age appropriate Relationships, Sex and Health Education (RSHE) that directly meets their needs. RSHE is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future.

RSHE is delivered as a spiral curriculum that enables pupils to build on their prior learning by revisiting some themes to further develop knowledge, values and skills in an age and stage-appropriate manner. As such, some themes are repeated to enable a deeper exploration of the related issues.

Through the RSHE curriculum the children will be able to manage the challenges and opportunities of modern Britain. School is a safe, happy and positive place for all children, staff and visitors. We encourage respect, kindness, tolerance and understanding, celebrating similarities and differences.

RSHE is taught by experienced and skilled teaching staff who are committed to preparing your child to live and learn safely in the modern world, negotiating the transition into increasing independence with the development of knowledge, values and skills to make positive, healthy and safe choices.

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Signed by:

Headteacher:

Date:

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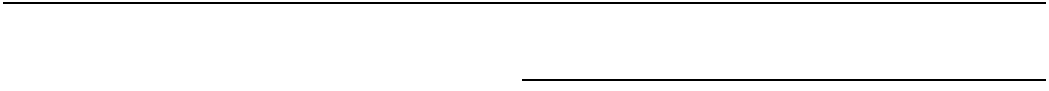
Chair of governors:

Date:

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Review date:

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## 1. Key roles and responsibilities

The **governing board** has overall responsibility for

- 1.1. the implementation of the school's RSHE Policy.
- 1.2. Working with the Headteacher, and in liaison with parents, pupils, health and other professionals, to ensure that the curriculum addresses the needs of pupils and the local community, and reflects current trends.
- 1.3. Ensuring that the policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.

The **Headteacher** has overall responsibility for

- 1.4. Reviewing the policy **annually**.
- 1.5. Handling complaints regarding this policy, as outlined in the school's **Complaints Procedures Policy**.
- 1.6. The day-to-day implementation and management of the policy.

The **PSHE leader** is responsible for

- 1.7. liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE and RSHE education that achieves the aims laid out in this policy.
- 1.8. The school will consult with parents to ensure that the RSE and relationships education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community.
- 1.9. The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).

- 1.10. The school ensures that pupils are also involved in the creation of this policy through feedback, suggestion forms and/or class discussions.

## **2. Legal framework**

- 2.1. This policy has due regard to legislation and statutory guidance, including, but not limited to the following:
- Education Act 1996
  - Education Act 2002
  - Children and Social Work Act 2017
  - DfE (2024) 'Keeping children safe in education' (KCSIE)
  - DfE (updated 2021) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- 2.2. This policy has due regard to relevant guidance including, but not limited to, the following:
- DfE (2018) 'Mental health and behaviour in schools'
- 2.3. This policy will be implemented in conjunction with the school's:
- [Child Protection and Safeguarding Policy](#)
  - [Health and Safety Policy](#)

## **3. Aims of the PSHE/RSHE curriculum**

RSHE is taught in a way which is complementary to the wider ethos, values and principles of our school. RSHE in this school is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

PSHE and RSHE empower children to build self-esteem, offer positive and open views, support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

- ✓ Providing a spiral curriculum, built on over time, allowing for the development of knowledge relevant to the age and stage of the learner.
- ✓ Providing an inclusive learning environment which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination are unacceptable.
- ✓ Teaching non-biased, accurate and factual information that is positively inclusive.
- ✓ Developing character skills to support healthy and safe relationships and ensure comfortable communication about emotions, bodies and relationships using appropriate terminology.
- ✓ Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- ✓ Providing protection from shock or guilt.
- ✓ Actively involving pupils to find out what they would like to learn about.
- ✓ Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

The curriculum for life has been planned following pupil consultation. This ensures the needs of all pupils can be met through the delivery of an age and stage-appropriate curriculum. The curriculum addresses traditional and emerging issues, and relevant challenges as identified by pupils. Consultation with pupils will be conducted on a regular basis. This will inform the curriculum, ensuring it remains responsive to emerging needs.

Some elements of the curriculum are a statutory requirement to teach in order for the school to meet **Guidance for RSE 2021**. It is important to teach RSE through a spiral curriculum. This means pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. This developmental approach helps pupils to make informed decisions relevant to their age and stage. The curriculum will support the school's commitment to safeguard pupils, preparing them to live safely in the modern world.

Our intended curriculum is detailed as follows but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning.

#### **4. Teaching methods and learning style**

- 4.1. A range of teaching and learning styles will be used to teach the Curriculum for Life.

The curriculum for life programme will be led by **the PSHE leader** and taught by **class teachers or HLTAs** and supported by **visitors such as the nursing team, police and other the road safety team**. All staff involved in the delivery of curriculum for life have received training ensuring pupils are taught with consistent approaches throughout their time at **Ashleigh Primary School and Nursery**.

We believe that RSE is best delivered by staff who are known to the children and that specialist visitors and outside agencies beyond the police, the nursing team and the road safety team aren't necessary to deliver our RSHE curriculum.

5. The curriculum will be taught using a range of teaching methodologies including story-telling, drama, discussions, individual private reflection, assemblies, quizzes, fact finding, value spectrums, debating, independent research and artistic presentations etc.

This wide range of teaching strategies promotes engagement by all pupils. Distancing techniques, such as the use of characters will prevent pupils feeling under pressure to participate or

disclose information beyond that which is appropriate or feels comfortable. This strategy makes the curriculum more accessible to all pupils, including those who may have experienced unhealthy relationships and/or abuse. The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

At **Ashleigh Primary School and Nursery** we actively celebrate the diversity of our pupils, their families and the wider whole school community. RSHE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law. Through consultation, continual assessment and regular reviews of the curriculum, we ensure that we continually recognise and respect pupils' different abilities, levels of maturity and personal circumstances including their faith or culture and that of their family, friends and the wider whole school community.

At the end of every lesson, pupils will be provided with an opportunity to ask questions as a class and can also ask anonymous questions through the use of an 'Ask it basket'. Teachers will answer questions as fully as they feel age and stage-appropriate, based on the level of knowledge demonstrated by pupils during the lesson. Teachers may ask a pupil to wait for a response to a question if they need time to consult with a colleague, or the school leadership team, to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate. Teachers will not answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons for this decision clearly explained. The teacher will work with the pupil to identify suitable sources of information, where they can safely obtain an answer to their question. Children asking questions at any other times or contexts within the school day relating to curriculum for life will be answered in a sensitive way appropriate the age and stage of the child.

At the end of every lesson, teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of

information, advice and guidance are provided. This will ensure the school can be responsive to pupils' pastoral needs, and safeguarding arrangements can be actioned efficiently if required. If the school has any reason to believe a pupil is at risk of harm, we are required to respond in accordance with the school's safeguarding policy.

Pupils' learning will be assessed at the end of every topic. This will ensure that pupils are making sufficient progress building on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

RSHE is most effective when it is a collaboration between school and home. The school will provide support to parents and carers through an annual event, providing a valuable opportunity to review the resources being used and consider ways to build on RSHE at home. The school operates a policy enabling parents to discuss RSHE at relevant times throughout the school year.

## **5. Timetabling**

5.1 Reception and Key Stages 1 & 2 we will regularly teach discrete RSHE lessons.

5.2 Every half term each year group will have a question to explore that will support the teaching and learning of PSHE and Relationships, Sex and Health Education. (See school website for the Long Term RSHE Curriculum Map)

5.3 The frequency of RSHE lessons taught may increase due to the needs of individual of the children in each class.

5.4 If we feel a particular topic within RSHE needs more focus within a class we may encourage parental support through discussions at home.

5.5 PATHS (Promoting Alternative Thinking Strategies) lessons Will be taught in all year groups across the primary phase. In Nursery PSED is embedded in the curriculum and may be taught through circle times and discussion around stories.

5.6 Topics not covered by the PATHS curriculum will also be taught:

- Mental Wellbeing and its links to physical health
- Mental wellbeing knowing who and how to ask for help
- Internet safety
- Physical Health and Fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Healthy lifestyles
- Basic first aid
- Changing adolescent body
- Road safety

5.7 RSHE/PSHE will be taught in discrete curriculum time and embedded in other subjects through e.g. science, delivered by class teachers and HLTAs.

5.8 We will ensure cross-curricular learning through regular discussion and monitoring, for example the PE and science leaders.

## **6. Reporting and confidentiality**

- 6.1. Every lesson will reinforce that if pupils have any personal concerns or wish to talk about any of the issues raised in the lesson; they can talk to their teacher or another trusted adult in school.
- 6.2. Pupils will be encouraged to have an open dialogue regarding any such issues with their teacher but must understand that their teacher may not be able to keep certain information confidential, for example, where there are safeguarding issues raised. When a pupil does wish to speak to a teacher about any such issue, the teacher should ensure that the pupil is aware of this responsibility.

## **7. Tailoring the RSHE/PSHE curriculum**

- 7.1. Discussion and other activities will be used in initial lessons in order to find out children's knowledge and understanding of subjects. The teaching programme will then be adjusted to reflect the composition of the class with regard to this.
- 7.2. Teaching will take into account the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.

7.3. Adaptations will be made for those for whom English is a second language to ensure that all pupils can fully access the curriculum for life.

7.4. All pupils with special educational needs will be taught the curriculum, with content and delivery tailored to meet their individual needs.

## **8. Key stage 1 and 2 programme of study (Taken from RSE Statutory Guidance)**

### **Families and people who care for me**

Pupils should know:

- 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

### **Caring friendships**

Pupils should know:

- 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

## **Respectful relationships**

Pupils should know:

- 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**

Pupils should know:

- 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**

Pupils should know:

- 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, for example family, school or other sources

## **9. Assessment**

Pupils' knowledge and understanding is assessed through formative assessment via question and answer sessions, discussion groups and quizzes.

