Community Primary School
Hampshire



Relationship, Sex, Health and Economic Education (RSHE) Policy

Adopted on:	May 2025
Signed on behalf of the Governing Body	Mrs B Read Chair
Review Date	May 2027

Cherrywood Community Primary School Relationship, Sex, Health and Economic Education (RSHE) Policy

Introduction

This policy complies with the requirements of the National Curriculum which came into effect in Sept 2014 (as updated), and reflects the DfE guidance on relationships, sex and health education, and guidance from the PSHE Association and the Local Authority. It addresses how the school approaches the DfE's stated aim that:

"In primary schools we want subjects to put in place the key building blocks of healthy, respectful relationships, focusing of self, family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

This policy was produced in consultation with teaching and other staff, the pupils, and governors.

Information on the content of the curriculum for each year group and how the school intends to teach key issues was provided to parents and carers and opportunities for feedback were provided.

This policy is underpinned by the School's Vision:

"*Cherrywood: a school where every child blossoms in a safe, nurturing, and caring environment, and everyone respects each other, feels happy, secure and valued; where teaching is inspired, learning is fun and children grow to be confident, responsible and successful individuals.* "

Aims and Objectives of the Policy

The promotion of children's personal development is a fundamental aspect of education which underpins other learning. Throughout the curriculum and specifically the RSHE programme of learning, children are enabled to reflect on and clarify their own values and attitudes, exploring the complex and sometimes conflicting range of pressures, values, and attitudes which they may encounter now and in the future. It also aims to develop in children the ability to identify risks, keep safe, enhance their decision-making skills and self-esteem and enable them to be assertive and resist peer pressure.

This policy sets out how children's personal development learning will be supported in school.

In this policy the term RSHE will be deemed to include all aspects of personal development learning including personal, keeping safe, social, health, sex and relationships, drug and alcohol education together with citizenship and financial capability.

Definition and Outcomes of the RSHE curriculum

RSHE is about learning accurate and age-appropriate skills, attitudes, and knowledge about relationships, the body, reproduction, sex, and all aspects of their health, including mental and sexual. RSHE aims to give children essential skills for building positive, enjoyable, respectful, and non-exploitative relationships and for staying safe both on and offline.

The overall aim of the RSHE curriculum is to foster a positive notion of lifelong learning about physical, moral, and emotional development, including how to look after physical and mental health. It aims to support the development of self-respect, empathy, tolerance and promotes the development of skills necessary to manage conflict peacefully, as well and recognise and avoid exploitation and abuse. Some aspects of this will be taught within the science curriculum and other aspects will be taught as part of the RSHE curriculum.

The teaching and organisation of RSHE

In order to ensure coverage of the statutory curriculum, RSHE will be taught fortnightly across the term. All year groups where possible will be focussing on the same overarching theme.

There are three overarching themes which we will be using, and which have been identified by the PSHE association:

- health and wellbeing
- healthy relationships, and
- living in the wider world.

The learning will be enquiry based, and each lesson will begin with a question and end with a summary of their learning at the end of the term.

Teaching the content fortnightly will allow clear progression and deeper conversations within the subjects as well as enabling misconceptions to be addressed and embedding learning. It will allow for links to be made across the science curriculum to ensure topics are covered where there is crossover between the science and RSHE statutory guidance.

To ensure that the mental health needs of pupils are being met, we are using the scheme ‘Stormbreak’ to equip children with sustainable skills and coping strategies to thrive throughout life by encouraging mentally healthy movement for every child. This will build on the mental health coverage that began prior to the COVID-19 school closures.

The school will ensure that sessions, including those on risky behaviours, are positive in tone. It acknowledges that it is important to strike a balance by reassuring children that the majority of young people make positive, healthy lifestyle choices, whilst also making clear the true consequences of choices. Pupils will be helped to develop an understanding of

the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language, and how to respond and ask for help.

The programme will also be delivered through other subject areas (where appropriate) and through other aspects of school life. Children develop their social skills through a wide variety of experiences in school, for example, through assemblies, acting as hosts to visitors, taking part in school visits, attending extra curricula clubs, taking part in school performances, taking responsibilities within school, promotion of good manners and much more.

Children's knowledge and understanding about keeping healthy is supplemented by many learning opportunities and experiences for example, learning about health and safety issues in PE, DT, Science and Art, carrying out simple risk assessments prior to outdoor activity, participation in the Think Safe event (Rushmoor), the Swimming programme, Streets Ahead Road Safety Training for Year 2, and Bikeability training for Years 5 and 6.

Often pupils will ask questions pertaining to sex or sexuality which go beyond that's which is set out in the statutory guidance. The DfE is clear in its guidance to teachers that they "should allow for discussion on a one-to-one basis or a small group. Schools should consider what is appropriate and inappropriate in a whole class setting". Where the teacher does not deem the question to be age appropriate or within the realms of the curriculum the teacher will advise the child to speak to parents about this and will also make the parents aware of the question asked.

The RSHE long term plan (the Golden Threads) is set out at Appendix 1 to this policy.

The RSHE co-ordinator, in conjunction with the head teacher who maintains an overview of the curriculum, is responsible for co-ordinating the delivery of the RSHE programme.

Equality and diversity

The profile of the pupils in the school reflects that of the local community and includes for example, a significant proportion of children from varied ethnic backgrounds. The school provides strong pastoral guidance and support for all pupils, and focused and structured support for those children who are emotionally or socially disadvantaged. The governing body supports the school's commitment to the personal, as well as academic, development of the pupils.

The school promotes the needs and interests of all pupils, irrespective of gender, culture, ability, or aptitude. Diversity issues are addressed, and equality ensured through the RSHE education programme, in activities such as assemblies, and the pervading ethos of the school.

The school will respect and take account of the different starting points of children by promoting open discussion, time for reflection, opportunities for pupil voice and acknowledging, for example, that children and their families have widely differing backgrounds, values, faiths and cultures.

Unless there are exceptional circumstances, all children with SEN will have access to the RSHE curriculum with the content or delivery adapted where required.

Involvement of Parents and Carers.

The school is committed to working with parents and carers. It will make them aware of the contents of RSHE curriculum through the publication of this policy, the long-term plan (Appendix 1 - Golden Threads) and curriculum overview (Appendix 2 – Curriculum Overview). Specific events, including opportunities to find out more detail about RSHE topics such as parent information sessions and pre-recorded videos will be offered.

Parental Right to Withdraw

Parents do ***not*** have the right to withdraw their children from any parts of the RSHE curriculum which are statutory. The Relationships Education, Relationships and Sex Education and Health Education 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.

Parents have the right to withdraw their children from all, or part of the Sex Education, ***except*** for those parts included within the National Curriculum for Sciences, which are statutory. All topics included in the Appendix 1 outline are statutory and pupils may ***not*** be withdrawn from these.

The school's approach to RSE, including the parental right to withdraw their child, are set out in this policy.

The RSHE curriculum is an essential vehicle in supporting a school's statutory duty to:

- safeguard and promote the welfare of their children,
- advance the 2010 Equality Act,
- encourage the spiritual, moral, social, and cultural development of pupils,
- foster British values,
- prepare children and young people for the challenges, opportunities, and responsibilities of adult life, along with the coverage of the National Curriculum for Science.

Those parents/carers wishing to exercise the right to withdraw their child from part or all of RSE are invited in to see a member of the Senior Leadership Team and/or RSHE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the RSE programme (unless and until the request for withdrawal has been removed). Following withdrawal, it is the responsibility of the parents/carers to deliver the content of the RSE curriculum to their child as they see fit. Information and support materials are available for parents/carers to use and are offered by the staff. Pupils who are withdrawn from RSE will continue with individual learning tasks for other curriculum areas, which are carried out in another classroom or the library.

If a conversation arises about sexual health issues in a non-RSE lesson with pupils present who have been withdrawn from RSE lessons, the teacher must stop the conversation and ask that the issues be discussed at an appropriate time. The teacher

must, as soon as possible, find an appropriate time to continue the conversation with pupils when the withdrawn child is not present.

Staff support and training

All staff will be supported in the delivery of RSHE by the RSHE Co-ordinator. In addition, staff will take part in targeted CPD, feeding back to colleagues as appropriate. The CPD will include training around the new statutory curriculum and the delivery of said curriculum.

The Wider Needs of Pupils

Pupils are supported in the first instance by their class teacher and other adults working in the classroom. Children are also regularly reminded in class and in assemblies of the fact that there are other adults in the school who are available to listen to their worries and concerns.

Occasionally specific support is provided by external agencies (such as the NSPCC, St John's ambulance or Childline) for children in the form of workshops or assemblies. The pastoral needs of more vulnerable pupils are met through the roles of the Inclusion Lead, the Social, Emotional and Mental Health (SEMH) Lead, and other focussed interventions. The SEMH Lead for example, works with many children, addressing specific needs such as anger management, anxiety about separation and low self-esteem, other adults throughout the school may be involved in delivering specific programmes (e.g., hygiene awareness) for individuals or small groups and in supporting individuals in their learning. Some children may attend nurture sessions in which they receive more support for their emotional development.

The school will work closely with external agencies which support vulnerable individuals. These agencies include the Valley Trust counselling service.

Linked Policies

Anti-bullying, Behaviour, Child Protection, Safeguarding, Staff Induction, Special Educational
Needs, Administration of Medicines, First Aid, Health and Safety, Acceptable ICT use, E-Safety. Drug and Sex Education.

Dissemination of the Policy

The policy will be available on the school's website.

Appendices:

Appendix 1: Golden Threads

Appendix 2: Curriculum Overview

Appendix 1 – RSHE Golden Threads

Golden Threads

	Healthy Relationships	Health and Wellbeing	Living in the Wider World
EYFS	To understand what makes a good friend and who can help me at school.	To understand how we can be healthy and what changes as we get older.	To understand who helps us and what makes our school community.
Year 1	To understand who is special to us and what is the same and different about us.	To understand what helps us to stay healthy and who helps to keep us safe.	To understand how we can look after each other and the world. To understand what we can do with money.
Year 2	To understand what makes a good friend and how this changes as we grow. To understand what bullying is.	To understand what helps us grow, stay healthy and to stay safe. To understand how to recognise our feelings.	To understand what jobs people do.
Year 3	To understand how we can be good friends. To understand who families are different.	To understand what keeps us safe. To understand why what we eat matters and how it affects us, how to look after our teeth and why keeping active is important.	To understand what makes a community.
Year 4	To understand how to treat each other with respect.	To understand how we will grow and change and how we can manage our changing feelings. To understand what strengths, skills and interests we have.	To understand how we can manage risks in different places. To understand that our choices have an effect on the environment.
Year 5	To understand how we can communicate with our friends safely.	To understand how we can be healthy as we grow. To understand what makes a person's identity. To understand how we can help in an accident or emergency.	To understand what jobs we would like and how to achieve that. To understand what decisions people can make with money.
Year 6	To understand how friendships have changed as we grow and what will change as we become more independent.	To understand how we can be healthy as we grow. To understand that drugs common to everyday life can have an effect on health.	To understand how media and technology influence people.

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Who can help me at school?	How can we be healthy?	Who helps us?	What makes a good friend?	What changes as we get older?	What makes our school community?
Year 1	Who is special to us?	What helps us stay healthy?	What can we do with money?	What is the same and different about us?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What Makes a good friend?	What helps us stay safe?	What jobs do people do?	What is bullying?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be good friends?	What keeps us safe?	What makes a community?	What are families like?	Why should we eat well and look after our teeth?	Why should we keep active and how does food affect us?
Year 4	How do we treat each other with respect?	What strengths, skills and interests do we have?	How do our choices effect the environment?	How can we manage our feelings?	How will we grow and change? (including menstruation)	How can we manage risk in different places?
Year 5	How can friends communicate safely?	What makes up a person's identity? (inc sexuality)	What decisions can people make with money?	How can we help in an accident or emergency?	How can we be healthy as we grow? (inc puberty)	What jobs would we like?
Year 6	How do friendships change as we grow?	How can drugs common to everyday life affect health?	How does the media influence people?	What will change as we become more independent?	How can we be healthy as we grow? (inc puberty)	How does the media and technology influence people?