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# Relationships and Sex and Health Education (RSHE) Policy

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| **Owner of Policy:** | Heather Kan |
| **Authorised By:** | Local Governing Body |
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At Acre Hall Primary School, Relationships, Sex and Health Education (RSHE) is an integral part of our Personal Development curriculum and plays a vital role in preparing pupils for life in modern Britain. Through high-quality, age-appropriate and inclusive teaching, we support pupils to develop the knowledge, skills and character needed to stay safe, build positive relationships and maintain good physical and mental health.

Our RSHE curriculum is underpinned by our core values of Reach, Responsibility, Relationships and Respect. We encourage pupils to aspire to be their very best, take responsibility for their actions and wellbeing, develop healthy and respectful relationships, and show respect for themselves, others and the diverse world around them.

## 1. Aims

The aims of RSHE at Acre Hall Primary School are to:

- Promote pupils' physical health, mental wellbeing and emotional resilience.
- Develop pupils' understanding of healthy, respectful and positive relationships.
- Equip pupils with the knowledge and skills needed to keep themselves safe, including online.
- Prepare pupils for the physical and emotional changes associated with growing up and puberty.
- Develop an understanding of personal boundaries, consent and respectful behaviour.
- Foster respect, kindness, equality and appreciation of diversity.
- Encourage pupils to take responsibility for their choices, behaviour and wellbeing.
- Support pupils to recognise risks, seek help when needed and develop confidence in making informed decisions.
- Enable pupils to contribute positively to their school, community and wider society.
- Inspire pupils to reach their full potential and become successful, responsible citizens.

At Acre Hall Primary School, RSHE forms an integral part of our wider Personal Development curriculum. Through our Jigsaw PSHE programme, we aim to develop confident, respectful and resilient young people who embody our core values of Reach, Responsibility, Relationships and Respect. Our curriculum equips pupils with the knowledge, skills and attitudes they need to stay safe, build healthy relationships, maintain positive mental wellbeing and become active citizens in modern Britain.

**Our Values in Action Through RSHE**
Through RSHE, pupils are encouraged to:
**Reach**

- Develop confidence and self-belief.
- Set personal goals and make positive choices.
- Build resilience and learn from challenges.

**Responsibility**

- Take responsibility for their behaviour, health and wellbeing.
- Understand how their actions affect others.
- Make informed and safe decisions.

**Relationships**

- Build positive friendships and healthy relationships.
- Develop empathy, kindness and effective communication skills.
- Understand the importance of trust, honesty and mutual respect.

**Respect**

- Respect themselves and others.
- Value diversity and challenge discrimination and prejudice.
- Recognise and celebrate differences within families, communities and society.

## 2. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017. We must also teach health education.
We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.
In teaching RSHE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Acre Hall we teach RSHE as set out in this policy.

## 3. Definition

Relationships Education teaches pupils about healthy relationships, families, friendships, respect, boundaries and how to keep themselves safe.
Health Education provides pupils with the knowledge and skills needed to make informed decisions about physical health, mental wellbeing, personal safety and healthy lifestyles.
At primary level, sex education beyond the statutory science curriculum is limited and age appropriate. Any additional content is delivered sensitively and in partnership with parents and carers.
Together, RSHE supports pupils to become safe, respectful, healthy and responsible members of society.

## 4. Curriculum

Our RSHE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

## 5. Working in Partnership with Parents and Carers

The school values the role of parents and carers as children's primary educators. We will provide clear information about the RSHE curriculum, share resources on request and consult with parents and carers when reviewing provision. Whilst parental views are welcomed and considered, the school remains responsible for delivering the statutory curriculum.

## 6. Delivery of RSHE

RSHE is taught through a planned, progressive and age-appropriate curriculum that supports pupils' personal development and prepares them for life in modern Britain.

At Acre Hall Primary School, RSHE is delivered primarily through the Jigsaw PSHE programme, which provides a structured and sequential curriculum from EYFS to Year 6. The curriculum is designed to build pupils' knowledge, understanding and skills over time, enabling them to make informed decisions, develop healthy relationships and maintain positive physical and mental wellbeing.

Our RSHE curriculum reflects our school values of **Reach, Responsibility, Relationships and Respect**. Through their learning, pupils are encouraged to aspire to be their best, take responsibility for their choices and wellbeing, build positive and healthy relationships, and show respect for themselves and others.

The curriculum is carefully planned to ensure that learning is age appropriate, inclusive and responsive to the needs of our pupils. Teaching takes account of pupils' age, developmental stage, cultural background, faith, family circumstances and individual needs, including those with special educational needs and disabilities (SEND).
Biological aspects of RSHE are taught through the National Curriculum for Science, while wider aspects of personal development are delivered through RSHE, PSHE, Computing, Religious Education and assemblies.

**6.1 Curriculum Content**
Relationships Education focuses on helping pupils develop the skills and understanding required to build and maintain healthy, positive relationships.
Pupils learn about:

- families and the people who care for them;
- caring and supportive friendships;
- respectful relationships;
- self-respect and respecting others;
- personal boundaries;
- online relationships and digital communication;
- recognising and responding to bullying;
- seeking help and support when needed;
- staying safe in different situations.

Health Education supports pupils to understand how to maintain good physical, emotional and mental health. Learning includes:

- mental wellbeing and emotional literacy;
- healthy lifestyles;
- physical activity and fitness;
- healthy eating;
- personal hygiene;
- sleep and healthy routines;
- the prevention of illness and disease;
- drugs, alcohol, tobacco and vaping awareness;
- basic first aid;
- recognising risk and keeping safe.

Puberty education is taught as part of statutory Health Education and Science. Pupils are prepared for the physical and emotional changes associated with growing up in a sensitive, factual and age-appropriate way.

Teachers use a range of high-quality resources and teaching approaches, including discussion, scenarios, literature, videos, practical activities and reflective learning tasks. Appropriate vocabulary is taught and used throughout the curriculum.

**6.2 Inclusion and Equality**
We believe that all pupils should be able to access a high-quality RSHE curriculum.

Teaching is delivered in a way that:
- is inclusive and accessible for all pupils;
- reflects the diverse society in which we live;
- promotes equality and respect;
- is sensitive to pupils' individual experiences;
- supports pupils with SEND through appropriate adaptation and differentiation.

Learning takes place in a safe, supportive and respectful environment where pupils are encouraged to ask questions, express opinions and discuss sensitive issues appropriately.
Staff will challenge discriminatory language, prejudice, stereotypes and bullying, and promote respect for difference in accordance with the Equality Act 2010.

**6.3 Digital and Online Safety**
Digital safety forms an important part of RSHE and is taught alongside the Computing curriculum.
Pupils learn how to:
- develop safe and healthy online relationships;
- manage their digital footprint;
- protect personal information;
- recognise online risks and harmful content;
- respond appropriately to online bullying;
- understand age restrictions on apps, games and social media platforms;
- identify misinformation, manipulated content and online scams;
- understand how online content, algorithms and social media can influence beliefs, behaviours and self-image;
- recognise coercion, pressure and exploitation online;
- access support and report concerns.

Teaching reflects emerging online risks and equips pupils with the knowledge and skills needed to navigate the digital world safely and responsibly.

**6.4 Safeguarding**
RSHE makes a significant contribution to safeguarding and promoting the welfare of children.

Through the curriculum, pupils are taught how to:
- recognise healthy and unhealthy relationships;
- understand personal boundaries;
- identify unsafe situations;
- recognise risks both online and offline;
- seek help when they are worried;
- understand their right to feel safe;
- report concerns about themselves or others.

Learning also supports pupils to recognise inappropriate behaviour, abuse, exploitation, coercion, grooming and bullying, and to know how to access help from trusted adults.
Where safeguarding concerns arise during lessons, staff will respond in line with the school's Child Protection and Safeguarding Policy and statutory safeguarding guidance.

**6.5 Confidentiality**
Teachers cannot offer unconditional confidentiality to pupils.
At the beginning of sensitive learning, pupils will be reminded that if they disclose information that suggests they or another person may be at risk of harm, staff have a responsibility to pass this information to the Designated Safeguarding Lead.
Staff will manage discussions sensitively and professionally, ensuring pupils feel safe, supported and listened to whilst meeting their safeguarding responsibilities.

## 7. Use of external organisations and curriculum materials

Whilst the school may work with external organisations to deliver the curriculum, it remains responsible for the content and the way in which pupils are taught.
We will make sure that any agency and any materials used are accurate, age and stage-appropriate, and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
    - Are age-appropriate
    - Are in line with pupils' developmental stage
    - Are accessible for all pupils, including those with SEND
    - Are sensitive to pupils' needs
    - Comply with:
        - This policy
        - The Teachers' Standards
        - The Equality Act 2010
        - The Human Rights Act 1998
        - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
- Ask to see in advance any materials and lesson plans that the agency may use
- Know the named individuals who will be there, check the credentials of the visitor and/or visiting organisation, and follow our usual safeguarding procedures for these people
- Make sure the visitor understands and agrees in advance:
    - How confidentiality will work in any lesson
    - How safeguarding reports should be dealt with, in line with our school policies
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

The school recognises its responsibilities under the Equality Act 2010. Any teaching or resources relating to protected characteristics, including sex, sexual orientation and gender reassignment, will be delivered in an age-appropriate, factual and balanced manner. Resources will be carefully selected to ensure they are accurate, evidence-based, inclusive and appropriate to the developmental stage of pupils. Where external materials are used to support sensitive aspects of the curriculum, they will be made available to parents and carers on request.

External visitors enhance but do not replace the school's RSHE curriculum. Teachers remain responsible for classroom management, safeguarding and ensuring that learning objectives are met.

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers. The school will communicate to agencies that it is legally obliged to have regard to the expectation that all content can be shared with parents and carers

## 8. Roles and responsibilities

### 8.1 The governing board

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

The governing board will ensure that:

- All pupils make progress in achieving the expected educational outcomes
- Teaching is accessible to all pupils with SEND
- Curriculum content and teaching materials are aligned with the guidance
- Clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education

### 8.2 The Principal

The Principal is responsible for making sure that RSHE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from components of RSHE (see section 9).

### 8.3 Staff

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from components of RSHE
- Staff will model positive behaviour, challenge discriminatory language and behaviour, and avoid perpetuating harmful stereotypes or prejudice in any form.
- Where discriminatory, prejudicial or misogynistic views are expressed, staff will challenge the views respectfully whilst maintaining positive relationships with pupils.
- Teachers understand that discussions within RSHE may lead to safeguarding disclosures. Any concern relating to a pupil's safety or welfare will be managed in accordance with the school's Child Protection and Safeguarding Policy. Staff will never promise confidentiality where a child may be at risk of harm.

- 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 PSHE lead.

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

## 9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships and health education. Parents/carers have the right to withdraw their child from the components of sex education within RSHE – the Principal will grant all requests to withdraw a pupil from the parts of sex education.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

## 10. 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 Principal 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.

## 11. Monitoring arrangements

The impact of RSHE will be evaluated through:

- lesson visits and learning walks;
- pupil voice activities;
- curriculum reviews and planning scrutiny;
- assessment of pupils' knowledge and understanding;
- monitoring of safeguarding themes and pupil wellbeing;
- parent and carer feedback;
- governor monitoring visits;
- evaluation of how effectively the curriculum promotes the school's values of Reach, Responsibility, Relationships and Respect.

## Appendix 1: Whole School Curriculum Map

Statutory Relationships Education, Health Education and age-appropriate puberty education are woven through these units.

JIGSAW PSHE 3-11

### PSHE Knowledge Content Snapshot Overview

| Age group | Being Me In My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
|---|---|---|---|---|---|---|
| Ages 3-5 | Self-identity<br>Understanding feelings<br>Being in a classroom<br>Being gentle<br>Rights and responsibilities | Identifying talents<br>Being special<br>Families<br>Where we live<br>Making friends<br>Standing up for yourself | Challenges<br>Perseverance<br>Achieving and setting goals<br>Overcoming obstacles<br>Seeking help<br>Jobs | Exercising bodies<br>Physical activity<br>Healthy food<br>Sleep<br>Keeping clean<br>Safety | Family life<br>Friendships<br>Breaking friendships<br>Falling out<br>Dealing with bullying<br>Being a good friend | Bodies<br>Respecting my body<br>Growing up<br>Growth and change<br>Fun and fears<br>Celebrations |
| Ages 5-6 | Feeling special and safe<br>Being part of a class<br>Rights and responsibilities<br>Rewards and feeling proud<br>Consequences<br>Owning the learning charter | Similarities and differences<br>Understanding bullying and knowing how to deal with it<br>Making new friends<br>Celebrating the differences in everyone | Setting goals<br>Identifying successes and achievements<br>Learning styles<br>Working well and celebrating achievement with a partner<br>Tackling new challenges<br>Identifying and overcoming obstacles<br>Feelings of success | Keeping myself healthy<br>Healthier lifestyle choices<br>Keeping clean<br>Being safe<br>Medicine safety/ safety with household items<br>Road safety<br>Linking health and happiness | Belonging to a family<br>Making friends/being a good friend<br>Physical contact preferences<br>People who help us<br>Qualities as a friend and person<br>Self-acknowledgement<br>Being a good friend to myself<br>Celebrating special relationships | Life cycles – animal and human<br>Changes in me<br>Changes since being a baby<br>Differences between female and male bodies (correct terminology)<br>Linking growing and learning<br>Coping with change<br>Transition |

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PSHE 3-11

# PSHE Knowledge Content Snapshot Overview

| Age group | Being Me In My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
|---|---|---|---|---|---|---|
| Ages 6-7 | Hopes and fears for the year<br>Rights and responsibilities<br>Rewards and consequences<br>Safe and fair learning environment<br>Valuing contributions<br>Choices<br>Recognising feelings | Assumptions and stereotypes about gender<br>Understanding bullying<br>Standing up for self and others<br>Making new friends<br>Celebrating difference and remaining friends | Achieving realistic goals<br>Staying healthy to achieve goals<br>Perseverance and strengths<br>Learning with others<br>Group co-operation<br>Contributing to and sharing success | Motivation<br>Healthier choices<br>Healthy eating and nutrition<br>Safety in the home<br>Safety out and about<br>Medicines | Different types of family<br>Physical contact boundaries<br>Friendship and conflict<br>Secrets<br>Trust and appreciation<br>Expressing appreciation for special relationships | Life cycles in nature<br>Growing from young to old<br>Increasing independence<br>Differences in female and male bodies (correct terminology)<br>Assertiveness<br>Preparing for transition |
| Ages 7-8 | Setting personal goals<br>Self-identity and worth<br>Positivity in challenges<br>Rules, rights and responsibilities<br>Rewards and consequences<br>Responsible choices<br>Seeing things from others' perspectives | Families and their differences<br>Family conflict and how to manage it (child-centred)<br>Witnessing bullying and how to solve it<br>Recognising how words can be hurtful<br>Giving and receiving compliments | Difficult challenges and achieving success<br>Dreams and ambitions<br>Motivation and enthusiasm<br>Recognising and trying to overcome obstacles<br>Evaluating learning Processes<br>Contributing to the community<br>Managing feelings<br>Simple budgeting | Exercise<br>Food labelling and healthy swaps<br>Attitudes towards drugs<br>Keeping safe online and off line<br>Respect for myself and others<br>Healthy and safe choices outdoors<br>Water safety<br>Asking for help | Family roles and responsibilities<br>Friendship and negotiation<br>Keeping safe online and who to go to for help<br>Media influence<br>Being a global citizen<br>How my choices affect others<br>Awareness of other children's different lives<br>Expressing appreciation for family and friends | How babies grow<br>Outside body changes<br>Inside body changes<br>Personal hygiene<br>Family stereotypes<br>Challenging my ideas<br>Preparing for transition |

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PSHE 3-11

# PSHE Knowledge Content Snapshot Overview

| Age group | Being Me In My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
|---|---|---|---|---|---|---|
| Ages 8-9 | Being part of a class team<br>Being a school citizen<br>Rights, responsibilities and democracy (school council)<br>Rewards and consequences<br>Group decision-making<br>Having a voice<br>What motivates behaviour | Challenging assumptions<br>Judging by appearance<br>Accepting self and others<br>Understanding influences<br>Understanding bullying<br>Problem-solving<br>Identifying how special and unique everyone is<br>First impressions | Hopes and dreams<br>Overcoming disappointment<br>Creating new realistic dreams<br>Achieving goals<br>Working in a group<br>Celebrating contributions<br>Resilience<br>Positive attitudes | Healthier friendships<br>Peer influences<br>Railway safety<br>Staying safe with friends<br>Smoking<br>Alcohol and vaping<br>Assertiveness<br>Peer pressure<br>Celebrating inner strength | Jealousy<br>Love and loss<br>Memories of loved ones<br>Getting and Falling Out<br>Girlfriends and Boyfriends<br>Showing appreciation to people and animals | Being unique<br>Girls and puberty<br>Being part of a family<br>Confidence in change<br>Accepting change<br>Preparing for transition<br>Environmental change |
| Ages 9-10 | Planning the year ahead<br>Being a citizen<br>Rights and responsibilities<br>Rewards and consequences<br>How behaviour affects groups<br>Democracy, having a voice, participating | Cultural differences and how they can cause conflict<br>Racism<br>Rumours and name-calling<br>Types of bullying<br>Materials wealth and happiness<br>Enjoying and respecting other cultures | Future dreams<br>Spending, saving and value of money<br>Jobs and careers<br>Dream job and how to get there<br>Goals in different cultures<br>Supporting others (charity)<br>Motivation | Smoking including vaping<br>Alcohol and vaping<br>Alcohol and anti-social behaviour<br>Emergency aid<br>Body image<br>Relationships with food<br>Healthy choices<br>Motivation and behaviour | Self-recognition/ self-worth<br>Building self-esteem<br>Safer online communities<br>Rights and responsibilities online<br>Online gaming and risks<br>Reducing screen time<br>Dangers of online grooming<br>Internet safety rules | Self- and body image<br>Influence of online and media on body image<br>Puberty for girls<br>Puberty for boys<br>*Conception (including IVF)*<br>Growing responsibility<br>Coping with change<br>Preparing for transition |

JIGSAW
PSHE 3-11

# PSHE Knowledge Content Snapshot Overview

| Age group | Being Me In My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
|---|---|---|---|---|---|---|
| Ages 10-11 | Identifying goals for the year<br>Global citizenship<br>Children's universal rights<br>Feeling welcome and valued<br>Choices, consequences and rewards<br>Group dynamics<br>Democracy, having a voice<br>Anti-social behaviour<br>Role-modelling | Perceptions of normality<br>Understanding disability<br>Power struggles<br>Understanding bullying<br>Inclusion/exclusion<br>Differences as conflict, difference as celebration<br>Empathy | Personal learning goals, in and out of school<br>Success criteria<br>Emotions in success<br>Making a difference in the world<br>Motivation<br>Recognising achievements<br>Compliments | Taking personal responsibility<br>How substances affect the body<br>Exploitation including 'county lines' and gang culture<br>Emotional and mental health<br>Managing stress | Mental health<br>Identifying mental health worries and sources of support<br>Love and loss<br>Managing feelings<br>Power and control<br>Assertiveness<br>Technology safety<br>Take responsibility with technology use | Self-image<br>Body-image<br>Puberty and feelings<br>*Conception to birth*<br>Reflections about change<br>Physical attraction<br>Respect and consent<br>Boyfriends/girlfriends<br>Sexting<br>Transition |

**Appendix 2: Parent/carer form requesting their child's withdrawal from sex education within RSHE**

| TO BE COMPLETED BY PARENTS/CARERS | | | |
|---|---|---|---|
| Name of child | | Class | |
| Name of parent/carer | | Date | |
| Reason for withdrawing from sex education within relationships and sex education | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent/carer signature | | | |

| TO BE COMPLETED BY THE SCHOOL | |
|---|---|
| Agreed actions from discussion with parents/carers | |