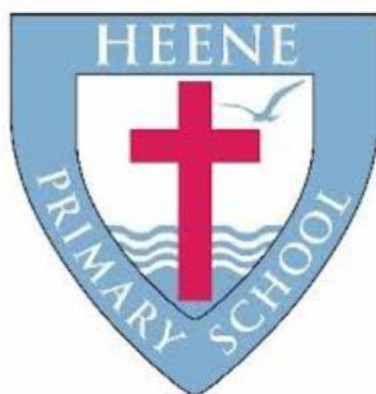


# Heene CE Primary School



## RSHE Policy November 2025



<i>Revision No.</i>	<i>Date Issued</i>	<i>Prepared by</i>	<i>Approved</i>	<i>Comments</i>
<i>1</i>	<i>Nov 25</i>	<i>LT</i>	<i>Transition board</i>	

# Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) Policy

## 1. INTRODUCTION

### Our Vision

*Together in faith, we love, grow and learn.*

### Our Core Christian Values

*Hope, Resilience, Curiosity, Kindness, Confidence, Respect*

These values are the bedrock of everything we do. They are the characteristics that we aim to foster in our pupils every day through our teaching and learning practice, so that by the time they leave school they will be citizens who can flourish. **At Heene, we always put kindness first. We think this is a good rule for life.**

**The Church of England Education Office faith-sensitive and inclusive approach to Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) is underpinned by two key biblical passages:**

**So God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV)  
I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)**

**Everyone will be treated with dignity as all people are made in the image of God and loved equally by God.**

**'We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE).'**

**All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:**

**Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society,  
and Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.**

**We are confident that the Jigsaw and Myhappymind Programmes covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way. Should changes to these curriculum areas occur in the future, Jigsaw and Myhappymind will provide its schools with materials to ensure all statutory duties are fulfilled.**

**This policy is also informed by DfE guidance on Relationships, Sex and Health Education (as above), preventing and tackling bullying (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017), Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013 and Keeping Children Safe in Education, 2020) and equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014).**

## 2. Context and rationale

This policy covers our whole school approach to the teaching of PSHE alongside the school's overall SEMH needs. PSHE is a non-statutory subject within the National Curriculum. However, at Heene— a learning community we are committed to the development of the whole child and therefore PSHE is taught consistently with integrity and purpose. All pupils will be given the opportunity to acquire the knowledge, understanding and skills they need to

manage their lives now and in the future. The policy is available to parents and carers through our website. If you require a hardcopy of this policy, then please contact our school office.

### **3. Policy Aims and Objectives**

At Heene CE Primary, we have a strong ethos and core values, which guide children's development. We strongly believe that children should have the opportunity to develop resilience, as research shows that children who are resilient 'bounce back' from difficult experiences and are less likely to experience mental health problems (Parenting Research Centre, 2017). Additionally, we want our children to become independent and play an active part in shaping their own lives. Our school values play a vital role in supporting this: Hope, Resilience, Curiosity, Kindness, Confidence, Respect. Heene CE Primary is a happy, nurturing school where individuality is celebrated. We aim to provide an environment in which children feel stimulated and are given the tools to become more independent and creative thinkers with lively and enquiring minds. We value the partnership of working with children's parents and carers. We nurture and inspire children to develop confidence and resilience, in an environment where all efforts are valued and children can thrive. Our school vision and ethos is strongly supported and embedded in the delivery of our PSHE content. At Heene CE Primary, we are committed to ensuring that the emotional and social needs of all our children are met through the delivery of this curriculum, as research shows, '...pupils with greater emotional, behavioural, social, and school wellbeing had, on average, higher attainment and were more engaged with their schooling.' (Gutman & Vorhaus, 2012). As part of providing a broad and balanced curriculum through our agreed PSHE whole school approach, we are able to nurture and support the Spiritual, Moral, Social and Cultural development in children and promote fundamental British Values in young lives. We support children to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives and become responsible citizens and embrace cultural differences and diversity. We recognise that our school vision is crucial to this learning and should be at the heart of whole school development.

### **4. Entitlement and Equality of Opportunity**

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance. Teaching will take into account the age, ability, readiness and cultural backgrounds of children and those with English as a second language to ensure that all can fully access PSHE education provision. We promote diversity and inclusion by considering all pupils' needs when planning schemes of work and delivery of lessons. Through our school values, we encourage and set expectations for our pupils to consider the needs of others. We will use PSHE education as a way to address diversity issues and to ensure equality. We recognise the right for all pupils to have access to PSHE education learning which meets their needs. All children, regardless of additional needs, will have access to PSHE through our inclusive curriculum and a high standard of quality first teaching. We will not exclude access to PSHE for any pupil.

### **5. Responding to Pupils Questions**

All questions will be given equal value and classrooms provide a safe environment to ask questions. Opportunities are made for those who wish to ask questions anonymously. If a safeguarding issue is raised teachers are expected to follow the Safeguarding policy. We encourage children to discuss and question a range of topics such as, friendship, feelings, staying safe etc.

### **6. Confidentiality, safeguarding and Handling Disclosure**

Safeguarding is everybody's business. Heene CE Primary has an unwavering commitment to safeguarding to ensure that: all our children and young people are safe and feel safe; that children, parents/carers and staff are able to talk about any safeguarding concerns and feel assured that they will be listened to; and that all staff and volunteers are aware of and implement safeguarding procedures and guidance, including what to do if they suspect a child or young person may be experiencing, or be at risk of harm. In essence, we instil a culture of vigilance. During PSHE sessions, children may disclose a range of issues, including, FGM and sexual exploitation, of which staff are trained to be aware of and discuss appropriate measures when these are raised. We have robust reporting systems in place for safeguarding disclosures of which all staff are aware and receive regular training. If a child has a SEN need that is also classed as SEMH this would follow the graduated response procedure for referral. Please see Safeguarding Policy for further information.

### **7. Involving Parents and Carers**

PSHE is strongest when there is communication and collaboration between school and home. The DfE (2019) states, 'Good communication and opportunities for parents to understand and ask questions about the school's approach

help increase confidence in the curriculum.’ We are committed to working with parents and carers. We will communicate with parents and carers about children’s learning in a variety of forums.

### **8. Principles and Methodology**

This policy outlines our school’s practice and procedures relating to the delivery of our PSHE and RSE whole school approaches, which are implemented from Foundation Stage to Key Stage 2. We will determine pupils’ prior knowledge through observation, discussion and pupil voice. The programme will be taught through a range of teaching methods, including practical, engaging and motivational lessons, which use the characteristics of effective learners. We will ensure that all children, including those with additional needs, have access to an inclusive PSHE curriculum. At Heene CE Primary, we aim to help pupils make connections between their learning and ‘real life’. We will make cross-curricular connections where appropriate.

### **9. Timetabling**

Weekly lessons are expected to take place in both KS1 and KS2 and are to be delivered by the class teacher where possible. In EYFS this is delivered through the PSED aspect of Early Years curriculum. Our PSHE education provision is mapped and planned effectively to ensure coverage.

Our whole school provision is further enriched by:

- Opportunities for outdoor learning-Wild beach
- School Worship
- My Happy Mind Programme
- Theme days/weeks e.g. Anti-bullying, mental health awareness, E-Safety, Remembrance Day
- Pupil Leadership Team / election and participation
- Fund-raising activities e.g. Comic Relief, Harvest, Children in Need
- Visitors to school e.g. Local Fire Service, police & community officers

### **10. Promoting Fundamental British Values**

We ensure that the fundamental British Values are strongly embedded and promoted through our School ethos and values. We also use Picture News where children discuss recent events to aid their understanding of life in modern Britain and link these to the British Values. This also encompasses the development and awareness of SMSC. In this way we support children to:

1. Understand Democracy by learning to participate and work collaboratively to make decisions through democratic processes, working as a team and voting e.g. School council, Pupil Voice.
2. Understand the Rule of the law, understanding that rules matter and are important to keep us safe.
3. Develop and have Mutual respect for others even though we might not always agree with their thoughts and feelings.
4. Show tolerance towards others and accept that other people have different beliefs from ours and they may believe in different religions.
5. Understand that they can make their own choices and express opinions due to individual liberty.

### **11. Promoting a Healthy Lifestyle**

We strongly believe that ‘a healthy body means a healthy mind’ and therefore we promote and support children in developing a healthy lifestyle. We promote the development of healthy living by offering:

- Freshly cooked school meals everyday – healthy portions and balanced meals provided
- Walk to school week
- Sports day
- Range of before & after school clubs
- An enriched outdoor provision for physical development
- Timetabled PE lessons
- Daily fresh fruit
- Free milk for under 5s

### **12. Promoting mental health**

We use the core 'myHappymind' programme to equip all children with the knowledge, skills and tools to develop their mental wellbeing and to thrive in the modern world. All children from Nursery to Year 6 learn through five themes: meet your brain, celebrate, appreciate, relate and engage. The content is progressive and Year 6 have a heightened focus on the transition to secondary school. A parent app allows children to explore the realm of mental health at home and for us to sign post parents to resources to support in the home when necessary.



### **13. My Happy Mind-teaching and learning**

We use the myHappymind Plus scheme of work to plan and deliver lessons, this approach is based on the PSHE Association objectives to ensure a broad and balanced curriculum is in place. All lessons are categorised into four key themes: myHappymind, myHappybody, myHappyrelationships, myHappyworld. Foundation stage (EYFS) also follow the myHappymind Plus scheme of work, their content is adapted to meet the Early Learning Goals. The teaching and delivering of our PSHE programme ensures that teachers provide learning opportunities matched to the individual needs of children including, those with additional educational needs and those with English as an additional language. Pupil voice and related work is recorded in the children's journals.

The 4 themes are:

- 1-Myhappymind-This is the main program designed to build positive mental health, resilience, and well-being in children. It includes understanding how the brain works, developing a growth mindset, and learning about emotional regulation.
- 2- Myhappybody-This theme focuses on Health & Wellbeing (core theme 1 from the PSHE association) objectives, encouraging children to understand the importance of physical health and its connection to mental wellbeing.
- 3- Myhappyrelationships-This theme explores Relationships (core theme 2 from the PSHE association), teaching children about the importance of positive relationships and how to build them.
- 4-Myhappyworld- This theme focuses on Living in the Wider World (core theme 3 from the PSHE association), helping children understand their place in the world and develop respect for diversity and differences.

Through these themes, the aim is to develop the children's character by:

- Develop self-esteem and confidence
- Work cooperatively with others
- Be respectful towards others
- Be accepting of others
- Have a sense of belonging and identity
- Be polite and have good manners
- Develop curiosity, enthusiasm and independence in their learning
- Be motivated and creative in their learning
- Take risks and be resilient
- Work hard to achieve personal success
- Be responsible and emotionally intelligent
- Understands what constitutes a healthy lifestyle
- Be aware of safety issues (personal safety, e-safety)

These skills are encouraged and developed implicitly throughout the school day, through class lessons, teacher modelling, expectation and aspirations, whole school worship and specific praise that identifies the above.

**In the Early Years: Alongside the whole school programme, we teach PSHE as an integral part of the Early Years curriculum. Class teachers are responsible for teaching and delivering quality weekly sessions, which include well-planned lessons.**

**In KS1 and KS2: A planned programme of Personal, Social, Health and Sex Education address the whole development of the child as part of a broad and balanced curriculum and follows the statutory government**

guidelines. Children are encouraged to make positive and healthy decisions about their lifestyle and to resist the pressures on them to be involved with behaviour that is unhealthy or detrimental to their well-being. Children are taught about positive and age-appropriate relationships.

KS1 focuses on exploratory work, for example through role-play, circle time discussions and linking to real life scenarios involving difference and diversity. Children in KS1 are introduced to terminology to correctly name body parts – which follows DfE safeguarding advice. In KS2, children discuss topics, such as empathy and bullying. Later, they are introduced to the topics of drug awareness, sex education and relationships. There is also a strong emphasis on E-Safety throughout the school.

#### **14. Assessment, Recording and Reporting**

##### ***In the Early Years...***

Class teachers assess children’s development and progress in PSHE by making informal judgements as they observe children in their learning and social interactions at school every day. Alongside these judgements, teachers use the PSED objectives (as stated in the Development Matters document) to make more formal judgements of children’s progress and development in this prime area of learning. Teachers keep a record of children’s achievements through observations or photographs/videos. At the end of Reception, teachers report on children’s personal, social and emotional well-being against the Early Learning Goals for PSED.

##### ***In KS1 and KS2...***

Class teachers make use of ongoing observations to assess children’s progress in PSHE. Recorded work and pupil voice is used in addition to this. This is recorded on children’s individual journals and through class floor books. This is used for capturing pupils’ knowledge and understanding, as well as monitoring progression. There is no formal summative assessment for PSHE. Teachers will use formative assessment during the lesson to inform future plans.

## **Relationship and Sex Education (Relationships, Sex and Health Education)**

#### **15. Definition of Relationships, Sex and Health Education (RSHE)**

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the ‘*changing adolescent body*’, included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019). There is a current statutory duty for Independent schools to provide PSHE and they must meet the Independent School Standards as set out in the Education (Independent School Regulations 2014). Independent schools may find the DfE guidance on Relationships Education, Sex Education and Health Education useful in planning and age-appropriate curriculum.

All primary schools are legally obliged to have an up-to-date policy for Relationships and Sex Education (RSE) that describes the content and organisation of RSE. In primary schools if the decision is taken to teach sex education beyond Relationships and Health Education and National curriculum Science, this should also be documented in the policy. The policy should be made available to parents/carers on request and also available on the school’s website. It is the school governors’ responsibility to ensure that the policy is developed and implemented effectively.

Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and wellbeing. This is why the DfE recommend: “... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.” (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

#### **Compulsory aspects of Relationships, Sex and Health Education.**

End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019). It is up to schools to determine how this is taught as part of a broad and balanced curriculum. Where a school delivers this as part of a whole programme of PSHE, such as Jigsaw, they are free to continue with this approach.

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools.

-‘All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes’ (1.13)

-Children should learn ‘how a baby is conceived and born’ before they leave primary school (1.16)

RSHE plays a very important part in fulfilling the statutory duties all schools have to meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

-Sex and Relationships Education (SRE) is an important part of PSHE Education (DfE, 2014).

-When any school provides RSE they must have regard to the Secretary of States guidance; this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2019, Education Inspection Framework Para 28).

-It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

Updated government safeguarding guidance is now available ([Keeping Children Safe in Education, 2025](#)) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holidays especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government [Multi-agency practice guidelines: Female Genital Mutilation \(2016\)](#) which includes a section for schools.

RSHE has clear links with other school policies aimed at promoting pupils’ spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Drug and Alcohol Education Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- RE Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Special Educational Needs Policy

## **16. The role of the Headteacher and Governing body**

It is the responsibility of the Governors to ensure that as well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:

- all pupils make progress in achieving the expected educational outcomes in regard to RSHE;

- RSHE is well led, effectively managed and well planned;
- the quality of RSHE provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

The headteacher liaises with external agencies regarding the school RSHE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy. Parents should be consulted on the RSE policy and have the opportunity to express their views. They also must be informed of the limits of their right to withdraw their child from sex education and have the opportunity to do so within these limits.

### **17. Monitoring and Review**

The Curriculum Committee of the governing body monitors the RSE policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the RSE programme that is taught in your school. Governors should scrutinise materials to check they are in accordance with the school's ethos. Parents and carers have the right to see sample materials used within the teaching of RHSE and can do so by prior appointment with a member of staff, or at any open evening the school chooses to hold about this curriculum area. As Jigsaw materials are copyrighted the school is not permitted to put teaching materials on the public facing website, or provide electronic copies of materials to parents and carers at home.

### **18. Equalities**

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

*"Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils."* (DfE, 2019)

## 19. RSE Content

The grid below shows specific RSE content for each year group:

<b>Age</b>	
4-5	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
5-6	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.
6-7	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us);trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.
7-8	<p>Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect</p> <p>Others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.</p>
8-9	Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.
9-10	Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.

Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

## **20. Withdrawal from RSE lessons**

Parents/carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum Science and that included within Statutory Relationships and Health Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or Jigsaw Lead in school 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 **specific sex education lessons** until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school sex education programme or who wish to deliver sex education to their children at home. **Parents and carers cannot withdraw from any aspect of Relationships Education and also in maintained schools, Health Education lessons covering the changing adolescent body (puberty).**

## **21. Working with parents and carers- RSE**

Heene CE Primary School seeks to work in partnership with parents through consultation and support. Parents are vital in teaching children about healthy relationships, maintaining the culture and ethos of the family, helping children to cope with the emotional and physical aspects of growing, and preparing them for the challenges and responsibilities that sexual maturity brings.

Before each year group embarks upon its RSHE programme, parents are of their right to withdraw their child from some or all of the sex education delivered as part of RSHE (other than that which forms part of the science curriculum). There is no right to withdraw from Relationships Education or Health Education. Parents are also invited to view all teaching resources that will be used in the delivery of their child's sex education lessons.

The school provides support to parents in helping children learn the accepted names of the body, talking with the children about their feelings and relationships, and answering questions about growing up, having babies and relationships. The government guidance on Relationships, Sex Education and Health Education (DfE, 2019) emphasises the importance of schools working in partnership with parents and carers.

Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, Geography, History, RE, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSHE. Good communication and opportunities for parents to understand and ask questions about the school's approach can help increase confidence in the curriculum.

## **22. Girl's understanding of sanitary products and disposal in school**

As part of lessons on puberty girls will be made aware of the procedures in place for accessing and the safe disposal of sanitary products. The school is aware that period poverty can be an issue for some pupils, and will to the best of its ability ensure that girls have access to appropriate sanitary products during school time.

### **23. Adaptions for SEN**

Our curriculum is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy and it is consistent with the Equality Act. Teachers will need, as always, to tailor each Piece (lesson) to meet the needs of the children in their classes for example boys, girls, pupils with special educational needs and disabilities.

To support this differentiation, many Jigsaw Pieces (lessons) suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. If any changes are implemented nationally as a result of the Rochford Review Jigsaw will make the necessary amendments and offer this free update to all its schools.

### **24. Monitoring and evaluation**

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted based on:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

### **25. External contributors**

External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to our PSHE programme. Their input should be carefully planned and monitored to fit into and complement the programme. The Life Education Project is also a valuable external contributor.

Teachers MUST always be present during these sessions and remain responsible for the delivery of the PSHE programme.

### **26. Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

### **27. Pupil Consultation**

Our pupils to be consulted on their own personal, social and citizenship development, sometimes through the work of the Pupil Council and sometimes through whole class lessons. Questions such as, what sort of person would they like to be by the time they leave this school; what qualities, skills, attitudes, values are important to you as people?

With older pupils we develop this further by asking pupils how they feel the school could support them with this, what initiatives the school could implement to support this e.g. friendship benches, buddying systems, prefect duties and many more.

## **28. Links to other policies and curriculum areas**

We recognise the clear link between PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate.

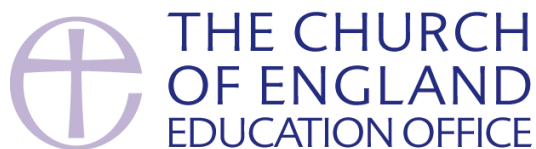
- Science curriculum
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy

## **29. Dissemination**

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

## **30. Further Information**

DfE-Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)  
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>



## **A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)<sup>1</sup>**

In *Heene CE Primary School* we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

### **We commit:**

- 1. To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
- 2. That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
- 3. That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act<sup>2</sup> and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
- 4. That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
- 5. That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as

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<sup>1</sup> RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

<sup>2</sup> The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.

6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.
8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.