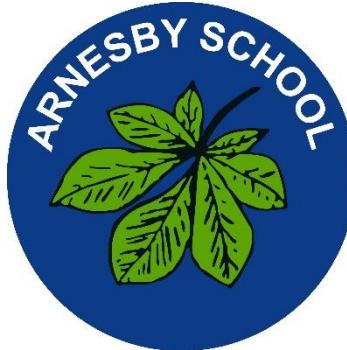


ARNESBY C E PRIMARY SCHOOL

‘Where every child shines’



Relationships, Sex and Health Education Policy

School Values:

Curiosity: opportunities for children to achieve their best and have positive learning attitudes.

Respect and thankfulness: for others, our environment and celebrate our differences.

Independence: a sense of responsibility for ourselves and the world around us.

Resilience: showing courage, determination and perseverance.

Forgiveness and honesty: living by our values and morals.

Teamwork and koinonia: working together in our community with love for all.

“Shout for joy to the LORD, all the earth.”

“Worship the LORD with gladness; come before him with joyful songs.”

“Know that the LORD is God. It is he who made us, and we are his; we are his people, the sheep of his pasture.”

Date of Review:	November 2025
Next Review:	November 2027
Review Frequency	Every two years

Arnesby CE Primary School is committed to safeguarding and promoting the welfare of children, and this policy supports this commitment.

Embedding Pupil Safeguarding Awareness in the Curriculum

All teachers incorporate elements of safeguarding into their lessons where appropriate. This involves:

- informal conversations
- teacher/pupil discussions
- briefings for outings and trips (road safety / clever never goes)
- implementing an E-Safety Policy regarding the use of ICT
- an awareness of potential hazards in lessons and identifying risks and danger.

Safeguarding is also about pupils' emotional wellbeing. Teachers encourage pupils to speak out if there is something worrying them, or if they are aware of, or witness, something that is unacceptable, untoward, or disturbing. Staff promote tolerance and respect for each other and an acceptance of individual differences. They help pupils to develop confidence and resilience and discuss what to do if things go wrong. Staff are approachable and show their willingness to always help pupils.

British Values

At Arnesby C of E Primary School, we promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

This includes:

- paired and group work, and sharing and working together
- making choices with an understanding that the freedom to choose and to have different views is respected and tolerated
- debating social issues with an understanding of how people can influence decision-making through the democratic process
- an appreciation that school rules protect individual children and are essential for their wellbeing and safety
- an acceptance that other people may have different faiths or beliefs to oneself (or have none), and these are accepted and tolerated without discrimination through school council elections, persuasive writing, and by promoting our Christian school values and 'Fruits of the Spirit' as guidelines for behaviour choices.

Introduction:

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils.

“Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right”.

Ref: [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

At Arnesby we want children to embrace the challenges of creating happy and successful adult lives and so provide opportunities for skills and knowledge that will enable them to make informed decisions about their wellbeing, health and relationships to build their self-efficacy. High quality age-appropriate teaching of PSHE helps pupils develop resilience and to know how and when to ask for help. We want children to acquire the key skills and attitudes needed to self-regulate and succeed in life as independent learners, as well as making a positive contribution both to the wider society, locally and globally.

This Relationships and Health Policy reflects our school’s vision – Where every child shines, in which we aim for our pupils to flourish and achieve well. Our vision complements Embrace Trust’s vision of Learning for life. We believe that every child and adult can shine and that this can benefit both ourselves (through wellbeing) and those around us. Aspiration is our ethos to let our collective light and individual lights shine in the wider world and ensure that children are ready and prepared for their next stage of learning. Our school has an accepting, nurturing and inclusive attitude towards others and we create a loving and safe environment for our children and staff.

“The duties on schools in this area are set out in legislation.

1 The Relationships Education, Relationships and Sex Education and Health Education (England) 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 and relationships and sex education (RSE) compulsory for all pupils receiving secondary education.

2 They also make health education compulsory in all schools except independent schools. Personal, social, health and economic education (PSHE) continues to be compulsory in independent schools. Parents3 have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.”

Ref: [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

At Arnesby, we teach Personal, Social, Health Education as a whole-school approach to underpin children’s development as people and because we believe that this also supports their learning capacity. The Kapow Programme offers us a comprehensive, carefully thought-through scheme of

work (that is regularly updated) which brings consistency and progression to our children's learning in this vital curriculum area.

RSE & PSHE | Reception, KS1 and KS2

Knowledge and skills developed

- ✓ Valuing different family structures
- ✓ Developing safe and respectful relationships
- ✓ Promoting good health and carrying out first aid
- ✓ Operating safely in a digital world
- ✓ Creating and maintaining positive friendships
- ✓ Understanding the changes that take place during puberty
- ✓ Learning to make independent choices and not be influenced by others

The Kapow Primary RSE & PSHE scheme of work follows a structured, spiral curriculum which enables skills and knowledge to be built upon each other from year to year.

This programme supports the personal development and wellbeing aspects required under the Ofsted Inspection Toolkit, as well as contributing to the school's Safeguarding and Equality Duties, British Values and the Spiritual, Moral, Social, Cultural development opportunities provided for our children.

Progression is broken down into the following key areas:

- **Families and relationships** – learning how to recognise and form positive relationships with family and friends, identifying how to deal with conflict and bullying.
- **Health and wellbeing** – learning strategies for maintaining physical and mental health, including hygiene, exercise, healthy eating, sleep and self-awareness. We emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors. The government introduced a statutory requirement for schools to teach Health Education content alongside Relationships Education at key stages 1 and 2 in 2020.
- **Safety and the changing body** – learning how to stay safe in a variety of online and offline situations; what to do in an emergency; naming parts of the body; distinguishing between appropriate and inappropriate physical contact; identifying the physical and emotional changes of puberty.
- **Citizenship** – recognising the importance of rules; caring for others and the local environment; learning about rights, responsibilities and the importance of participation in community life.
- **Economic wellbeing** – exploring what money is, ways to earn it and how to take care of it.

Kapow Primary's bespoke RSE & PSHE lessons are tailored to the needs of a mixed age setting the plan organises RSE & PSHE units into a rolling two-year programme, with Cycle A and Cycle B units taught alternatively. The lessons follow a format to ensure the progression of skills and knowledge across age ranges. This allows our teachers to confidently deliver a well-structured, mixed-age RSE & PSHE scheme aligned with the DoE's statutory guidance and the PSHE Association's Programme of Study.

High-quality PSHE education, including statutory RSHE content, helps young people with SEND rehearse and embed the practical skills and understanding they need to lead independent and fulfilling lives and enjoy safe and healthy relationships.

Relationships Education, Relationships and Sex Education and Health Education guidance

At Arnesby Church of England Primary School we promote respect for all and value every individual child. We also respect the rights of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education. Under the Equality Act 2010, the school has a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- age,
- disability,
- gender reassignment,
- marriage and civil partnership,
- pregnancy and maternity,
- race,
- religion or belief,
- sex,
- sexual orientation.

Relationships education

The Relationships core theme includes learning about family life; positive friendships and managing conflict; bullying; safe and unsafe relationships; consent and respect for others. Relationships education within our programme of study focuses on teaching the characteristics and attributes of forming positive relationships with others, with other children and adults.

Relationships education: content covered by the end of primary education.

Extract from : Relationships Education, Relationships and Sex Education and Health Education guidance

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. 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

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety is also taught through Oak Academy an example link is here ([Feeling safe online KS1 | Y1 RSHE \(PSHE\) Lesson Resources | Oak National Academy](#)) as part of our computing curriculum.

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Relationships education explores the importance of respecting personal space and boundaries, as well as understanding the differences between appropriate and inappropriate (or unsafe) physical contact. Pupils are taught how to take turns and be considerate towards each other, how to treat each other with respect and kindness, the importance of honesty and truthfulness, permission seeking, consent and the concept of personal privacy.

The Living in the wider world core theme of PSHE education prepares children to participate in wider society, by covering learning about shared responsibilities and communities; economic wellbeing; aspirations and careers; and digital and media literacy.

Economic wellbeing and careers education, for example, are included in the 'Living in the Wider World' strand of the personal, social, health and economic (PSHE) education curriculum. Though

unlike relationships, sex and health aspects of the subject, economic wellbeing is not statutory (beyond a requirement to teach about gambling referenced in statutory RSHE guidance).

How is RSHE taught?

RSHE gives children the opportunity to make links in their learning and ask questions. Lessons will be taught weekly by your child's class teacher which give children enough opportunity to explore and understand the topic fully and in context. As a guide, lessons will usually be 40 – 45 minutes for Key Stage 1 and 50 – 60 minutes for Key Stage 2.

Sensitive Conversations

Parents and carers are sometimes concerned about the conversations children may have in RSHE lessons, but teachers have lots of ways to make sure children are safe in these lessons. For example, they will have ground rules to ensure children feel confident to share their ideas, they will use things like puppets and stories, so children are discussing a made-up characters' experiences rather than their own. They also know the children in their class well and will have a sense of their needs and what they teach will be age appropriate.

In the EYFS curriculum, Personal, Social and Emotional Development underpins the progression into the National Curriculum area of PSHE. However, it is also covered in the areas of learning - Communication and Language, Physical Development and Understanding the World. PSHE in the EYFS is woven into daily learning through circle time, storytelling and play based learning.

On occasions, the school will visit or invite visitors in to enhance the children's learning which could involve:

- Drugs and Alcohol Education, school nurse
- Reduce, Reuse, Recycle
- Road, water, rail Safety
- Yr 6 Transition events

Additional learning opportunities include:

- Assemblies – Picture News/Roots and Fruits
- Children's Mental Health Week
- School Council
- Celebration assemblies
- Curriculum enrichment- i.e. fundraising (Children in Need, Red Nose Day, Jeans for Genes)
- Nurture/Friendship groups
- After School Clubs

Learning is monitored and evaluated through:

- The evidence of learning - class books.
- feedback from staff.
- feedback from parents/carers.
- feedback from children.
- learning walks or observations.

Parents/carers/ do not have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including

science topics related to puberty or sexual reproduction. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. The Headteacher will discuss this request with parents to understand the request and to clarify the nature and purpose of the curriculum. This is likely to include discussing the benefits of sex education, and any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what was said in class, which may not be accurate.

Sex education is not compulsory in primary schools, beyond what is laid out in the National Curriculum for Science:

Schools and the government recognise the important role parents/guardians play in educating their children and this is especially true for RSHE. It is important that children can discuss and ask questions both at home and at school.

Parents/Guardians have the opportunity to withdraw their children from two lessons in Year 6:

- Year 6: Conception
- Year 6: Pregnancy and Birth

Safeguarding within RSHE

RSHE includes sensitive topics. It is, therefore, possible that some discussions may prompt safeguarding disclosures. Reference should be made to the school's safeguarding policies and Keeping Children Safe in Education and procedures followed to deal with these appropriately. The teacher concerned will discuss with the Designated safeguarding lead any potentially sensitive topics and take any appropriate steps required.