



# Twineham Church of England School

*Nurture Togetherness Resilience Creativity*



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

Approval Date: May 2025

Head Teacher: Sarah Davy

Chair of Governors: Julia Pattenden

Subject Co-ordinator: Sarah Davy

### Aims

At Twineham CE Primary School, we believe that Relationships, Sex and Health Education (RSHE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. Under the new guidance issued by the DfE, by September 2020, Relationships Education and Health Education at primary school will be compulsory. The Sex Education elements are not statutory however, as this is covered within the Science Curriculum, we believe that it is important that it is embedded within RSHE programme. RSHE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

The aims of RSHE at Twineham are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place



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- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## **Statutory requirements**

At Twineham CE Primary School, we teach RSHE as set out in this policy. The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020, it will be compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe - we want to equip them for adult life and to make a positive contribution to society. At Twineham, we have committed to retain our current choice to continue to teach age-appropriate Sex Education alongside Relationships Education. In doing so, we have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

## **Definitions**

RSHE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, human sexuality and sexual health. RSHE aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and the skills to stay safe both on- and off-line. It enables pupils to explore their own and other's attitudes



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and values and builds their self-esteem and confidence to view their own sexuality positively. RSHE is not about the promotion of sexual activity.

## *Relationships education (statutory)*

Primary Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future.

## *Sex Education (non-statutory)*

Sex education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health. This last definition covers both primary and secondary. At Twineham, we will not cover all these aspects of Sex Education although they may come up in class discussions. We will cover conception, pregnancy and birth where appropriate.

## **Policy Development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. *Pupil consultation* - we investigated what exactly pupils want from their RSHE lessons via a pupil focus group and questionnaire.
2. *Review* - a member of staff coordinated national and local guidance and built the curriculum in accordance to West Sussex's Education 4 Safeguarding Programme. Updated May 2025 with KAPOW scheme
3. *Staff consultation* - the policy was shared, reviewed and amended by school staff.
4. *Parent consultation* - the policy was shared with Parents and amended according to the feedback received. Updated May 2025 - parents were consulted again via email and at Parents' evening.
5. *Ratification* - the policy was shared with and reviewed and approved by the full Governing Body.



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## Our RSHE Curriculum

RSHE will replace the previous personal, social and health (PSHE) curriculum and will incorporate some biological aspects of the sex education currently taught within the science curriculum.

RSHE will be provided through a combination of:

- Discrete curriculum time
- Teaching through and in other subjects/curriculum areas
- Enrichment activities and school events
- School assemblies

## RSHE Curriculum Overview: Key Stage 1

Cornerstones		Whole school themes	Buttercups (Year 1/2)
Relationships and Sex Education	<u>Autumn 1</u>	<b>Being Safe</b> (Week 1 & 2)	Worries and Asking for Help Body Privacy and Saying Yes or No (PANTS rule)
		<b>Online relationships &amp; Media</b> (Week 3, 4 & 5)	Private and Privacy Being safe in unfamiliar situations
		<b>Feeling and Attitudes</b> (Week 6 & 7)	Feeling happy and sad Feelings and impact on self and others Coping with feelings and change
	<u>Autumn 2</u>	<b>Identity</b> (Week 8 & 9)	Changes in growth Boys, girls and Stereotypes Similarities and Differences
		<b>Family &amp; Friendship, Relationships</b> (Week 10, 11 & 12)	Special people Friends and friendship
	<u>Spring 1</u>	<b>Online Content and Critical Thinking</b> (Week 1 & 2)	Sources of internet information



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Digital and Media Literacy		Self-Image and Mental Health and Wellbeing (Week 3, 4 & 5)	Online activities Identities online and offline
		Online Relationships and Cyberbullying (Week 6 & 7)	Communicating with others online
	Spring 2	Online Reputation (Week 8, 9 & 10)	Digital footprints Risks of sharing online
		Staying Safe Online (Week 11 & 12)	Privacy and information
Physical Health and Wellbeing	Summer 1	Drugs, Alcohol and Tobacco (Week 1 & 2)	Looking after our bodies safely Medicines and safety
		Keeping Safe and Risks (Week 3, 4 & 5)	Feeling safe Fair and unfair/right and wrong/rules
		Keeping Safe and Emergencies (Week 6 & 7)	Helping us stay safe Staying safe in emergencies
	Summer 2	Hygiene & Protecting Your Health (Week 8, 9 & 10)	Well, unwell and spread of germs Keeping clean
		Eating Well and Being Active (Week 11 & 12)	Being healthy and active Food practice and choice

## RSHE Curriculum Overview: Key Stage 2

Cornerstones		Theme	Willow (Year 3/4)	Oakwood (Year 5/6)
Relationships and Sex Education	Autumn 1	Being Safe (Week 1 & 2)	Early warning signs, saying yes or no, secrets Body Privacy Body Safety	Early warning signs, saying yes or no, secrets Body Privacy Body Safety and FGM Physical contact & Appropriate Touch
		Online relationships & Media (Week 3, 4 & 5)	Personal boundaries and the right to privacy Pressure to share and dares	Personal boundaries and the right to privacy Pressure to share and dares
		Feeling and Attitudes (Week 6 & 7)	Changing feelings Challenging the impact of feelings on self Dealing with strong feelings	Changing feelings Challenging the impact of feelings on self Dealing with strong feelings



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	<u>Autumn 2</u>	<b>Identity (Week 8 &amp; 9)</b>	Gender expectations Body changes and puberty Media influences: Masculinity and Femininity	Gender expectations Body changes and puberty Media influences: Masculinity and Femininity
		<b>Family &amp; Friendship, Relationships (Week 10, 11 &amp; 12)</b>	Relationships and Conception Changes in relationships (When Relationships go wrong) Types or relationship (love and commitment)	Relationships and Conception Changes in relationships (When Relationships go wrong) Types or relationship (love and commitment)
<i>Digital and Media Literacy</i>	<u>Spring 1</u>	<b>Online Content and Critical Thinking (Week 1 &amp; 2)</b>	Validity of information Online vs real world	Validity of information Online vs real world
		<b>Self-Image and Mental Health and Wellbeing (Week 3, 4 &amp; 5)</b>	Managing time online Identities online and influence	Managing time online Identities online and influence
		<b>Online Relationships and Cyberbullying (Week 6 &amp; 7)</b>	Knowing people online Cyberbullying and negative behaviours	Knowing people online Cyberbullying and negative behaviours
	<u>Spring 2</u>	<b>Online Reputation (Week 8, 9 &amp; 10)</b>	Online profiles and age appropriateness	Online profiles and age appropriateness
		<b>Staying Safe Online (Week 11 &amp; 12)</b>	Online security/sharing information Legal use of information	Online security/sharing information Legal use of information
<i>Physical Health and Wellbeing</i>	<u>Summer 1</u>	<b>Drugs, Alcohol and Tobacco (Week 1 &amp; 2)</b>	Drugs and usage Everyday substances inc caffeine Tobacco and smoking Pressure influence	Drugs and usage Everyday substances inc caffeine Tobacco and smoking Pressure influence
		<b>Keeping Safe and Risks (Week 3, 4 &amp; 5)</b>	Safety rules and laws Making decision, taking risks and influences	Safety rules and laws Making decision, taking risks and influences
		<b>Keeping Safe and Emergencies (Week 6 &amp; 7)</b>	Responsibility to be safe Risk, hazard and emergency	Responsibility to be safe Risk, hazard and emergency
	<u>Summer 2</u>	<b>Hygiene &amp; Protecting Your Health (Week 8, 9 &amp; 10)</b>	Cleanliness, germs and immunisation Sleep and health	Cleanliness, germs and immunisation Sleep and health
		<b>Eating Well and Being Active (Week 11 &amp; 12)</b>	Healthier lifestyle choices Habit and choices Influence of exercise and consequence of choice	Healthier lifestyle choices Habit and choices Influence of exercise and consequence of choice



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At Twineham, we have developed our own RSHE scheme of work for Years R-6, which is based on the KAPOW scheme of work and materials and takes into account the local context and the needs of the children in school. These lessons are based around Cornerstones which change half-termly. These subjects are designed to foster respect for others, for diversity and educate pupils about healthy relationships. The Curriculum Overview will be reviewed regularly (and adjusted if required) to take account of changing needs of the school and the locality. The content will be taught in mixed age classes unless the content is not appropriate for a particular year group.

RSHE will be delivered using a range of teaching and learning methods:

- Teaching will start from and build upon the children's current knowledge, understanding, skills, language, experience, concerns and interests. Starting points may be determined through diagnostic activities and discussion.
- Wherever possible, contexts for learning should be relevant to the children and make use of actual situations and current issues.
- Lessons to embed a high degree of active participation by children, and active learning techniques will be used.
- Organisation and management in the classroom should offer children opportunities for working individually and collaboratively in pairs and groups.

We believe that RSHE should meet the needs of all pupils, whatever their developing sexuality or identity - this should include age-appropriate teaching about different types of relationships in the context of the law. Pupils should receive teaching on LGBT relationships, which are delivered at Twineham for example, through teaching about different types of family, including those with same sex parents.

## Dealing with Questions during Sex Education





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Clear boundaries for questioning are established and ground rules set as to what is appropriate and inappropriate. Whilst personal questions will not be answered, teachers are ready to deal with questions on relationships and sexuality, naturally and honestly, as and when they arise. If a teacher is asked a question that is too explicit, is age inappropriate or raises questions about sexual abuse, then it will be acknowledged with a promise to attend to it later, on an individual basis. If a question is raised that alerts a member of staff that a child is at risk of sexual abuse, school child protection procedures will be followed.

## **Dealing with sensitive and controversial issues**

Sensitive and controversial issues, such as sex, drugs, racism, religion and politics, are certain to arise in RSHE teaching. The exploration of these issues will touch deeply held beliefs and values and may provoke strong feelings. Part of the purpose of RSHE is to enable children to address sensitive and controversial issues directly in a balanced way and in a safe environment. The Education Act 1996 aims to ensure that children are not presented by their teachers with only one side of political or controversial issues. Teachers will take all reasonably practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation with due regard being given to opposing views.

## **Confidentiality**

In the context of RSHE, children sometimes make personal disclosures. Children must be made aware that it is necessary for the school to act upon certain disclosures that they may make, for instance in relation to activities that are illegal or harmful to themselves or others. 'Ground-rules' will be set by Class Teachers to clarify boundaries before tackling any sensitive or controversial issue. Where there is a 'disclosure', the member of staff should discuss the matter with the Head Teacher.

## **Pupils with SEND**





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As far as is appropriate, pupils with Special Educational Needs and Disabilities (SEND) follow the same RSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or Teaching Assistants should work with individual pupils where required, and if appropriate. Pupils with SEND will not be withdrawn from RSHE education to catch up on other national curriculum subjects: we believe these aspects of personal and social development are as important to all pupils as well as their academic achievement.

## **Pupils**

Pupils are expected to engage fully in RSHE and treat others with respect and sensitivity during discussions and activities.

## **Roles and Responsibilities**

The governing body will approve the RSHE policy and hold the Head Teacher to account for its implementation. The Head Teacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSHE.

## **Staff**

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress



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- Responding to the needs of all pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non statutory/non-science] components of RSHE
- 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 Head Teacher.

## **Parents' Right to Withdraw**

As a school, we understand that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents and carers of the pupils at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Make available online, via the school's website, this RSHE policy and the curriculum overview
- Answer any questions that parents may have about the RSHE education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the school;
- Inform parents about the best practice known regarding RSHE, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents/Carers are not able to withdraw their child from Relationships Education in primary school or secondary school as the contents of these subjects - such as family, friendship, safety (including online safety) - are important for all children to be taught.



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Parents are able to withdraw their child from primary school classes which address Sex Education - i.e. those that do not sit within the Relationships Education curriculum. Maintained primary schools are required to teach National Curriculum Science, which includes some elements of Sex Education. Parents do not have a right to withdraw from this.

Parents will be notified in advance of the start of the Sex Education phase of teaching. If a parent wishes their child to be withdrawn from the Sex Education elements of RSHE, they should discuss this with the Head Teacher, and make it clear which aspects of the programme they do not wish their child to participate in. Parents should be aware that schools are legally required to provide a broad, balanced curriculum. Sex Education topics can arise incidentally and overlap with Relationships Education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Requests for withdrawal should be put in writing and addressed to the Head Teacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Head Teacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from these lessons.

## **Training**

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar. On occasion, visitors from outside the school, such as school nurses or sexual health professionals, may be invited into the school to provide support and training to staff teaching RSE.

## **Monitoring Arrangements**

The delivery of RSHE is monitored by the RSHE Subject Leader through lesson observations, learning walks, feedback from staff and children. Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.



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This policy will be reviewed every two years. At every review, the policy will be shared with parents for comment before being approved by the governing body and headteacher.

**Review date: Summer 2027**