



R.S.H.E. POLICY

Ratified by Governing Body	25 th March 2025
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Date Published	March 2025
Version	V3
Date of Review	March 2027

Introduction

Our curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils at school and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life. It equips young people with the attitudes and skills to become informed, independent members of society. This is regardless of ethnicity, religion, SEND, gender, cultural or social background. Having been made a compulsory component of the primary curriculum in 2020, we consider that Relationship Education (including Sex Education) is an integral part of the Personal, Social and Health Education (PSHE) and Science curriculum. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe and secure environment. The programme is matched to the pupils' level of maturity. The school's aims, explicit values and ethos provide a sound base for the development of PSHE skills, through a variety of teaching methods in partnership with parents. All adults in school should set good examples of positive, healthy relationships. Governors and teaching staff will ensure that teaching materials are appropriate to the needs and age of the pupils within the context of moral considerations and the value of family life. Sex Education lessons will be appropriate for the relevant year groups.

Aims and Objectives

Through the R.S.H.E. curriculum at New Scotland Hill Primary School and Nursery, we aim:

To nurture a responsible attitude towards personal relationships including aspects of mutual respect and care and to develop sensitivity towards the needs of others

- To teach the importance of maintaining emotional health and well-being.
- To provide knowledge and understanding of loving relationships
- To educate against discrimination and prejudice
- To inform children on matters of personal hygiene and related health issues
- To provide knowledge of the human reproductive processes
- To teach the children how to stay safe on and off line and what to do if they have concerns or don't feel safe.

Planning the Curriculum

As part of Relationships Education, pupils will be taught about the nature and importance of a strong and mutually respectful relationship for family life and bringing up children. Pupils will understand that there are other loving/caring relationships outside marriage. We will ensure that no stigma is placed on children based on their home circumstances. We aim to teach children to understand that there are different types of relationships, including online relationships, and how these relationships may differ from their own family relationships. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. Through this, we hope to prevent and remove prejudice. We also help pupils understand the importance of permission giving and what is characterised by a healthy relationship. We aim to provide pupils with knowledge about and skills to prevent and tackle bullying (including cyberbullying). Pupils will feel equipped to deal with unsafe situations (including online) and know how to report on these.

Sex Education in the Science Curriculum

As stated in the Science Curriculum for Key Stage 1, pupils will be taught:

- *The basic parts of the human body*

New Scotland Hill School

R.S.H.E. Policy

- *To notice that animals, including humans, have offspring which grow into adults*

As stated in the Science Curriculum for Key Stage 2, pupils will be able to:

- *Describe the changes as humans develop to old age*
- *Describe the life process of reproduction in some plants and animals*

Teaching the Curriculum

The compulsory content of the Relationships Education curriculum will be delivered to all year groups, from Year 1 to Year 6, in the form of PSHE lessons. Lessons will be taught weekly or fortnightly by the class teacher. Whole school assemblies may cover themes such as bullying and online safety. Children will be taught about puberty, the physical development of their bodies and sexual reproduction in Year 5 through the Science curriculum. Parents/carers will be informed of these lessons prior to their delivery, and will be invited to meet with the class teacher to discuss their content and ask questions.

Language

Children should be introduced, at appropriate stages, to the correct terminology in Relationships Education (including Sex Education). It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

Questions from Pupils During School Sessions

Any questions from pupils that are not related to the curriculum will be addressed (if appropriate) at an age appropriate level for the child. If this is something that may not be appropriate to discuss in school, the staff member may speak to the parent directly or speak to a member of SLT for guidance. For comments or questions that may be considered a disclosure or concern, please see our Child Protection and Safeguarding Policy.

Role of the Subject Leader

The Subject Leader will:

- monitor assessment and continuity in the scheme of work
- monitor standards of achievement and evaluate effectiveness of teaching through teaching styles and organisation of staff and pupils
- pass on new developments in PSHE
- organise Inset and assess staff development in PSHE
- assist on Parent Information evenings
- liaise, when appropriate, with teachers, feeder and secondary schools, the governing body, advisors and parents.

The subject leader will also write an annual report for the Headteacher and Governors, outlining standards and achievements within the subject

Monitoring

The Subject Co-ordinator will monitor progression, continuity and standards through planning and pupils' work. The Co-ordinator will monitor standards of achievement and evaluate effectiveness of teaching through teaching styles and organisation of pupils and tasks.

Role of the Headteacher

It is the responsibility of the Headteacher to:

- Ensure that parents/carers consulted in the design of the policy and, once agreed with the Governing Body, that parents/carers and staff are informed about the school's Relationships Education Policy
- Ensure that the policy is implemented effectively
- Ensure that members of staff are given sufficient direction so that they can teach effectively and handle any difficult issues with sensitivity
- Monitor this policy on a regular basis and report to governors on the effectiveness of the policy

The Role of Parents

The school notes that the primary role in children's Relationships Education, including Sex Education, lies with parents/carers. We wish to build a positive and supportive relationship with the parents/carers of children at our school through mutual understanding, trust and cooperation. The school will:

- Publish the content of the PSHE curriculum (including Relationships Education and Sex Education) on the school website
- Inform parents before Sex Education lessons begin, explaining where the policy can be found and inviting parents/carers to view materials and discuss any questions they may have, including how to address questions their children may pose
- Take seriously any issue that parents raise with teachers or Headteacher about this policy or the arrangements for sex education in the school

Children with SEND

Pupils with special educational needs will be given the opportunity to fully participate in Relationships Education (including Sex Education) lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

The Right to Withdraw children from Non-Statutory Aspects of Sex Education

Parents/carers have the right to withdraw their child from the non-statutory aspects of Sex Education (intimate relationships and sexual health) that are not covered in the Science Curriculum. Parents do not have the right to withdraw their child/ren from statutory Relationships Education. The Headteacher will discuss the request to withdraw with parents/carers and, as appropriate, with the child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Reasons for this request will be recorded, with actions agreed between the school and parents to ensure this request is dealt with constructively and sensitively.