

The Hundred of Hoo Academy Primary

RSE Policy



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Introductory Statement

This policy covers The Hundred of Hoo (HoH) Primary Academy whole school approach to Relationships Education and Relationships and Sex Education (RSE) and Health Education. We believe that Relationships Education, RSE and Health Education is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their health and well-being.

HoH believes that all children and young people have a right to holistic, inclusive and needs-led Relationships Education, RSE and Health Education alongside purposely planned lessons in their lines of inquiry. This is explored within the International Baccalaureate Primary Years Programme (IB PYP), under the subject area of Personal, Social and Physical Education (PSPE). We aim to offer pupils a carefully planned programme on human development, relationships, and family life within a safe, supportive atmosphere. We also see this as a fundamental part of safeguarding for the children within our care.

We believe that through providing high quality Relationships Education, RSE and Health Education, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference to ensure children are the best versions of themselves. We are committed to ensure that all children and adults demonstrate the learner profiles in all academy life to make secure links and connections are made in their learning and for the wider world.

This policy was produced in consultation with our staff, board of governors, pupils and parents. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website.

Statutory Guidance

The information below complies with our statutory obligations to deliver RSE under sections 34 & 35 of the [Children and Social Work Act 2017](#). It will have due regard for the DfE's statutory [Relationships Education, Relationships and Sex Education and Health Education Guidance](#) and other relevant guidance. We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our pupils. The policy should be read in conjunction with other relevant policies that are in our [Parent-Pupil handbook](#) which include; anti-bullying policy, behaviour policy, child protection and safeguarding policy, science curriculum policy, online safety policy.

Equality, inclusion and social justice

We believe that Relationships Education, RSE and Health Education is a key vehicle for promoting equality, inclusion and social justice.

Our Relationships Education, RSE and Health Education is designed to promote gender equality through various channels, including challenging stereotypes of gender and race. We take these issues seriously and ensure that we embed content on gender equality in all areas of the curriculum through the IB PYP, high quality texts and planned events such as Black History Month.

We are also committed to a Relationships Education, RSE and Health Education that makes every pupil feel valued, included and is relevant to them. This means we are committed to an inclusive curriculum and are mindful of the [SEND Code of Practice 2014](#) when planning for this subject. We will also ensure that we take into account the religious and cultural background of all pupils when teaching Relationships Education, RSE and Health Education. An inclusive Relationships Education, RSE and Health Education at The The Hundred of Hoo Primary Academy will seek to challenge all forms of discrimination and prejudice that may occur within our learning community and promote understanding and respect as outlined under the [Equality Act 2010](#).

Definition of Relationships Education

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships. This starts with pupils being taught about relationships, friendships, family and who the people are who can support them. From the beginning of primary school, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Children learn how to establish personal space, boundaries and showing respect. They also learn to understand the differences between appropriate and inappropriate or unsafe physical, and other, contact.

Definition of Health Education

Health education encompasses both physical and mental health. Children are taught that mental wellbeing is a normal part of daily life, in the same way as physical health. This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Implementation

The Relationships Education and Health Education are broken down into different themes.

Relationship Education is divided into:

- Families and people who care for me
- Caring Friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental wellbeing
- Internet safety and harms

Health Education is divided into:

- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Relationship Education and Health Education will be delivered where possible in the lines of inquiry and is outlined in the [PSPE Scope and Sequence](#) documentation as part of the IB PYP framework. The subject lead works closely with colleagues in related curriculum areas (science, social studies, computing and PE) to ensure a holistic and joined up approach to what is taught in Relationship Education and Health Education. It is recognised that stand alone sessions are required to ensure continuous and progressive coverage through KS1 and KS2. Discussions and class assemblies take place weekly which are supplemented through using a whole school approach and utilising time outside of the classroom, such as school assemblies, through art and drama, school celebrations, themed weeks or events. The programme will be delivered in a non judgemental, factual way, using the correct medical terms where appropriate (for example when teaching about external body parts). School staff will not express or be expected to express their personal views or beliefs when teaching Relationship Education and Health Education.

All content will be delivered in a timely way and will be age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND.

As part of the Health Education delivered in Year 5, the children learn about changes through puberty (this is statutory and covered within the science curriculum and Health Education requirements. Parents do not have the right to withdraw their child from Health Education).

Definition of RSE

We define RSE as the emotional, social and cultural development of pupils, and involves learning about relationships, changes, how humans reproduce, healthy lifestyles, diversity and personal identity. It is a key aspect of safeguarding children by developing their understanding of the world and keeping themselves safe.

Implementation

Our RSE resources are available to parents as a separate PDF but we may need to adapt it as and when necessary. Detailed lesson plans and resources were created by Medway council in partnership with the PSHE Association and are used to aid the teacher's delivery. Our curriculum has been developed in consultation with parents, pupils and staff, considering the developmental age, needs and feelings of pupils.

Sex education will take place in Year 6 and will focus on:

- Preparing boys and girls for the changes that adolescence brings (reviewing learning from Year 5)
- How a baby is conceived and born.

We will inform parents when this aspect of sex education will be taught in advance. This is to enable parents to discuss specific concerns with the class teacher or principal or to consider whether to exercise their right to withdrawal from these lessons.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We will ensure a safe learning environment by establishing ground rules for participation e.g. ROCK-respect, openness, confidentiality (not discussing on the playground) and being kind.

Pupils will be able to ask questions through anonymous question boxes. This also reduces the likelihood of inappropriate questions that are not covered by our statutory duties being raised with the whole class.

Distancing techniques are used to support teaching of relationships education-such as books, videos, dolls to allow children to ask questions whilst reducing personal embarrassment or upset as much as possible.

Parental rights

Our curriculum is broken down into three distinct sections: Relationship Education, RSE and Health Education. Relationship Education and Health Education are mandatory parts of the National Curriculum and children cannot be withdrawn. As outlined within the [Statutory Guidance](#), parents/carers have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of RSE. Parents/carers do not have the right to withdraw their child from any sex education delivered as part of the Science curriculum.

Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of Relationships Education, it is our aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice. Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the headteacher to discuss their concerns. The headteacher will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum. If parents/carers do decide to withdraw their child, they should inform the headteacher in writing and the school will keep a record of this (parent form can be found in Appendix 1). Except in exceptional circumstances, we will respect the parents' request to withdraw their child.

Safeguarding

- HOH acknowledges that RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in [Keeping Children Safe in Education](#).
- RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced abuse.
- We recognise that when discussing some of the issues RSE covers, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures.
- We also recognise that some children may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.
- While we want to create a learning space that feels safe for children and young people to disclose, we also want to protect children's privacy. We do this by using a number of teaching techniques including the use of a working agreement, where rights respecting ground rules are created with pupils on what makes a safe and welcoming environment for all, such as ground rules. Once ground rules have been set, we will check they are in place throughout the scheme of work and actively referred to. Through the use of ground rules and other approaches, such as distancing techniques, we believe the school can create a supportive environment for discussions that can be sensitive or difficult.

Monitoring

We monitor our delivery of Relationships Education, Relationships and Sex education and Health Education to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements, and that learning outcomes are reflective of pupil need.

The PSPE lead monitors the implementation of the programme through our monitoring policy to include pupil voice, observations, teacher voice, questionnaires and surveys.

This policy will be reviewed by the PSPE lead annually. At every review, the policy will be approved by the principal.

Pupil voice

Pupil voice is central to the culture and ethos of our school. We use pupil voice to evaluate how relevant and engaging Relationships Education, Relationships and Sex education and Health Education is to children's lives. Throughout our curriculum we embed pupil voice practices to enable students to express their views on the range of topics and issues. This ensures that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view. We want to ensure that all pupil voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.

Answering pupil questions

Relationships Education, Relationships and Sex education and Health Education explores a range of issues that may provoke questions from pupils both alongside our IB PYP and in discrete lessons. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others. As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class. Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent/carer has requested their child to be removed from sex education lessons. School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable. We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in Relationships Education, Relationships and Sex education and Health Education. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

Roles and responsibility

The Governing body

In adopting this policy, the Governing Body/Trust recognises its responsibility for ensuring the policy is implemented effectively, including that the subjects are resourced, staffed and timetabled in a way that ensures that the school fulfils its legal obligations.

The Principal

The principal is responsible for ensuring that Relationships Education, Relationships and Sex education and Health Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

The Staff

Staff are responsible for:

- Delivering Relationships Education, Relationships and Sex education and Health Education in a sensitive way.
- Modelling positive attitudes to Relationships Education, Relationships and Sex education and Health Education
- Monitoring progress
- Responding to the needs of individual pupils including SEN
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE
- Referring issues when necessary through the appropriate channels; safeguarding, ELSA, behaviour, principal, parents.
- Staff do not have the right to opt out of teaching Relationships Education, Relationships and Sex education and Health Education. Staff who have concerns about teaching Relationships Education, Relationships and Sex education and Health Education are encouraged to discuss this with the principal.
- The role of the PSPE lead is to support the teachers with developing the content and teaching materials for the classes as needed and ensure all appropriate training is provided to ensure staff can teach the curriculum efficiently and effectively.

Pupils

Pupils are expected to engage fully in Relationships Education, Relationships and Sex education and Health Education and treat others with respect and sensitivity.

Appendix 1: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			
Agreed actions from discussion with parents	<i>Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships and health lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom.</i>		