Chalkhill Primary School

Relationships, Sex and Health Education (RSHE) Policy

Date: September 2026
Ratified date: 15th July 2026
Next review: September 2027

Inclusion Statement:

This policy has been developed to promote an inclusive school where every pupil is valued, supported and challenged to achieve their potential. In implementing this policy, the school will have due regard to the Equality Act 2010, the SEND Code of Practice, and its commitment to removing barriers to learning, participation and achievement for all pupil, including those with SEND, disadvantaged pupils and those with protected characteristics.

Introduction

Chalkhill Primary School's Relationships, Sex and Health Education Policy is based on the DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000). In this document, Relationships, Sex and Health education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care' and promoting the British value of tolerance. We do not use Relationships, Sex and Health education as a means of promoting any form of sexual orientation. Sex education is defined as the teaching of ***'human reproduction, conception and birth'.***

In order to ensure that the information given to children is accurate, up to date and relevant, Chalkhill has purchased the Jigsaw PSHE scheme of work (Spring 2021). This will replace the old Brent Scheme of Work which was previously used. Jigsaw PSHE combines the new RSHE requirements (including mental health) along with previous units e.g. celebrating difference, goals and dreams, being healthy and understanding British Values.

The RSHE policy is closely linked with the school vision and aims, which is to provide a safe, secure and healthy environment where all children are encouraged to be independent learners and thinkers.
Our aim for every child is to:

- Be happy, safe, healthy and challenged
- Make good or better progress to reach their potential through the school day as well as extended school activities
- Have opportunities to excel through a diverse, balanced and exciting curriculum
- Develop skills to become lifelong learners taking responsibility for their own learning and developing inquisitive minds
- Be equipped with life skills to succeed in any environment

- ❖ Respect themselves and others and have an awareness of environmental issues and how they affect us
- ❖ Develop holistically – academically, socially and emotionally
- ❖ Work in partnership with parents and the community to provide life experiences
- ❖ Develop and maintain a close working partnership with parents in all areas of school life

Equal Opportunities Statement (Derived from The Equality act 2010) The school is committed to the provision of RSHE to all of its pupils:

- Every child is entitled to receive high-quality RSHE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, and social circumstances.
- It is our intention that all children have the opportunity to experience a programme of RSHE at a level which is appropriate for their age and physical development with opportunities for support or challenge if required.

This will be achieved by:

- Creating a trusting, safe atmosphere where questions can be asked and answered openly and without embarrassment when appropriate;
- making SRE (relationships education) an integral part of our PSHE curriculum;
- using circle time and the setting of ground rules to foster trust, security and openness;
- providing information which is easily understood, relevant and appropriate to the age and maturity of the pupils;
- delivering the SRE programme by adults with whom the pupils are familiar with or in conjunction with trained health professionals.

Children with special needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of RSHE.

Moral and Values Framework

RSHE includes supporting young people in developing self-confidence, exploring moral issues and in preparing for physical and emotional changes into adulthood. While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. Children will learn about moral values through all aspects of school life and in all curriculum areas, not just in Relationships, Sex and Health education We aim to:

- help pupils develop sensitivity and respect for themselves and others;
- provide a friendly and caring environment in which children are able to ask questions and further their understanding;
- support pupils in taking responsibility for their actions and the consequences of their actions;
- provide equality of opportunity for all children in a caring community where each individual is encouraged to make a valuable contribution.

Aims and objectives

Taking account of the age, maturity and needs of the pupils, RSHE aims to:

- provide the knowledge and information to which all pupils are entitled to;
- clarify/reinforce existing knowledge;
- help children to develop self-respect, self-esteem and confidence, especially in their relationships with others;

- help pupils develop language, decision making, choice and assertiveness skills;
- empower pupils to be active members of society and to value themselves and others;
- develop personal resilience to cope with the influences of their peers and the media;
- encourage them to take responsibility for their own actions;
- show pupils where and how to access accurate information and support;
- respect and care for their bodies;
- develop skills for a healthier, safer lifestyle including an understanding of the importance of health and hygiene;
- prepare pupils for puberty by giving them an understanding of reproduction and sexual development; and
- answer pupils' questions honestly and sensitively – referring the children to parents where appropriate

The National Healthy School Standard

The school participates in the National Healthy School Standard scheme, which promotes health education. As participants in this scheme we aim to:

- consult with all stakeholders on all matters related to PSHE and RSHE;
- train and support teachers to deliver effective and age-appropriate RSHE;
- listen to the views of the staff and children in our school regarding RSHE;
- look positively at any local initiatives that support us in providing the best RSHE teaching programme that we can devise.

The teaching programme for Relationships, Health and Sex Education

Legal requirements

The new curriculum will be compulsory from September 2020. Schools should start teaching from that date if they meet the statutory requirements. If they are not ready, or are unable to meet the requirements, they should begin teaching by at least the start of the summer term 2021.

This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

Schools must have regard to the guidance, and where they depart from those parts of the guidance which state that they should (or should not) do something they will need to have good reasons for doing so. https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rsehttps://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-educationand-health-education

EYFS

As part of the Early Years Foundation Stage, children will learn about the concept of male and female and about young animals, including how they have grown from a baby. In ongoing PSHE work, they will learn about why it is important to keep clean, healthy and safe. Pupils will also develop skills to form friendships and relationships with others.

Key Stage 1

- That animals, including humans, feed, move, grow and use their senses and reproduce.
- To recognise and compare the external parts of the bodies of humans.
- That humans and animals can produce offspring and these grow into adults.

- To recognise similarities and differences between themselves and others and treat others with sensitivity.
- Begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.
- To understand the importance of personal hygiene
- How to maintain good health through healthy eating and exercise
- Identify and share their feelings with one another
- Recognise safe and unsafe situations and identify someone they are able to talk to and trust.
- In RE and PSHE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Key Stage 2

- Life processes including nutrition, growth and reproduction
- The main stages of the human life cycle, including the changes that take place at puberty
- Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene.
- Learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs.
- Learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and wellbeing of others.
- In RE and PSHE, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship.
- Develop skills needed to form relationships and to respect other people's emotions and feelings.
- Consider how to make simple choices and exercise some basic techniques for resisting pressures.

The organisation of Relationships, Sex and Health Education

Aled Jones (PSHE lead) will be responsible for coordinating Relationships, Sex and Health Education. This will be delivered through Science, RE, PSHE, literacy activities, and circle time. RSHE is taught by classroom teachers, teaching assistants and in some instances, outside visitors such as healthcare professionals e.g. experts to support transition in Years 5 and 6. In EYFS and KS1, RSHE is delivered in mixed gender groups. In KS2, RSHE is delivered to children in mixed gender groups apart from lessons which are deemed more personal or sensitive. These lessons will be delivered in single gender groups.

Resources

Jigsaw PSHE has a comprehensive scheme of work which provides all planning and teaching resources for the whole curriculum. Each class also has its own Jigsaw Friend. The Jigsaw Friend is integral to this system of learning. It acts as the talking object in the Jigsaw circle and can take on the role of a distancing tool, helping children talk about sensitive issues; and so the children will develop a positive relationship with their Jigsaw Friend. Teachers also have access to praise pads and certificates to as means of daily or weekly rewards. All classes are encouraged to have a question or worry box, where children can ask any questions anonymously.

Dealing with questions

All staff will use their professional judgement in deciding the best way to answer questions related to RSHE**.** Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupils concerned.

- Use specific ground rules for this work which will clarify boundaries for children/young people
- Clarify that personal questions should not be asked
- If a teacher doesn't know the answer this should be acknowledged.
- Clarify that pupils who do not wish to give out personal information in class can speak to someone they trust after the lesson, e.g. class teacher, Place2B, safeguarding lead.

Types of questions:

1.'Silly questions': children are testing boundaries and have no interest in the answer. In this case, teachers will not answer questions, and explain that they are inappropriate.
2.'Concerning questions': these could possibly be indicative of safeguarding issues. In this case, teachers will follow the school safeguarding procedures.
3.'Genuine questions': the child has a genuine but age inappropriate question. In this case, the child's question will be acknowledged, with a promise to return to it later. The class teacher will then consult with the child's parents, and discuss if they would like to answer, or if they want school to answer. In the case of the latter, it will be discussed with parents how much information they are happy for their child to have.

The role of parents

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we will:

- inform parents about the school's sex education policy and practice through the school website and parent forums;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

Parents and carers have the right to withdraw their child from some, or all, sex and relationship education lessons, but not statutory Science lessons. However, if parents are considering withdrawal of their child, they should first talk it through with the class teacher/PSHE lead before making a final decision.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex and relationships education programme.

Confidentiality

Teachers deliver Relationships, Sex and Health education in a sensitive manner and in confidence. However, if a child has made a disclosure, the teacher will record it in the class incident book and then inform the school's designated safeguarding lead, who will then deal with the matter in consultation with other health professionals. A member of staff cannot promise confidentiality if concerns exist. (See Safeguarding Policy)

The role of the headteacher

It is the responsibility of the headteacher and PSHE lead to ensure that both staff and parents are informed about our sex and relationship education policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

Monitoring and Evaluation

RSHE monitoring and evaluation is the responsibility of the PSHE lead, headteacher and link governor. The school will assess the effectiveness of the aims, content and methods in promoting pupils' learning in the following ways:

- Lesson observations, learning walks, planning and work sampling
- Teacher assessment and evaluations of the pupils' learning
- Feedback from staff, pupils and parents through discussion and questionnaires

Policy review

The Curriculum and Personnel Committee of the governing body reviews our sex and relationships education policy on a biannual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The committee gives serious consideration to any comments from staff, parents and pupils about the relationships, sex and health education programme, and makes a record of all such comments.

This policy document will be shared with staff and parents. It will be placed on the staff notice board and posted on the school website following approval by the full governing body. Any changes will be reflected in the school prospectus. SRE issues will be included in the induction programme for all new members of staff.

Links to other policies: PSHE, Science, PE, Food Policy, E-Safety, Safeguarding, Behaviour, Equal Opportunities