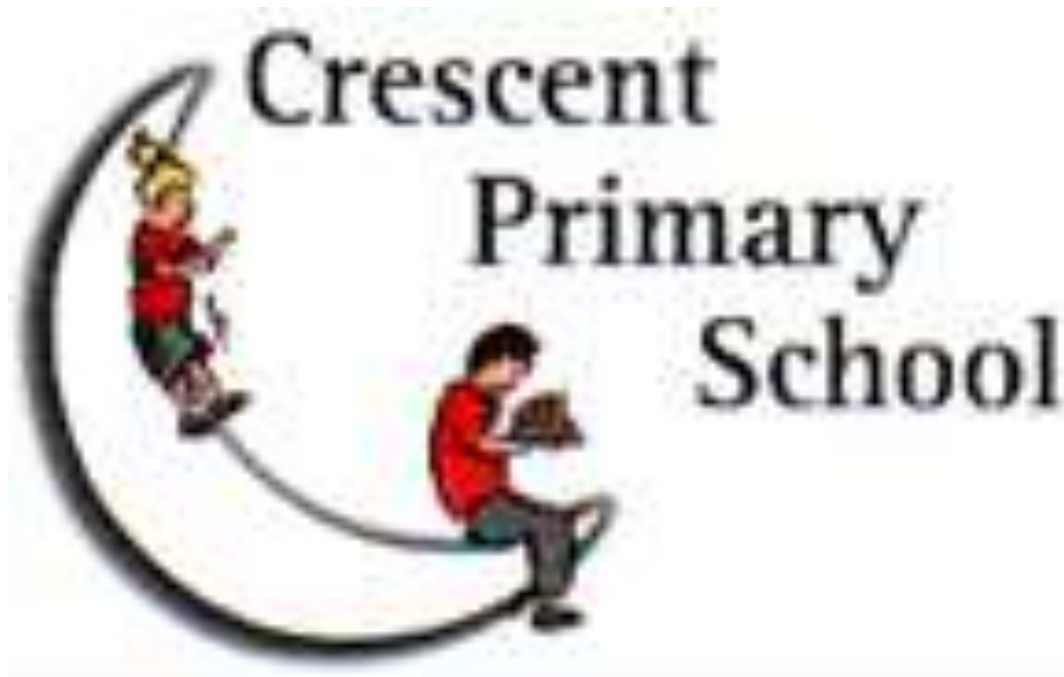


# Relationships Education, RSE / PSHE Policy (RSHE)



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| Approved by: | SDP & P Committee | Spring 2026 |
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| Last reviewed on: | Spring 2025 |
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| Next review due by: | Spring 2028 |
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## **Rationale and Ethos**

From September 2020, Relationships Education will be compulsory for **all** pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for **all** pupils receiving secondary education. Health Education will also be compulsory in all schools except independent schools. PSHE continues to be compulsory in independent schools. From September 2026, all schools will implement the updates set out in the Relationships and Sex Education and Health Education policy.

As a school we wholeheartedly support the philosophy of RSHE and believe it is best taught as part of PSHE and citizenship education. The programme seeks to promote the spiritual, moral, cultural, mental and physical development of pupils as well as preparing them for the opportunities, responsibilities and experiences of adult life in a digital age.

As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

All schools are required to comply with relevant requirements of the Equality Act 2010 and should pay particular attention to the Public sector equality duty (PSED). Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). All schools must ensure that RSHE is accessible for all pupils and should comply with the SEND Code of Practice.

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

## **Intent**

At Crescent Primary, we aim to be well-rounded individuals who have respect for others! The intent of our RSHE curriculum is to build healthy friendships, positive relationships in an age-appropriate way and develop '**Healthy Bodies and Healthy Minds.**' The overall objectives of the RSHE curriculum are concerned about raising awareness of attitudes and values, developing personal and social skills and promoting knowledge and understanding. All stakeholders recognise that each child has the potential to '**Dream Big**' and know '**Our Place in our World!**' More importantly, it endeavours to help children develop self-esteem, self-responsibility as well as the acquisition of understanding and attitudes which prepare children to develop caring, stable, and healthy relationships. Our school community has high percentages of both disadvantaged and SEND children with a rapidly growing number of EAL children: Leaders ensure that inclusivity and accessibility are prioritised. Through our '**Crescent Values**' curriculum driver, we seek to inspire our children to be well-rounded citizens through their current learning and through aspirations in their lifelong learning and future careers.

## **Implementation**

Our curriculum is taught through planned weekly lessons, assemblies and The Zones of Regulation sessions. We split these pillars into themes which allow for a spiral approach which ensures declarative and procedural knowledge can be visited, recapped and built upon to deepen understanding and challenge our learners. Sex Education (SRE) is also embedded through our science curriculum and is discussed in four RSHE lessons (One in year 5 and three in year 6).

RSHE within EYFS supports all areas of learning, e.g. beginning to make relationships with others, learning about themselves through the topic 'Amazing Me' and learning about where they live in the world, '**Our Place in Our World**'.

Children develop their understanding and skills through discussion and debate. We will endeavour to create a supportive environment to make these effective and will establish 'ground rules' at the beginning of every lesson which will enable everybody to discuss openly and honestly without fear and embarrassment or judgement. Additionally, we will cover themes of anti-bullying and inclusion through lessons.

Our sequences of lessons aim to teach new concepts by first unpacking complex terms and ideas, exploring these ideas, then repacking this new understanding into the original concept. This approach helps pupils develop a secure understanding of complex concepts. Our lessons begin with focus on addressing misconceptions, identified through formative assessment, recapping and focused vocabulary work ('**Wonderful Words**' curriculum driver) as this helps with the demands on working memory. Children can celebrate their success through effective relationships and a respectful outlook to the wider world.

Parents and carers have been fully consulted in the development and agreement of the RSHE curriculum. They are provided with regular opportunities to raise any questions or concerns, and their feedback has informed the final curriculum, which has been widely accepted. Parents and carers are kept informed of all learning objectives and content, with clear communication in place throughout. This is particularly prioritised in Years 5 and 6, where specific sex education topics are taught, ensuring families are aware, prepared, and able to engage in supportive discussions at home.

## **Physical health and mental wellbeing**

Pupils will be taught about the characteristics of good physical health and mental wellbeing of the benefits and importance of daily exercise, good nutrition and sufficient sleep, and that mental wellbeing is a normal part of daily life, in the same way as physical health. Within the curriculum and by the end of primary school, pupils should know about;

- Mental wellbeing
- Online behaviour and safety
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Pupils will learn about these through a topic each half term. These are;

- Emotions
- Communities
- Healthy Relationships
- Power in Relationships
- Media Influence
- Our Online Lives
- Physical Health
- Staying Safe and Healthy

In addition to these topics, each half term children will have one lesson using the No Outsiders approach, which will ensure the coverage of the RSHE curriculum and echo the schools ethos of inclusion for all.

Some objectives will be taught through other curriculum subjects. For example, Science will play a large role in covering the relationships education objectives and our computing curriculum will support online safety objectives. Other subjects will also touch on objectives, such as R.E. The DaART programme also runs in Upper Key Stage 2. This also mirrors the objectives set out in the RSHE curriculum.

#### **Sex Education:**

There are four lessons which are part of Sex Education. One lesson in the summer term of Year 5 – Wet Dreams. Three lessons are taught in the summer term of Year 6 – making babies (sexual intercourse), making babies (assisted fertility and multiple births) and making babies – pregnancy and birth. Parents and carers will be informed about the these lessons a few weeks prior to them being taught. Any parent/carers who does not want their child to participate in any of these lessons, will have the right to withdraw and other arrangements will be made.

#### **Impact**

The RSHE curriculum will encourage our children to be more tolerant of others, more understanding and more aware of others. Pupils will have a better understanding of how they grow and develop as a person and how the world around them can influence who they are. They will begin to have tools to help them with the emotional wellbeing and give them information on how and when to seek help. We want learners to reflect upon and appreciate the impact RSHE has on their learning, development and well-being ('**Healthy bodies, Healthy minds**' curriculum driver). We want pupils to begin to see a diverse world where they will learn to treat others with respect and to see and treat others equally. Their experiences will begin in the local community and, as they go through school, to the outer world. We feel the way we implement RSHE helps children realise the need for tolerance and mutual respect within our school, the local community and the wider world. The way pupils showcase, share and celebrate their work, along with our '**Crescent Values**', will best show the impact of our curriculum. We also look for evidence through reviewing pupil's knowledge and skills through Floor books, Seesaw and pupil voice. We assess through lesson outcomes and teacher judgement and adapt future learning considering identified gaps, misconceptions and by addressing needs as they arise. A monitoring and triangulation timetable is in place to identify and rectify any issues that arise to ensure that the children receive the most effective provision.

#### **Monitoring, evaluation and review**

To ensure the RSHE programme is effective, is meeting the needs of pupils and complies with the RSHE statutory guidance, evidence will be obtained in a class floor book. This will outline learning objectives, children's learning along with their ideas and opinions and demonstrate the understanding of what is being taught.

### **Parental rights to withdraw**

We are committed to ensuring that the education provided to pupils in relationships education / RSHE is appropriate to the age of pupils and compliant with the requirements of the Equality Act 2010.

We recognise, in accordance with statutory guidance, that parents have the right to request for their child to be withdrawn from some or all the sex education delivered as part of the statutory RSHE (other than sex education in the National Curriculum as part of Science), but not from relationships education. Parents wishing to exercise this right must do so in writing to the Head Teacher and Governing Body. We will make reasonable adjustments and provide suitable work for their child(ren) at this time.

### **Roles and Responsibilities**

**The Head teacher** – has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and in identifying a lead teacher who will work closely with colleagues in related curriculum areas in order to complement and not duplicate content.

**The Subject Leader for RSHE (C Harrison)** will take responsibility for;

- Policy development and review involving pupils, staff, governors, parents/carers and relevant partners
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Manage all aspects of the RSHE programme developing curriculum materials where appropriate
- Liaise with external agencies to deliver specific elements of the programme
- Monitor and quality assure the programme to ensure continuity and progression within the spiral curriculum
- To ensure that this subject is fully represented at appropriate curriculum and pastoral meetings
- Liaise with Safeguarding lead to deliver appropriate lessons for the children in our school

### **Confidentiality and child protection**

It is inevitable that effective RSHE which allows for open discussion to take place may lead to disclosures from pupils. It is essential that those teaching RSHE are completely familiar with the child protection procedures. Pupils' disclosures or suspicion of abuse must be followed up with the pupil concerned, that same day and referred to the designated safeguarding lead, and if not present their deputy. They will deal with these disclosures or suspicions in line with the child protection policy.