

Relationship Sex Health Education

Adopted by Governors: December 2025

Date for review: December 2027

Introduction

At Pathway Primary Federation, RSHE plays an important role in our vision of all in our school community 'living life in all its fullness'. Our core Christian values are treated with the utmost respect throughout our RSHE Curriculum.

We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE). We ensure dignity and worth to the views of pupils from the faith and other communities represented in the school as part of ensuring that the Equality Act of 2010 is applied at Pathway Primary Federation. We recognise that there is no hierarchy of protected characteristics in the Equality Act and that sometimes different protected characteristics can be in tension as they cannot necessarily be equally protected at all times.

Statutory Requirements

Primary schools must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Definition

- RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSHE involves a combination of sharing information, and exploring issues and values.
- RSHE is not about the promotion of sexual activity.

Planning and Delivery

In planning and presenting our RSHE programme we provide an opportunity for pupils to express themselves within a trusted and safe environment. Central to our PSHE programme is the development of pupils' self-esteem. If young people feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people, and therefore develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

Our policy and practice is based upon national guidance and good practice, consistent with Shropshire Council recommendations. This policy is cross-referenced and consistent with other policies such as Safeguarding, Bullying, Equal Opportunities etc. (amend and include as appropriate reference to other policies).

This policy has been reviewed and updated in consultation with teaching and support staff and approved by Governors. It will be reviewed every two years.



Jan Paul
Interim Chair of Governors

Carl Rogers
Executive Headteacher

Equal Opportunities

At Pathway Primary Federation, the notion of equality of opportunity is highly valued. The RSHE curriculum should offer children the opportunity to clarify and develop their attitudes and values relating to: gender roles, stereotyping, taking into account equality issues (sex, race and culture, disability, ability, religion and sexual orientation).

Child Protection

The Child Protection procedures as laid down by Shropshire County Council will be followed. All referrals, whatever their origin, must be taken seriously and must be considered with an open mind, which does not pre-judge the situation. The procedures adopted for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

Confidentiality must not prevent action if the child is 'at risk'. Teachers will listen sympathetically to anything a child tells them in confidence. However, if a teacher feels that a child is at risk then the appropriate people will be contacted in accordance with the Child Protection Procedures, a copy of which is available for parents in school.

Moral and Values Framework

The RSHE Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. The RSHE Policy is complimentary with the schools' approach to the teaching of Religious Education.

The Social, Ethnic and Religious Mix of the School

We aim to fulfil the educational needs of the children who are represented in the local community. The children come from a varied cross section of the local community and represent different social, ethnic and religious values, beliefs and customs.

Disability

If the school has any children with special needs who require special assistance their needs will be fully considered. Their parents will be consulted.

Whole School approach

It is our belief that RSHE is the responsibility of all staff and is integral to teaching a broad and balanced curriculum, educating the whole child and adhering to the 'Keeping Children Safe in Education' statutory guidance.

Pupils' questions will be responded to by all staff (teaching and non-teaching) as they arise in a straightforward way. Factual, simple and correct information will be provided using correct terminology for body parts and functions appropriate to the age of the child.

School staff have the right not to feel under pressure to answer difficult questions on the spot and will use distancing techniques such as referring the question to a question box. This allows time for reflection about the most appropriate way to respond. Staff have been provided with a process for responding to questions.

Any concerns arising concerning a child or any indications that a child or children are at risk of harm or in danger will be discussed with the head teacher or child protection lead in accordance with the Child Protection policy.

The use of sexualised language, swear and slang terms, including discriminatory language will be addressed with pupils and as appropriate with parents.

Organisation

The main delivery of RSHE is through PSHE, but some aspects are also taught through other subject areas such as science and PE. It is taught by the class teacher, and where possible other members of staff to provide a gender balance, whenever possible. Work in single and mixed gender groups and small groups will be used based on learning and developmental need.

Pupils are taught about relationships and encouraged to discuss issues. We teach the parts of the body, using the correct terminology, how these work and how we change as we grow. We encourage children to ask for help, providing reassurance that change is part of life's cycle.

In science lessons in Key Stage 1 the children are taught about how humans change and grow and how a baby is born. The focus is on changes and growing, keeping our bodies and ourselves healthy and safe. For this aspect we follow the

guidance material in the national scheme of work for science. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

Aims

RSHE in our school is part of the personal, social and health education curriculum. This is integrated within the wider school curriculum and complements and overlaps with the general ethos and life of the school.

To provide a planned, age appropriate scheme of work, designed to capitalise on the fascination and interest that children have about themselves, their own growth and development and to offer reassurance that such changes are normal and natural.

In planning and presenting our RSHE programme we provide the opportunity for pupils to express themselves within a trusted and safe environment, following agreed ground rules. We want to reassure children of their value and self-worth including aspects of dignity, self-respect and self-restraint, help them to have a responsible attitude towards personal relationships including mutual respect and care, and to develop sensitivity towards the needs of others, providing knowledge of loving relationships and the human reproductive process.

We aim to inform children on matters of personal hygiene and related health issues, encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour, educate against discrimination and prejudice and help prepare children to make informed choices about relationships.

We offer a planned and appropriate scheme of work, devised to meet the following aims and objectives:

Our Scheme of work aims to:

- Raise and promote positive self esteem
- Help pupils develop their skills and confidence in making decisions, communication, assertiveness, self-expression, respect for themselves and others
- Help pupils communicate and understand their feelings and emotions
- Provide pupils with skills necessary to keep themselves happy and safe
- Prepare pupils for the physical and emotional changes of growing up
- Offer opportunity for pupils to develop and clarify their attitudes and values
- Counteract myths and misinformation
- Challenge media stereotypes, oppression and prejudice and promote equal opportunities
- Explain the meaning of words in a sensible and factual way, using correct names for body parts and functions
- Provide reassurance that change is part of the life cycle and help pupils accept variations
- Develop the confidence to seek help, support and advice.

The purpose of Relationships, Sex and Health education includes the following:

- To understand the value of family life, the implications of parenthood and the need for the proper care of all young things
- To develop skills in personal relationships, e.g. communication, assertiveness, decision-making
- To build and develop the self-esteem of all young people
- To promote equal opportunities for all
- To help pupils to accept the variation in rates of growth and development and to provide reassurance that change is part of life's cycle; to give support in adjusting to these changes
- To counteract misleading folklore, myth, playground rumours and false assumptions
- Develop the confidence to seek help, support and advice.

Home-school Partnership

Children are exposed to information and messages from T.V., Internet, film, music videos, books and magazines. They are influenced by family and friends and significant adults. Part of our role is to ensure that children are able to understand and interpret the information they receive.

We believe that parents have the primary role in delivering relationship and sex education. We aim to provide a programme in partnership, ensuring all pupils receive high quality provision in line with national good practice recommendations and statutory requirements.

It's hoped that the school curriculum and ethos of the school complements and enhances home teaching & values, giving regard to the value of family life and loving, stable relationships.

We provide parents with opportunities to discuss the school's policy and practice. Parents will be informed about the timing of the delivery and offered an opportunity to look at resources. Parents are encouraged to discuss and ask questions.

Under the terms of the 1996 Education Act, parents have the right to withdraw their child from part, or whole of the RSE programme that does not form part of the national curriculum. If a parent wishes to do this they should discuss this with the Executive Headteacher or Head of School. We would encourage parents to discuss any concerns at the earliest opportunity with form teacher and head. The Head will discuss the implications and likely consequences of withdrawal from the non-statutory part of the curriculum.

Parents should make it clear which aspect of the programme they do not wish their child to participate in and may be asked to put this in writing. Resources and information regarding further support and help will be made available. Any parents with concerns about this policy should discuss this directly with the Executive Headteacher.

Role of Executive Headteacher

It is the responsibility of the head to ensure that:

- policy and practice is developed in accordance with good practice guidelines and recommendations
- the policy is reviewed and monitored and approved by governors
- staff and parents are informed about policy
- staff receive appropriate training and support

Complaints Procedure

If parents have any cause for concern about RSHE Policy they will be asked to come into school to resolve the problem. In the unlikely event that the concern cannot be dealt with, the Governors can be contacted via Curriculum Complaints

Monitoring and review

The Governing Body monitors our Relationships, Sex and Health education policy on a regular basis. Governors give serious consideration to any comments from parents about the relationship and sex education program and makes a record of all such comments.

Governors require the Executive Headteacher to keep a written record, giving details of the content and delivery of the relationship and sex education programme that we teach in our school.

Key websites:

www.teachersnet.gov.uk/pshe
www.pshe-association.org
www.ncb.org.uk/sef