

RELATIONSHIPS, HEALTH AND SEX EDUCATION POLICY (RHSE)

Statutory requirements

This policy covers the school's approach to RHSE. This policy is applicable to all pupils, staff and parents/carers.

This school policy will be made available via the school website and hard copies are available from the school office on request.

The school meets the requirements to teach RHSE as set out in the statutory guidance which can be found at:

[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)

1. Every pupil up to and including Year 6 is provided with relationships education (although the requirement does not apply to a pupil who is under compulsory school age);
2. The school has due regard to any guidance under section 80A of the Education Act 2002;
3. The school will consult parents of registered pupils before making or revising this policy;
4. The school will ensure that where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused **until** the request is withdrawn, unless or to the extent that the Head considers that the pupil should not be excused;

The school's RHSE policy will be reviewed every 12 months and will be updated in line with any statutory guidance.

This policy should be read in conjunction with the following documents:

- Safeguarding & Child Protection Policy
- Anti-Bullying Policy
- Pupil Behaviour Policy
- E-Safety Policy
- Health & Safety Policy
- Equal Opportunities Policy
- PSHEE Policy

Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:



1. Review – Heads of PSHEE and Science Departments have conducted a review using information including relevant national and local guidance.
2. A meeting with DSL and LAG Trustee to review the draft policy allowing the opportunity to make recommendations.
3. Staff consultation – All teaching staff were given the opportunity to look at the policy and make recommendations.
4. Successful approaches for engaging effectively with parents/stakeholders include:
 - Communicating with parents about PSHEE and RSHE from when their child starts at the school. This is more likely to lead to a positive view of the subject and an understanding of its breadth and content.
 - Open door policy – encouraging parents to come into school to meet with their child’s teacher
 - Information sessions and letters – explaining what will be taught and sharing resources that will be used
 - Providing advice on how to talk to children about relationships and sex at home, if requested
 - Publishing the PSHEE curriculum trees on the school portal
 - Publishing FAQs on PSHEE and RHSE on the school portal
5. Pupil consultation – Year 5 and 6 are asked to review the RHSE provision.
6. Termly evaluation by HoD’s.

Definitions

Primary - up to and including Year 6

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. (RSHE Guidance)

Relationship Education Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

Health Education is where children are equipped with the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. It ensures that both boys and girls are prepared for the changes that adolescence brings.

Relationship and Sex Education (RSE) will give young people the information they need to help them develop healthy, nurturing relationships of all kinds as well as being able to identify when relationships are not right and understand how such situations can be managed. The programme is tailored to the age and the physical and emotional maturity of the pupils. It informs children of the human life cycle including how a baby is conceived and born. RSE provision allows all children to access factual



information taught by teachers in order to avoid children gaining unreliable information disseminated by others.

In the Prep Schools Trust we use a gender equality and human rights framework for Relationships Education. To cover the curriculum content in the RHSE Guidance, we will equip our pupils to build positive and respectful relationships on and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- realise their health, wellbeing and dignity;
- build self-esteem and self-worth;
- explore and value their personal identity and the identities of others;
- explore a range of family structures, including LGBT+ families and other family structures;
- understand and make sense of the real-life issues they are experiencing in the world around them;
- manage and explore difficult feelings and emotions;
- consider how their choices affect their own wellbeing and that of others;
- develop as informed and responsible citizens;
- understand and ensure the protection of their rights throughout their lives.

Subject Content

Our RHSE program is an integral part of our whole school PSHEE provision. PSHEE is a spiral designed program that is designed to regularly touch and gradually revisit and reintroduce topics at a deeper and more complex level for each key stage or year group, whilst rehearsing, emphasising and embedding the essential skills and attributes young people need to manage their lives

Staff at Chandlings Prep explain things to their pupils in a way that is impartial, helping pupils to form their own opinions and prepare them for later life. If political views are discussed with pupils a balanced view must be given and staff will avoid the promotion of partisan political views.

Our curriculum is set out as per Appendix 1 but it is important to understand that the content may change as society changes. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

RHSE is usually taught within the personal, social, health and economic education curriculum (PSHEE). Biological aspects of RHSE may be taught within the Science curriculum.

RHSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families

- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- Growing and changing, including puberty
- Personal hygiene
- Changing feelings
- Becoming more independent
- Consent
- Developing self-esteem and confidence

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, LGBT+ 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.

The school will take into consideration and be sensitive to those of differing faith perspectives and ensure that the curriculum complies with the provisions for protected characteristics in the Equality Act 2010.

The curriculum is accessible to all including those with SEND and the school acknowledges that those with additional learning needs may be more vulnerable. Teaching Assistants may be deployed to support SEND students and to work alongside teaching staff to ensure the content will be made accessible to all pupils. Resources and materials will be adapted according to the pupils' learning needs. Any pupils identified as vulnerable or with a specific concern or need will receive specialist lessons where deemed appropriate. Consent from parents will be asked for.

Furthermore, with regard to LGBT+, the school ensures that the needs of all its pupils are met, taking into consideration sexual orientation and gender reassignment. The delivery of the curriculum is sensitive and age appropriate and any content on LGBT+ is delivered as part of the curriculum rather than in isolation.

Specific Issues

Some issues are not appropriate for discussion at this age i.e. masturbation, abortion, sexually transmitted diseases, oral sex, and contraception. However, owing to the fact that children may ask about some of these issues, then very simplistic age-appropriate information may be given to reassure and inform.

Parents do need to be aware that in various teaching resources there may be references to some of these issues.



Confidentiality

Teachers conduct RHSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it in accordance with the procedures laid out in our Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. The child will always be told if a teacher is passing on information.

Monitoring arrangements

The delivery of RHSE is monitored by the Head of PSHEE and Science through:

- Pupil evaluation sheets will be distributed either in hard copy or via Google classroom to see how RHSE can be developed.
- Staff will also be surveyed in order to secure their views at regular intervals.
- Learning walks and drop-ins will be conducted as ongoing evaluation for PSHE learning.
- Book scrutinies.
- End of topic reflections where appropriate.

Pupils' development in RHSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the Head of PSHEE and Science annually. At every review, the policy will be approved by the trustees of Prep Schools Trust.

Roles and responsibilities

1. The Board of Trustees

The Board of Trustees will approve the RHSE policy, and hold the Head to account for its implementation.

2. The Head

The Head will hold the Head of Departments to account for its implementation. The HoD of Science, PSHEE is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests (alongside the Head) to withdraw pupils from non-statutory non-science components of RSE (see below).

3. Staff

Staff are responsible for:

- Delivering RHSE in a sensitive and non-judgemental way;

- Ensuring they follow the schools safeguarding policy;
- Modelling positive attitudes to RHSE;
- Monitoring progress;
- Responding to the needs of individual pupils;
- Responding appropriately to pupils whose parents wish them to be withdrawn from the nonstatutory/non-science components of RSE.

Staff who have concerns about teaching RHSE are encouraged to discuss this with the Head in advance.

4. Pupils

Pupils are expected to engage fully in RHSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw

Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education. Parents have the right to withdraw their children from the non-statutory / non-science components of sex education within RSE up to and until 3 terms before the child turns 16. Any parent considering this course of action to carefully consider the course content before committing their request to the Head in writing.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Head.

A copy of withdrawal requests will be placed in the pupil's educational record. The Head of Science and PSHEE will discuss the request with parents and take appropriate action. Appropriate alternative work will be given to pupils who are withdrawn from sex education.

Appendix 1 - [Curriculum map](#)

Appendix 2 - [Parent withdrawal from sex education within RSE form](#)

Appendix 3 - [RHSE FAQ's](#)