



Relationships Education, Sex Education and Health Education (RSHE) Policy

This policy should be read in conjunction with school's PSHE Policy.

Cedars Primary School and Nursery will provide the best start to life for all of the pupils in its care. The staff and governors envisage this being carried out through:

- Having the child at the centre of everything we do
- Valuing the development and individuality of the whole child
- Outstanding learning delivered through outstanding teaching
- Keeping at the forefront of, as well as leading, educational development and practice
- Constantly challenging all aspects of school life to ensure best practice is always prevalent
- Engaging parents and valuing the contribution made to their child's education
- A commitment to the safeguarding and well-being of all children and stakeholders

Our values that underpin the RSE Curriculum are equality, determination, honesty, courage and compassion.

Introduction

Cedars Primary School and Nursery is an equal opportunities school and PSHE should be taught in line with our equality of opportunity policy. All pupils within school will have the same opportunity to realise their potential regardless of gender, ability, ethnicity, religion, language, class and physical ability. Some key points are:

- Equality of opportunity is a cross-curricular issue; opportunities are identified and utilised in each curriculum area or topic
- The language and learning needs of bilingual pupils are acknowledged in all subject areas
- The use of assessment contributes to a positive understanding of race, gender, disability, equality, ethnic and cultural diversity
- Children should work in a variety of different groupings depending on a particular activity. They work individually, in pairs or in groups (e.g. same ability, mixed ability, single sex, friendship, role model etc.)
- We offer activities of a non-stereotypical nature
- Children have opportunities to share cultural and other experiences in the classroom

Cedars Primary School and Nursery is a Rights Respecting School and therefore this policy is based on Children's Rights with the responsibility of all named parties to ensure that these rights are inviolate.



The school has three commitments that underpin this policy:

- To learn
- To be safe
- To show mutual respect

Cedars Primary School and Nursery is a school that holds values central to all of its work and therefore this RSE policy must be applied in line with the school's values system. This philosophy is essential to this RSE policy and all named parties need to be guided by this principle when applying this policy.

Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory Requirements

The Education Act 2002 sets out the statutory duties which all schools, including academies, are required to meet: 'Every state-funded school must offer a curriculum which is balanced and broadly-based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life'

The Education Act 1996, as amended by the Learning and Skills Act 2000, requires headteachers and governing bodies to have regard to national guidance on Sex and Relationships Education in schools and to protect children from unsuitable teaching and materials. Under the Children Act 2004 schools have a duty to promote the well-being of their pupils and good quality RSE contributes to this duty.

Further, we recognise that as a school we have a responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education. RSE will become statutory in all schools from September 2020.



The law requires that Relationships and Sex Education (RSE) is to be taught in all secondary schools in England, and that Relationships Education is to be taught in all primary schools in England.

Primary schools are also required to teach the elements of sex education contained in the science curriculum, and Health Education will also be mandatory in all Government-funded schools, which includes content on puberty.

At Cedars Primary School and Nursery, we teach RSE as set out in this policy.

Policy Requirement

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

- 1) Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- 2) Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- 3) Parent/stakeholder consultation – parents and any interested parties are able to access the policy on the school website and can feedback as they feel appropriate.
- 4) Pupil consultation – we considered what exactly pupils want from their RSE during the lessons
- 5) Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

RSE (formerly SRE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

Delivery of RSE

RSE is taught within the personal, social, health and education (PSHE) curriculum.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils also receive stand-alone sex education sessions delivered by a trained health professional. Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness

- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

At Cedars Primary School and Nursery, we follow The Jigsaw PSHE and RSHE scheme, which provides a comprehensive PSHE and RSHE Programme which covers all the requirements of the government guidance and outcomes, and more. The Relationships and Healthy Me Puzzles (units) cover most of the aspects in the guidance but these are enhanced, revisited and foundations built throughout the Jigsaw Programme. Jigsaw's philosophy starts by building positive self-image, a sense of identity and a healthy relationship with self, and from that starting point helps children grow healthy relationships with others. Health Education in Jigsaw embraces not only physical health but has a strong focus on mental health and emotional literacy throughout, and empowers children to be aware of their own thoughts and feelings and know how to manage and regulate these.

Responsibility for the Policy and Procedure

Role of Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for Relationships Education
- appointed a member of staff to be responsible for Personal, Social and Health Education
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy
- responsibility for ensuring:
 - full compliance with all statutory responsibilities
 - the school complies with all equalities legislation
 - the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations
 - funding is in place to support this policy
 - this policy is maintained and updated regularly
 - this policy is made available to parents
 - the subjects are well led, effectively managed and well planned
 - the quality of provision is subject to regular and effective self-evaluation
 - the teaching is delivered in ways accessible to all pupils with SEND
 - clear information is provided for parents on the subject content and the right to request that their child is withdrawn from Sex Education
 - parents/carers are consulted annually regarding the content of the Relationships and Sex Education their child will be learning

- the nomination of a link governor (Teaching and Learning Committee members) to:
 - work closely with the Headteacher and the Subject(s) Leader
 - ensure that everyone connected with the school is aware of this policy
 - attend training related to this policy
 - annually report to the Governing Body on the success and development of this policy

Role of the Headteacher

The Headteacher will:

- place a high priority on Relationships Education, Sex Education and Health Education
- ensure that these subjects are set in the 'context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school
- consider how teaching in the school 'support the development of important attributes in pupils such as honesty, kindness, tolerance, courtesy, resilience and self-efficacy
- 'automatically grant a request to withdraw a pupil from any sex education other than as part of the science curriculum
- provide appropriate, purposeful education for any pupil who has been excused from sex education
- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy
- endorse a curriculum that teaches children to know about their rights and to have positive attitudes to respecting the rights of others
- encourage pupils to form and to express their views
- work closely with the link governor and Subject Leader
- monitor the effectiveness of this policy by:
 - monitoring learning and teaching through observing lessons
 - monitoring planning and assessment
 - speaking with pupils, school personnel, parents and governors
- annually report to the Governing Body on the success and development of this policy

Role of Subject Leader

The Subject Leader will:

- ensure appropriate coverage of the curriculum
- work closely with subject leaders in Science, Computing and PE to ensure Relationships Education, Sex Education and Health Education do not duplicate content covered in the National Curriculum
- ensure that the teaching delivered fits with the planned programme
- provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain
- provide support and advice
- provide training for all staff on induction and when the need arises
- monitor pupil progress

- ensure sufficient and up to date resources are in place
- keep up to date with new developments and resources

Role of School Personnel

School personnel will:

- comply with all aspects of this policy
- have high expectations of their pupils and set appropriate challenge within lessons
- assess their teaching and use assessments to identify pupils who need extra support or intervention
- be trained to deal with sensitive issues
- know how to manage disclosures of any type
- know how to maintain an appropriate level of confidentiality
- work in partnership parents and carers keeping them up to date with their child's progress and attitudes and behaviour at school
- report any concerns they have on any aspect of the school community

Role of Designated Safeguarding Leads

The Designated Safeguarding Lead will:

- ensure all school personnel are trained to manage disclosures of any type
- ensure pupils are made aware of how to raise concerns, to make a report and how a report will be handled
- ensure school personnel are trained to deal with sensitive issues
- be made aware of the proposed content of lessons that are safeguarding related as they might have local knowledge that could be of value

Role of Parent/Carers

Parents/carers will:

- be aware of and comply with this policy

Role of Pupils

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

Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of RSE. Before doing so, parents are encouraged to talk to the class teacher and/or view the teaching resources in order to inform any decisions regarding withdrawing their child.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from RSE.

The RSE curriculum will be shared with parents to ensure coverage if pupils are withdrawn. The RSE policy will be shared with any parents who wish to withdraw their child.

Training



Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

The delivery of RSE is monitored by the PSHE Leader through:

Monitoring arrangements consist of planning and book scrutinies, learning walks and pupil voice.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE Leader annually. At every review, the policy will be approved by the headteacher.

Reviewed in: February 2025

Next review date: February 2026