

# Life Curriculum Policy (Relationships and Sex Education Policy)

Last review: September 2024  
Next Review: September 2025  
Reviewed by: Governing Body  
Adopted by: Governing Body

Streams today, oceans tomorrow...

respect

confidence

compassion

truth

curiosity

courage

endurance



West Berry Federation's Life Curriculum includes elements of Relationships, Health education (including mental health), learning about safety and the skills needed to be an effective learner. Reception and KS1 children are taught the Life Curriculum by their class teacher and KS2 children are taught by the teacher responsible for this subject supported by teaching assistants. Life Curriculum lesson **subject content can be found on the school website**. Open ended questions and discussion provides the basis for all lessons where appropriate. In KS2, children's learning and reflections are recorded in exercise books. These books show how children develop their understanding and opinions as they learn. Knowledge and skills are built on to encourage children to make good choices and live healthy, safe and balanced lives. They are taught a variety of techniques to develop long lasting, positive mindsets and equip them to manage the highs and lows of everyday life.

## Contents

Introduction

Legal context

Definition\*

Aims

Roles and responsibilities

Trustees/governors

Headteacher/principal

Subject leader

All staff

Curriculum organisation\*

Teaching and learning

Curriculum content

Long term planning

Resources

Visitors

Equality

Right to withdraw from sex education\*

Safeguarding

Support

Monitoring and evaluating\*

Professional development

Communication of policy

Review\*

## Introduction

This is the policy of West Berry Federation on the approach taken to Relationships, Sex and Health Education (RSHE), approved by the Governing Board following a consultation with parents and carers.

## Legal context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017*).

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

Following this change in the law, the Department for Education published *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*. This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this RSHE policy also covers health education.

This RSHE policy also supports legal requirements relating to the following:

- *The Equality Act 2010.*
- *The Education Act 1996.*
- *Statutory guidance, Keeping Children Safe in Education 2020.*

The following policies are also relevant to this Relationships and Health Education policy:

- Promoting Positive Behaviour and Anti-bullying
- Safe-guarding

### Definition\*

RSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

RSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

### Aims

The aims of our RSHE programme are:

- Provide accurate and age-appropriate information.
- Include all children.
- Help children make informed choices.
- Develop knowledge, skills and attitudes.
- Build confidence and self-esteem.
- Develop personal attributes.
- Prepare children for the next stage of education and adulthood.
- Develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the *Equality Act 2010*.

### Roles and responsibilities

An effective programme of RSHE requires support from the whole school community and the following people have specific roles and responsibilities:

#### Governors

Chair of Governors: Sian Jenkins  
Curriculum Governor (including RSE): Debbie Radley  
Safeguarding Governor: Campbell Orr

#### Co-headteachers

- Overseeing the development and delivery of RSHE.
- Providing staff with the opportunity to contribute to the development of RSHE.
- Providing information to the governors.
- Providing training for the subject leader and staff, as required.
- Supporting the subject leader to liaise with parents and carers.
- Dealing with parents and carers who wish to withdraw a child from sex education.

## Subject leader

- Leading the development and delivery of effective RSHE.
- Keeping up-to-date with the development of RSHE.
- Supporting colleagues as required.
- Monitoring and evaluating RSHE and providing necessary reports.
- Liaising with parents and carers.
- Keeping subject information up-to-date, including on the school website.
- Overseeing external visitors and resources used in RSHE.

## All staff

- To understand and implement the policy of RSHE.
- To teach RSHE in line with the agreed curriculum.
- To assess and monitor the progress of children.
- To respond to the needs of individual children.

## Curriculum organisation\*

The school adopts the following approaches to organise the curriculum to ensure high quality delivery of RSHE:

- Lessons are delivered weekly and share the afternoon with physical education
- EYFS and KS1 are taught by their class teacher
- KS2 are taught by the subject leader
- Focus days, visits and visitors will be used where appropriate to enhance the curriculum .
- Where possible links are made within all areas of the curriculum.

## Teaching and learning

RSHE is delivered in line with the teaching and learning policy. However, as the subject deals with real-life experiences, it is important to establish a safe and positive learning environment using the following approaches:

- Establishing clear ground rules in consultation with children. Ground rules should include confidentiality, respect for others, privacy and boundaries.
- Using distancing techniques including de-personalised discussions and role play.
- Using clear language to avoid misunderstandings.
- Avoiding prejudice and assumptions about children's abilities, desires, background and experiences.
- Dealing sensitively with unexpected questions and comments.
- Assessing and building on existing knowledge and experiences.
- Ensuring that learning is engaging, using a range of activities, including structured discussion and problem-solving.

- Providing a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes.
- Allowing time for reflection.
- Providing differentiated learning.
- Using a variety of groupings to enhance learning.

## Curriculum content

### Long term planning

The school has chosen to use the [Kapow Primary RSE scheme of work](#), which provides full curriculum coverage, including all the statutory content, for each year group.

Follow this link to view the [Kapow Primary RSE curriculum overview](#).

### Resources

Teachers will select any additional resources carefully, and the subject leader will oversee the selection.

Additional resources will be:

- Up-to-date.
- Relevant to children.
- Consistent with the aims and values of the school.

### Difficult Questions

There may be occasions when children ask questions that would take their learning beyond that which has been planned for and considered appropriate for their age. We know that children have ready access to information from anonymous and sometimes untrustworthy sources online and so we will always ensure that children's questions are answered by a trusted source and in a safe way either at school or at home so that they are not left to find the answers from unknown sources by themselves. If children are happy for discussions to take place at home, teachers will ensure that parents are supported with the information and confidence that they need to support their child appropriately.

When answering these questions teachers will:

- Value the child's question while protecting other children from being exposed to information not appropriate for their age or stage of development.
- Seek to understand the reason behind the question so as not to offer more information than is being asked for.
- Seek to maintain a culture of respect and honesty where children feel safe to ask questions and ask for help.
- Offer enough information to satisfy the child's curiosity and keep them safe and no more.
- Involve the child's parents whenever possible without causing the child to seek answers to their questions from unsafe sources.
- When questions fall well outside of the normal curriculum (more than 2 years above expectation) discuss the matter with the school Designated Safeguarding Lead and keep records on the child's family file.

## Visitors

Visitors can enhance children's learning. Teachers will select visitors in liaison with the subject leader. The following will be used to guide the use of visitors:

- The school will use visitors to enhance the lessons delivered by the class teacher; and information on where a visitor fits into the long-term plan will be shared with the visitor.
- The school will make visitors aware of the school policy for RSHE.
- The school will check the content of sessions delivered by visitors to make sure that it fits with the school's ethos and meets legal requirements.
- A member of staff will be present in sessions delivered by visitors.
- The school will make sure visitors undergo the necessary checks as required by the school safeguarding policies.

## Equality

Under the *Equality Act 2010*, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age.
- Marriage and Civil partnership.
- Disability.
- Race.
- Religion and belief.
- Sexual orientation.
- Sex.
- Pregnancy and maternity.
- Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND).

The RSHE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

## Right to withdraw from sex education\*

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education.

A parent or carer does have the right to withdraw their child from sex education unless what is being taught is part of the science national curriculum.

The following content is deemed to be sex education:

The suggested Kapow Primary lessons that are deemed to be sex education are:

- [Year 6: Safety and the changing body, Lesson 5: Conception](#)
- [Year 6: Safety and the changing body, Lesson 6: Pregnancy and birth](#)

The following process must be followed if a parent or carer wishes to withdraw their child from sex education:

- Parents/ carers will be made aware when sex education will be taught
- Parents/carers may contact the school via the phone or parent email address.
- Parents/carers should contact the class teacher who will speak to the Co-heads.
- Parents/carers will be invited in for a meeting. Meetings give an opportunity for the school and the parent/carer to discuss concerns and to outline the impact on the children of missing sex education lessons.
- The withdrawal request will be recorded via CPOMS
- Children not attending sex education lessons will be looked after in another class.

## Safeguarding

RSHE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Safeguarding policies and procedures will be followed to deal with these appropriately. They will also be recorded on CPOMS.

The subject leader/teacher should discuss with the designated safeguarding lead any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children if required.

Staff should consider the timing of lessons to ensure that children have the opportunity to report any concerns they may have either that day or the following day.

## Support

RSHE should not be a time for children to make disclosures. It is important, however, to inform children of the support that is available to them if they are worried about anything raised in a lesson. The following support will be highlighted to children as appropriate:

In school:

- Class teacher.
- Specific staff members.
- Pastoral Co-ordinator



External:

- Local agencies.
- National agencies such as Childline.

## Monitoring and evaluating\*

The headteacher and subject leader will be responsible for monitoring and evaluating RSHE in line with other subjects.

- Scrutiny of planning.
- Learning walks.
- Evidence of learning.
- Feedback from staff.
- Feedback from parents/carers.
- Feedback from children.

## Professional development

The headteacher and subject leader will assess the professional development needs of staff regularly. Appropriate development will be provided using internal or external expertise.

## Communication of policy

This RSHE policy will be available to read on and downloaded from the school website and copies can be requested free of charge from the school office.

## Review\*

This policy will be reviewed [every three years (recommended) from the [add the date of approval of the RSHE policy by the governors].