Ropley C.E. PRIMARY SCHOOL

Love Courage Community

Ropley CE Primary School Relationships and Sex Education (RSHE) Policy

Ropley CE Primary School recognises the importance of delivering relevant, effective and responsible RSHE to all of its pupils as part of the school's relationship, social and health education (RSHE) curriculum. The school wants parents/carers and pupils to feel assured that the RSE aspect will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the RSE provision.

Context – why RSHE is important in our school?

High quality RSHE helps create a safe school community in which our pupils can grow, learn and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children want/need to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships.
- RSE plays a vital part in meeting the schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- It is intertwined with our Christian values of Love, Courage and Community

Schools maintain a statutory obligation under the Children Act (2014) to promote their pupils' wellbeing and under the Education Act 2011 (as amended) to prepare children for the challenges, opportunities and responsibilities of adult life. A comprehensive RSHE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve and can play a crucial part in meeting these obligations.

Definition

RSHE is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, love, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right (RSHE DfE Statutory Guidance 2025).

Development process

We are committed to the ongoing development of RSHE in our school. We use the following indicators to monitor and evaluate our progress:

• A coordinated and consistent approach to curriculum delivery has been adopted.

• The content of the RSHE curriculum is flexible and responsive to pupils' differing needs.

• Children are receiving an entitlement curriculum for RSHE in line with national and local guidance.

• There are clearly identified learning objectives for all RSHE activities and pupils' learning is assessed using both formative and summative approaches.

• Policy and practice is revised regularly and involves staff, governors, parents/carers and, where appropriate, pupils.

• Opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our RSHE, for example, through parent/carer information workshops

Organisation of our RSHE lessons

Our approach to RSHE consists of a comprehensive and developmental programme of teaching and learning. Our RSHE programme has a positive influence on the ethos, learning and relationships throughout the school. Our RSHE programme helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future. While we teach SRE through different aspects of the curriculum, (RSHE, Science and PE), Sex Education is taught through the topic of "My body and me". External agencies and visitors such as the school nurse support our RSE programme.

Parents will be informed (via email) from their child's class teacher when the "My body and me" lessons will be taking place. They will always take place in June or July.

The aim of RSHE is not to:

• encourage pupils to become sexually active at a young age

• promote a particular sexual orientation

• sexualise children

RSHE is specifically taught through the following topics:

Year 1	**My body and me** Know how to keep private parts safe Respecting other people's bodies **Healthy relationships** Know how families look after each other How do I feel when I am safe? How can I be kind and respectful to friends and family? What makes a great friend?
Year 2	**My body and me** Beginning to understand how our bodies change as we get older **Healthy relationships** Know the difference between a fun surprise and uncomfortable secret How we can tell whether someone is a friend or stranger
Year 3	**My body and me** How our bodies change as we get older. **Healthy relationships** What can people do to help their families? Our bodies belong to us. Do friends always want the same thing? Should we behave the same way to everyone we meet?
Year 4	**Healthy relationships** How can friends help us be our true selves? How can I tell people what I want and need kindly? What do we need when we lose a loved one? How do the people around us influence us? Challenging negative influence
Year 5	**My body and me** What is puberty? What is menstruation? Why do we need to clean ourselves more during puberty? How do males and females change during puberty? **Healthy relationships** What does a healthy friendship feel like? How does it feel when relationships change? Communicating boundaries and needs (consent)
Year 6	**My body and me** How are our emotions affected by puberty? How do our bodies change during puberty? Do you ever feel pressure to look a certain way ? Sexual reproduction **Healthy relationships** What does a healthy romantic relationship look like? What skills do you need to stay in a healthy relationship? How do we surround ourselves with people who respect and care about us?

The right to withdraw

Parents/carers cannot withdraw their child from the statutory content included in National Curriculum Science or RSHE. Parents/carers have a legal right to withdraw their children from elements of RSE. Any parent/carer wishing to withdraw their child from RSE should firstly contact the Head Teacher to discuss the reasons why.

RSE is a vital part of the school curriculum and supports child development and we strongly advise parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life. It is acknowledged however that the final decision is for the parents/carers to take and the child and family should not be stigmatised for the decision.

Parents/carers who do withdraw their children will be alerted to the possible consequences of doing so during the discussion between the school and the parents/carers. Possible consequences could include, for example, 'If a pupil is withdrawn from the RSE sessions, they will no doubt hear about the content of sessions from other pupils and this may not be in a supportive, controlled or safe environment, like the classroom would be. They may also seek out their own information via the internet, which may result in them finding out incorrect information and possibly put them in an unsafe situation. Pupils may also be stigmatised for not being included in these sessions'. Parents/carers must also stipulate how their child will receive the learning from which they are withdrawn at home.

Answering questions

We acknowledge that sensitive and potentially difficult issues will arise in RSHE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for RSHE. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age-appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the RSHE leader/ DSL. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We may use a question box where questions may be asked anonymously.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

Ground rules are used when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole-class setting by:

- Staff will set the tone by speaking in a matter-of-fact way

- Pupils will be encouraged to write down questions, anonymously if desired, and post them in a question box or ask-it basket
- Staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up
- If a verbal question is too personal, staff will remind the pupils of the ground rules
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns, staff will acknowledge it and promise to attend to it later on an individual basis
- Staff will not provide more information than is appropriate to the age of the pupil
- If staff are concerned that a pupil is at risk of abuse, the designated teacher will be informed and the usual child protection procedures followed

Confidentiality in the context of RSHE lessons

The nature of RSHE means that pupils may disclose personal information that staff will respond to appropriately. The classroom is never a confidential place to talk, and that remains true in RSHE. Pupils will be reminded that lessons are not a place to discuss their personal experiences and issues, or to ask others to do so, through the establishment of ground rules. Any visitor to the classroom will be bound by the school's policy on confidentiality, regardless of whether they have, or their organisation has, a different policy. We will make sure visitors are aware of this and make sure there are enough opportunities for pupils to access confidential support after the lesson if they need it.

Any information disclosed to a staff member or other responsible adult, which causes concern about the child's safety, will be communicated to the designated person as soon as possible and always within 24 hours, in line with our safeguarding and child protection policy.

Key responsibilities for RSE

All staff will:

• Ensure that they are up to date with school policy and curriculum requirements regarding RSE

• Attend and engage in professional development training around RSE provision, including individual and whole staff training/inset, where appropriate

• Attend staff meetings to be introduced to any new areas of work and review the effectiveness of the approaches used

• Report back to the RSHE subject leader on any areas that they feel are not covered or inadequately provided for in the school's RSE provision

The lead member of staff will:

- Develop the school policy and review it on a yearly basis (full review by staff, governors and parents/carers will take place every three years)
- Ensure that all staff are given regular and ongoing training on issues relating to RSHE as well as how to deliver lessons on such issues
- Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSHE
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSHE to pupils
- Ensure that RSHE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs
- Ensure that the knowledge and information regarding RSHE to which all pupils are entitled is provided in a comprehensive way
- Ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced RSHE in school
- Communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for RSHE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as appropriate
- Share the school's provision for RSHE with parents/carers in order to ensure they can support this at home
- Communicate to parents/carers any additional support that is available from the school to support them with RSHE at home

Pupils

All pupils:

• Are expected to attend the statutory National Curriculum Science elements of the RSHE curriculum

• Should support one another with issues that arise through RSHE

• Will listen in class, be considerate of other people's feelings and beliefs and comply with the ground rules that are set in class

• Will be made to feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to RSHE or otherwise

• Will be asked for feedback on the school's RSHE provision (annually) and be expected to take this responsibility seriously; opinions on provision and comments will be reviewed by the lead member of staff for RSE and taken into consideration when the curriculum is prepared for the following year's pupils

Parents/carers

The school will:

• Keep parents/carers informed about all aspects of the RSE curriculum, including when it is going to be delivered (via email)

• Gather parent /carers' views on the policy and take these into account when it is being reviewed

• Provide access to resources and information being used in class and do everything to ensure that parents/carers are comfortable with the education provided to their children in school.

• Expect parents/carers to share the responsibility of RSHE and support their children's personal, social and emotional development

• Encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through RSHE

• Provide support and encourage parents/carers to seek additional support in this from the school where they feel it is needed

The wider context of RSE

The school's RSE programme will:

• Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life

• Be an entitlement for all pupils, including those with additional learning and language needs

• Be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness

• Recognise that family is a broad concept; not just one model, e.g. nuclear family

• Encourage pupils and teachers to share and respect each other's views with cultural awareness and sensitivity

• Ensure pupils are aware of different approaches to sexual orientation, without promotion of any particular family structure

• Recognise that parents/carers are the key people in teaching their children about relationships, sex and growing up

• Work in partnership with parents/carers and pupils, consulting them about the content of programme

• Work in partnership with other health professionals and the wider community

• Be linked the science teaching about biological facts relating to human growth, puberty and reproduction.

• Be linked to the computing curriculum and the teaching of online safety

RSE contributes to:

• A positive ethos and environment for learning

• Safeguarding pupils (Children Act 2014), promoting their emotional wellbeing, and improving their ability to achieve in school

• A better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships

• Helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice

• Reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

Date policy approved: 20th May 2026

Date of next review: 20th May 2029