



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

Person Responsible:	L Crombie – Deputy Head teacher
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Approved By:	H Beattie – Head teacher
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Statement of Policy

Introduction:

- This document is a statement of the aims, principles and strategies for the teaching and learning of RSHE at Howletch Lane Primary School.
- It was developed during the Spring term of 2021 through a process of consultation with teachers, governors, parents and SLT.
- It was reviewed and updated in September 2024

This policy was developed in response to:

- **Children and Social Work Act (2017)**
- **Relationships Education and Relationships and Sex Education (RSHE) and Health Education Guidance, (Department for Education June 2019)**
- **Equality Act, 2010 and schools**
- **Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)**
- **Special Educational Needs and Disability code of practice: 0-25 years, 2017**
- **Life Lessons: PSHE and RSHE in schools: Fifth Report, (House of Commons Education Committee 2015)**
- **Keeping Children safe in Education – Statutory Guidance, 2018**
- **Transforming Children and Young People’s Mental Health Provision Green Paper (July 2018)**

This policy should be read in conjunction with:

- **Behaviour Policy**
- **Safeguarding Policy (including child sexual exploitation)**
- **Equality and Inclusion Policy**
- **PSHE Policy**

The engagement and consultation process has involved:

- **Pupil focus groups / school council.**
- **Consultation and engagement with parents / carers – Remote or in person.**
- **Review of RSHE curriculum content with staff, pupils and parents /carers.**
- **Consultation with wider school community e.g. school nurse, Education. Durham.**
- **Consultation, agreement and implementation of policy by school governors.**

This policy has been developed regard to the DfE Relationships Education, Relationships and Sex Education and Health Education guidance 2019.

Our Aims, Values and Vision

At Howlatch Lane Primary School, we will promote that every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.

A Unique Child

At Howlatch Lane Primary School, we recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others. Through our celebration assemblies we promote RSHE through weekly assemblies. through our Learning Means the World curriculum, our Key Stages themes of Little Pioneers, Discoverers, Pathfinders, Explorers, Adventurers and Navigators, promote bravery, resilience, exploration and discovery qualities our children need to grow into resilient, capable, self-assured and confident learners.

Our School Values;

Our vision, 'Working together, achieving together' is to ensure that each and every child has high aspirations and the opportunity to thrive and achieve their potential at Howlatch Lane Primary School.

We are committed to improving the personal, social, emotional and economic wellbeing and happiness of our whole school community. To achieve this everything we do at Howlatch Lane is underpinned by our 'Shine' core values.

These values were identified by children, parents, staff and governors and are the values we believe underpin learning and influence all aspects of school life.

Our aspiration is that our children will leave Howlatch Lane displaying these core values as this will help them to be valuable members of society. We endeavour to inspire and support our children to 'Shine'!



These values, alongside our behaviour values of, 'Be ready, be respectful, be safe,' are the basis for the social, intellectual, emotional, spiritual and moral development of the child. We encourage pupils to consider these values, thereby developing knowledge, skills and

attitudes that enable them to develop as reflective learners and grow to be stable, educated and emotionally intelligent civilised adults.

At Howletch Lane Primary School believes that RSHE should:

- be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- be an entitlement for all pupils in our care.
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness.
- Family is a broad concept; not just one model, e.g. children living with blended families; those living with same sex parents, looked after, adopted children, extended family. It includes a variety of types of family structure, and acceptance of diversity.
- encourage pupils and staff to share and listen to each other's views and the right to hold/express views. We are aware of different values and opinions to sexual orientation and gender identity without promotion of any family structure. The important values are love, respect, kindness, generosity and care for each other.
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- recognise that parents and carers are the prime educators in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

At Howletch Lane Primary School, we define our RSHE curriculum as;

Relationships Education is the building blocks of healthy, respectful relationships, focusing on family and friendships and online communication. It gives children and young people the essential skills to build positive, enjoyable, and non-exploitative relationships.

Relationships and Sex Education (RSHE) is lifelong learning about physical, sexual, moral, and emotional development. It is about the understanding of the importance of stable and loving relationships both on and offline respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Health Education – Physical Health and Mental Wellbeing

The focus in primary should be on teaching the characteristics of good physical health and mental wellbeing. Puberty including menstruation should be covered in Health Education and addressed before the onset of puberty. This should ensure male and female pupils are prepared for changes they and their peers will experience.

Pupils with special educational needs and disabilities (SEND)

At Howletch Lane Primary School, we tailor the content and teaching of RSHE to meet the specific needs of pupils at different development stages. We ensure that teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

At Howletch Lane Primary School, RSHE has three main elements:

Attitudes and Values

Children will...

- learn the importance of values, individual conscience and moral choices.
- learn the value of family life, stable and loving relationships, marriage and civil partnerships.
- learn about the nurture of children.
- learn the value of and demonstrating respect, love and care.
- exploring, considering and understanding moral dilemmas.
- develop skills including negotiation and decision making.
- learn the importance of permission seeking/consent and giving, in relationships including online with friends, peers and adults.
- challenge myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills

Children will be given the opportunity to...

- Learn to manage emotions within relationships confidently and sensitively, including off and online.
- Develop positive self-esteem and confidence.
- Develop and demonstrating self-respect and empathy for others.
- Make informed choices with an absence of prejudice.
- Develop and demonstrate an appreciation of the consequences of choices made.
- Manage conflict.
- Empower themselves with the skills to be able to recognise inappropriate/uncomfortable situations and/or behaviours with their family, peers and adults, interacting online.
- Understand how to report concerns or abuse and the vocabulary and confidence needed to do so.

Knowledge and Understanding

Will be taught...

- about how their bodies belong to them and the differences between appropriate and inappropriate or unsafe physical and other, contact
- the key facts about puberty and the changing adolescent body, particularly from ages 9 through to age 11, including physical and emotional changes. (Health Education)
- about menstrual wellbeing including the key facts about the menstrual cycle. (Health Education)
- about reproduction, human sexuality, gender identity, personal health, emotions and relationships.
- about where to go for help or advice in school and how to access a range of local and national support agencies.

Aims and Objectives

The aim of RSHE is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSHE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations, including online sharing.
- communicate effectively by developing the appropriate language for sex and relationship issues.
- Understand seeking permission and consent
- develop awareness of their evolving sexuality, gender identity, challenge sexism and prejudice, which is inclusive to all children and young people.
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

Roles and Responsibilities

Our RSE curriculum lead is responsible for the design and delivery of the RSHE curriculum. This also includes the safeguarding team;

H Beattie (DSL) Headteacher

L. Crombie (Deputy DSL) – Deputy Headteacher

M. Armstrong (Deputy DSL) -Assistant Headteacher

RSE Programme of study

PSHE/RSE (Physical Social Health Education) is taught through the our Learning means the world curriculum. This is an evidence-based programme that aims to enhance the personal, social, emotional and economic wellbeing and happiness of our school community. It is also taught through our wider opportunities programme with support from external agencies.

Right to be excused from Sex Education

At Howlatch Lane Primary School we choose to cover some additional content on sex education which is tailored to the age and the physical and emotional maturity of its pupils. Our school makes it clear what will be taught and consults with parents on what is to be covered before the final year of primary school. Offering parents support in talking to their children and informing them of the content can help empower parents to continue discussions at home and strengthen parental engagement.

Parents have the right to withdraw their children from some or all of the sex education that goes beyond the national curriculum for science. There is no right to withdraw from Relationships Education or Health Education. Alternative arrangements and purposeful education would need to be made in such cases. Parents should be encouraged to discuss their concerns and / or decisions with the Head Teacher at the earliest opportunity. Mrs H Adair (Head Teacher) and Mrs. M Avery (RSHE lead) will document the process and outcome. Parents/carers are welcome to review any RSHE resources the school uses and encouraged to ask questions to gain clarity when needed.

Safeguarding reports of abuse and confidentiality

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class/group agreement.

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

These procedures should be read in conjunction with the Durham Safeguarding Children's Partnership procedures ([link](#)) with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18' – 'Young People under the age of 13'

Monitoring and Evaluation of RSHE

It is the responsibility of the Mrs M. Avery (AHT) and wider Leadership Team to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject and will be involved in a yearly monitoring and evaluation exercise led by the Leadership Team.

The Governing body is responsible for overseeing, reviewing, and organising the revision of the sex and relationship education policy and curriculum.

Ofsted is required to evaluate and report personal development, behaviour and welfare as well as spiritual, moral, social and cultural development (SMSC) of pupils. This may include evaluating and commenting on the school's relationship and sex education policy, curriculum, staff development, and quality of provision.