



## **Introduction**

Relationships Education is compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) is compulsory for all pupils receiving secondary education.

At Northfield Primary School we wholeheartedly support the philosophy of RSHE. Our RSHE programme seeks to promote the spiritual, moral, cultural, mental and physical development of pupils as well as preparing them for the opportunities, responsibilities and experiences of adult life in a digital age, in their community and in the wider world.

We aim to help all our children build healthy friendships and positive relationships in an age-appropriate way, raising awareness of attitudes and values, developing personal and social skills, and promoting knowledge and understanding. Our RSHE curriculum covers more than the biological facts and information – it endeavours to help children develop self-esteem, self-responsibility as well as acquiring the understanding and attitudes which prepare children to develop caring, stable, healthy relationships. To develop an appreciation of the value of self-respect, dignity, marriage, civil partnerships, and parental/carer duty should be encouraged in all pupils together with the sensitivity to the needs of others, loyalty, and acceptance of responsibility. We will look at all aspects of diversity in an inclusive and non-judgemental way.

Whilst we are aware of the need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that pupils still have access to the learning they need to stay safe, healthy and understand their rights as individuals.

We acknowledge that all pupils deserve the right to honest, open, and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

## **Policy Development**

This policy has been developed to reflect the most recent Statutory RSHE guidance - Relationships and sex education (RSE) and health education - GOV.UK ([www.gov.uk](http://www.gov.uk)) and was formulated in consultation with the whole school community with input from;

- Members of staff – through staff meetings and staff voice
- Governors – through discussions and termly reports at governors' meetings and through in-school visits linked to personal development.
- Parents/carers – Through parental consultation after reading the policy online
- Other partners – visiting external providers in school such as PCSO, ESHAWH Team, Healthy Family Team, wider community, NSPCC, LA Anti-Racism Education Programme where appropriate.

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

This policy is available:

- Online at <https://northfieldprimary.ovw3.juniperwebsites.co.uk/>
- From the school office

## **Roles, Responsibilities and Staff Training**

At Northfield Primary School the RSHE programme will be led by the RSHE lead – Natasha Elliott. The RSHE lead will liaise with the governing body, parents/carers, Local Authority, and outside agencies and take responsibility for:

- Policy development and review
- Managing the RSHE curriculum, including resources
- Monitoring and assessing effectiveness in practice to inform policy review and development of the programme.
- Assess and co-ordinate training and support for staff, parents/carers, where appropriate
- Liaise with external agencies to deliver specific elements of the programme.
- Monitor and quality assure the programme to ensure continuity and progression with the curriculum.
- Ensure that RSHE is fully represented at appropriate curriculum and pastoral meetings.
- Ensure parents/carers are aware of what is being taught, by whom and when.
- Ensure school values are embedded; one – our community, two – be healthy, three – lifelong learners and four corners of the world.
- Staff and/or Governor Training – RSHE can be a sensitive issue. We will support all our staff by making provision for teaching staff to clarify legislation, curriculum requirements, and to consider appropriate teaching approaches and materials. We will support the use of visitors from outside, such as health professionals, police and voluntary sector, and other organisations to provide support and training to staff teaching RSHE in line with school safeguarding procedures. We will ensure that all visitors have been quality assured in advance and only use reputable providers.

### **Confidentiality, Safeguarding and Child Protection**

It is inevitable that effective RSHE which allows for open discussion to take place may lead pupils to share their worries and concerns with staff. We will ensure that all our staff are completely familiar with our Safeguarding and Child Protection procedures. Pupil's disclosures and/or suspicions of abuse must be followed up with the pupil concerned, the same day and referred to one of the Designated Safeguarding Leads (DSL) without delay. The DSL will deal with these disclosures or concerns in line with the school's policies and procedures. Safeguarding is everyone's responsibility however all staff, governors, visitors, parents/carers, and pupils need to be aware of who to report to and how to report any safeguarding concerns. The Designated Safeguarding Leads (DSL) are Julie Jenkins, Christine Gear, Nicola Corrigan, and Carolyn Burgin. The nominated Governor with responsibility for RSHE is Margaret Trewick.

### **Parental Rights to Withdraw**

At Northfield Primary School, we are committed to ensuring that the education provided to pupils in RSHE is appropriate to the age of pupils and compliant with the requirements of the Equality Act 2010. We recognise, in accordance with the statutory guidance, that parents / carers have the right to request for their child to be withdrawn from some or all of the sex education delivered as part of the statutory RSE (other than sex education in the National Curriculum as part of the Science curriculum), but not from relationships education at primary.

Prior to teaching RSE topics in years 5 and 6 a letter will be sent to all parents / carers outlining the topics being covered. This gives the opportunity to discuss any queries with the class teacher, prior to the lessons being taught.

Parent / carers wishing to exercise this right to withdraw must do so in writing to the Headteacher. They will be invited to discuss their concerns but if they still wish to withdraw their child(ren) we will make reasonable adjustments and provide suitable work for their child(ren) at this time.

### **Managing difficult questions**

It is inevitable that controversial issues may occur as part of RSHE. We aim to address these issues with sensitivity and at a level appropriate to the age group and developmental stage of our pupils, considering any additional SEND, in an objective manner free from personal bias. Consideration will be given to the potential for small group or 1-1 discussion for specific questions to be discussed. We will take into account different viewpoints such as different religious beliefs, in line with British Values. Discussion will be set within the legal framework and students made aware of the law as it relates to the issues being discussed.

## **Curriculum design**

With the vision being 'Grow, Learn, Achieve,' and the values being Respect, Honesty, Trust and Care, Northfield's curriculum aims to develop the character and intellect of all pupils. RSHE is at the heart of the Northfield curriculum. It is taught through discrete lessons based on the 'Talking Points' scheme for years 1 to 6 and in EYFS where a similar format is followed, planned by the RSHE lead. There are links to RE, Science and Computing where and when appropriate.

Our commitment to our children as stated in 'Visions and Values':

Assemblies are planned with RSHE permeating these.

The RSHE curriculum ensures that the objectives taught to each year group are age-appropriate and progressive, building upon previous learning and considering the age and maturation of the children. This means that themes are revisited in greater detail as children progress through school.

Statutory content will be embedded across our curriculum and may be taught through:

- assemblies
- External providers and visitors (e.g. NSPCC and DAart) provide curriculum enrichment learning.
- Themed teaching and learning opportunities are planned, E.G. Odd Socks Day for Anti-Bullying and Red Nose Day.

The programme will be delivered to all pupils through:

- Delivery by teachers / TAs
- External visitors with expertise on specific topics (e.g. NSPCC, Anti-Racism, DaART)
- By creating an environment where everybody feels able to discuss openly and honestly without fear of embarrassment or judgement
- Reminding pupils of who can offer confidential support (e.g. childline)
- Responding to local data and incidents and using this to inform priorities where appropriate

Across Foundation Stage and Key Stages 1 and 2, pupils will be supported with developing the following skills:

- Communication – speaking and listening, including how to manage changing friendships, 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

## **Curriculum Content**

Through an effective and creative curriculum and by the end of primary school, pupils should know about;

- Families and people who care for them.
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

## **Physical health and mental wellbeing**

With one of the key drivers at Northfield Primary and Nursery School being 'to be healthy', our pupils will be taught about the characteristics of good physical health and mental wellbeing of the benefits and importance of daily exercise, good nutrition and sufficient sleep, and that mental wellbeing is a normal part of daily life, in the same way as physical health. Within the curriculum and by the end of primary school, pupils will know about;

- Mental wellbeing
- Online behaviour and safety
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

## **Links with other policies**

The RSHE policy should be read in conjunction with the following policies;

<b>Policy</b>	<b>How it may link</b>
Safeguarding Policy	Includes information about child protection procedures and contextualised safeguarding
Child-on-Child Policy	Includes details about how to recognise, report and respond to all forms of child-on-child abuse
Behaviour Policy	Includes details about the school's behaviour system including potential sanctions for pupils
Anti-Bullying Policy	Includes information about bullying behaviours and vulnerable groups
Online Safety Policy / E-Safety / Acceptable Use Policies	Includes information about children's online behaviour and details about online bullying / cyberbullying
Equality and Diveristy Policy	Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice—related language and crime and the protected characteristics
Complaints Procedure	Includes information about how to make a complaint if you are not satisfied with the school's response

## **Further information and support can be found through the following links:**

- Statutory RSHE guidance - Relationships and sex education (RSE) and health education - GOV.UK ([www.gov.uk](http://www.gov.uk))
- Keeping Children Safe in Education - Keeping children safe in education - GOV.UK ([www.gov.uk](http://www.gov.uk))

## **Monitoring, evaluation and review**

To ensure our RSHE programme is effective, in meeting the needs of all pupils and complies with the RSHE statutory guidance, the following strategies will be used to quality assure the programme of study;

- Evaluation from pupils after specific topics or at the end of a key stage
- Whole class discussions
- Charity work

RSHE is reviewed and evaluated throughout the academic year. The policy is updated annually.

Policy amended by Natasha Elliott Summer 2025

To be updated: Summer 2026