

Relationship Education, Relationships and Sex Education, Physical Health and Wellbeing Policy

As a primary academy school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. In teaching Relationships and Sex Education (RSE), we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We are a Gold UNICEF Rights Respecting School and understand that education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as teach them to be safe and healthy (UNCRC Article #29). We teach RSE as set out in this policy.

Policy development

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

- Review – a working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy, curriculum coverage and make recommendations
- Parent/stakeholder consultation – parents and carers were consulted through email and small face to face meetings
- Pupil consultation – through pupil voice we investigated what the pupils found relevant from their existing curriculum before we made changes
- Ratification – once amendments were made, the policy was shared with our Local Academy Committee and ratified

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. Teachers should use their professional judgement and speak with parents/carers about questions from pupils so that these can also be addressed by families at home.

Intent

Our approach at Chesterton to teach Relationships Education is based on The DfE 'Relationship Education Guidance' (2020) which recommends that primary schools should 'put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy'. We ensure our pupils receive an education which supports their physical and emotional wellbeing (UNCRC Article #24). Our broad and balanced curriculum ensures that pupils are provided with the tools to make safe, informed decisions about their lives.

We aim to:

- Equip children with accurate knowledge and understanding about healthy relationships that they need, in order to develop their own moral choices.
- Create opportunities which enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.
- Raise pupils' understanding of the importance of self-respect and self-worth
- Help pupils develop attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.
- Encourage the development and practice of resilience, belief that they can achieve and persevere.
- Ability to set goals, long term rewards and importance of seeing these through despite setbacks.
- Develop skills for a healthier, safer lifestyle.
- Develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- Educate pupils to respect and care for their bodies.
- Prepare pupils for puberty and adulthood.

Implementation

Relationships education (and RSE) is taught within the personal, social, health, and citizenship education (PSHCE) curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE), PE and computing curriculum.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

Physical Health and Wellbeing is also taught within our PSHCE curriculum as well as in other areas such as religious education (RE), PE, computing and science. This focuses on teaching the characteristics of good physical health and mental wellbeing, enabling our pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience. Themes include:

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

- Year 1 – Year 6 follow our bespoke and tailored curriculum with carefully selected activities age appropriate picture books.
- Ground rules are set up during the first PSHCE lesson to promote a safe, respectful space.
- Lessons contain a variety of teaching methods including: debating, discussion, circle time, role play, group work and projects.
- Pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Officer if they are concerned.

Inclusion

Due to the variety of teaching methods, all children have the opportunity to access the lessons at their own level. Mixed ability grouping should be used to support and extend the variety of levels. Pupils requiring additional support can also be referred to our learning mentors or external services to support individual needs.

Impact

When objectives are taught through PSHCE lessons the teacher uses ongoing assessment for learning to meet the children's needs. The impact can also be seen around the schools e.g. in the low levels of bullying, calm learning environments, levels of engagement in active citizenship initiatives.

Monitoring/Review

The delivery of RSE is monitored by the PSHCE lead through a range of monitoring arrangements including planning reviews, learning walks, pupil voice, book scrutiny. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Roles and responsibilities

- The Local Academy Committee will hold the headteacher to account for the implementation of this policy. The Local Academy Committee has delegated the approval of this policy to the Standards and Pupil welfare committee.
- The headteacher is responsible for ensuring that RSE is taught consistently across the school.
- Staff are responsible for: delivering RSE in a sensitive way, modelling positive attitudes to RSE, monitoring progress and responding to the needs of individual pupils.
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.
- The school's PSHCE lead will oversee the RSE curriculum.
- 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 do not have the right to withdraw their children from relationships education. We are not covering any aspects of the sex education within RSE that parents can withdraw from.

Policy Sign off

	Reviewer	Approver	Date
Reviewer / approver	PSHCE lead/Deputy for Inclusion	LAC	29.01.25
Next Review			January 2026