



**Relationships, Sex and Health Education (RSHE) and  
Personal, Social, Health and Citizenship Education (PSHCE)  
Policy**

## WILLOW GROVE PRIMARY SCHOOL

### Relationships, Sex and Health Education (RSHE) and Personal, Social, Health and Citizenship Education (PSHCE) Policy

#### ADOPTION AND AMENDMENTS TO RSHE / PSHCE POLICY

<b>Section</b>	<b>Governors' Meeting or Committee</b>
Whole document	KET Steering Group – 25 <sup>th</sup> April 2024
Whole document	LGB – 10 <sup>th</sup> February 2025
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Next review: 2026/2027	

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#### Introduction

At Willow Grove Primary School, we have based our school's Relationships, Sex and Health Education and PSHCE Policy on the latest versions of the following documents:

- 1) *Relationships Education, Relationships and Sex Education (RSE) and Health Education – statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*
- 2) *Keeping children safe in education*
- 3) *National Curriculum – Science*
- 4) *Advice sought from the PSHE Association*

In 'Relationships Education, Relationships and Sex Education (RSE) and Health Education', **Relationships Education** is defined as *"teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults. Respect for others should be taught in an age appropriate way. From the beginning, teachers should talk explicitly about the features of healthy friendships. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships... including online. Relationships education also creates an opportunity to enable pupils to be taught about positive emotional and mental well-being, including how friendships can support mental well-being."*

**Sex Education** is not compulsory in primary schools. In 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' the guidance states: *"The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils."* However, the guidance goes on to recommend that *"the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes adolescence brings and...how a baby is conceived and born."*

**Physical Health and Well-being** - In 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' it states: *"The focus in primary school should be on teaching the characteristics of good physical health and mental well-being...mental well-being is a normal part of daily life, in the same way as physical health. Children should be taught the importance of daily exercise, good nutrition, sufficient sleep, understand the normal range of emotions that everyone experiences. Emphasis should be given to the positive 2 way relationship between good physical health and good mental well-being..."*

#### Statutory content

- Relationships Education: in PSHE lessons
- Health education: in science lessons

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- Physical health & well-being: in science, PE and PSHE lessons

#### **Non statutory content**

- Sex Education which goes beyond the content taught in the Science National Curriculum.
- Additional PSHCE elements such as economic wellbeing and Careers Education
- Values Education will be a core component of the PSHCE Curriculum and will be supported further by assemblies
- Positive Role Models will be used to promote the school values, ensuring diversity and inclusion
- The PSHCE Curriculum at Willow Grove Primary School will have a crossover with safeguarding procedures in the school and children will be taught about issues such as knife crime and extremism / radicalisation in an age appropriate and sensitive manner. This may be carried out by class teachers or from specialist agencies.

**There will be an annual consultation for parents and staff to review the policy and contribute their thoughts to the policy development. The decision about whether to teach the Sex Education aspects of RSHE will be reviewed annually in line with this.**

**The most recent consultation has indicated that Sex Education will be taught – this will be reviewed annually at the consultation. The Sex Education content would not be taught until Year 6.**

#### **Aims and Objectives – Relationships Education**

##### We teach children in EYFS and KS1:

- To communicate their feelings to others
- To recognise how others show feelings and how to respond
- To recognise that their behaviour can affect other people.
- To recognise when people are being unkind to them or others and how to respond.
- To learn the difference between secrets and nice surprises and not keeping secrets that make them feel uncomfortable, anxious or afraid.
- To share opinions on things that matter to them and explain their views.
- To learn to listen to others and play and work cooperatively.
- To identify and respect the differences and similarities between people.
- To identify special people in their lives.
- To judge what kind of physical contact is acceptable/comfortable or not and how to respond.
- To learn that people's bodies and feelings can be hurt.
- To learn that there are different types of teasing and bullying and to develop strategies to resist these.

##### We teach children in KS2 (*additional Y5/6 aims in italics*):

- To be able to recognise and respond appropriately to a wider range of feelings in others.
- To recognise what constitutes a positive, healthy relationship and develop skills to form and maintain such relationships.

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- *To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.*
- *To understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend the rest of their lives together and who are of the legal age to make that commitment.*
- *To understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.*
- *To understand that marriage is a commitment freely entered in to by both people and that no-one should marry if they don't absolutely want to do so or are not making this decision freely for themselves.*
- *To understand that forcing anyone to marry is a crime that support is available to protect and prevent people from being forced in to marriage and know how to get support for them self or others.*
- To recognise different types of relationship, including those between acquaintances, friends, relatives and families.
- To recognise that their actions affect themselves and others.
- To judge what kind of physical contact is acceptable/comfortable or not and how to respond.
- To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.
- To be able to listen and respond respectfully to a wide range of people, to feel confident to raise own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view.
- To work collaboratively towards shared goals.
- To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.
- To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability.
- *To understand the difference between, and the terms associated with sex, gender identity and sexual orientation.*
- To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours.
- To recognise bullying and abuse in all its forms.
- To learn to recognise and manage 'dares'.
- To recognise and challenges stereotypes.
- To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy.

#### **Aims and Objectives – Sex Education**

There is lots of crossover between relationships, health and sex education. The aims below will be taught alongside the relationships aims.

We teach children in KS1:

- About how we change as we grow.
- To recognise the main stages of the human life cycle.

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- Recognise the process of growing old takes time and describe the changes when people grow from young to old.
- Identify ways we are more independent now than when we were younger.
- Describe our feelings about growing and changing.
- Recognise and use the correct names for main parts of the body.

#### We teach children in Year 3:

- We recap on the learning carried out in KS1 and discuss puberty at an age appropriate level.

#### We teach children in Year 4 and 5:

- To identify some of the physical changes experienced during puberty.
- Explain that puberty begins and ends at different times for different people.
- Use scientific vocabulary for external and internal male and female body parts/genitalia.
- Explain what happens during menstruation.
- Explain what is meant by ejaculation and wet dreams.
- Explain how and why it is important to keep clean during puberty.
- Describe ways of managing physical change during puberty.
- Respond to questions and give advice to others about puberty.
- Describe how emotions and relationships may change during puberty.
- Explain where we can get the help and support we need in relation to puberty.

#### We teach children in Year 6:

- Describe the physical and emotional changes that occur during puberty and how to manage these.
- Identify myths and facts about puberty and what is important for a young person to know.
- Demonstrate how to begin conversations (or ask questions) about puberty with people that can help us.
- Identify the range of feelings associated with change, transition to secondary school and becoming more independent and describe practical strategies to support with this.
- Identify the links between love, committed relationships/marriage and conception.
- Explain what sexual intercourse is, and explain that this may be one part of an intimate relationship between consenting adults.
- Explain what pregnancy means, how long it lasts, and where it occurs i.e. that a baby is made when a sperm (male) meets an egg/ovum (female) and then the fertilised egg settles in to the lining of the uterus (or womb) female.

#### **Context**

While sex education at Willow Grove Primary School means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpins all our work in school.

In particular, we teach sex education in the belief that:

- sex education should be taught in the context of family life
- sex education is part of a wider social, personal, spiritual and moral education process
- children should be taught to have respect for their own bodies and other peoples bodies
- children should learn about their responsibilities to others and be aware of the consequences of sexual activity
- it is important to build positive relationships with others, involving love, trust and respect
- children need to learn the importance of self-control

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- recognise richness and diversity

#### Organisation

Our Relationships, Sex and Health Education scheme of work is based on the Personal, Social, and Health Education (PSHE) Association schemes of work. The statutory elements of RSHE content and non-statutory PSHCE will be primarily delivered by class teachers, but the sex education element (and other areas at the discretion of the school) may be taught by specialist providers such as a school nurse or specialist providers.

We teach Relationships, Sex and Health education through different aspects of the curriculum, in every year group. While we carry out the main relationships, sex and health education teaching in our personal, social and health education (PSHE) curriculum, we also teach some sex education through other subject areas (for example, science and citizenship), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. In addition, developing healthy online relationships is covered as part of the Computing curriculum.

- In RSHE we teach children about relationships, how to make and maintain positive inclusive relationships and we *encourage* children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the children that boys voices will change during puberty and that girls will menstruate. We also discuss the physical and emotional changes which take place. We teach how to keep our bodies healthy, for example, by cleaning our teeth and visiting our dentist regularly as well as the importance of good hygiene. We encourage the children and parents to ask for help if they need it.
- In science lessons in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human and animal life cycles in *greater* depth.
- From Year 3 to 6, we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are conceived and born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).
- Parents of children in all year groups will be informed that Sex Education will be taking place and will be invited to discuss any concerns with the class teacher.

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#### Equality and access to our Relationships, Sex and Health Education curriculum

At Willow Grove Primary School, we endeavour to ensure that our Relationships, Sex and Health Education curriculum is accessible to all pupils. We comply with the requirements of the Equality Act 2010, which states that *“schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation. Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the Special Educational Needs and Disabilities (SEND) Code of Practice when planning for these subjects.”*

For our pupils with SEND, we ensure that the curriculum remains accessible through high quality teaching that is differentiated and personalised. At Willow Grove, we follow the advice of the PSHCE Association and use **their planning guidance for pupils with SEND** to ensure an appropriate and inclusive approach to this area of learning. We may also seek advice for individual pupils through external advisors for particular needs, for example (but not exclusive to) Downs Syndrome or Autism Advisors from the Local Authority.

#### The Role of Parents

Willow Grove Primary School is well aware that the primary role in children’s relationships, sex and health education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we –

- Inform parents about the school’s Relationships, Sex and Health Education Policy and practice
- Answer any questions that parents may have about the relationships, sex and health education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for relationships, sex and health education in the school
- Inform parents about the best practice known with regard to relationships, sex and health education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities
- Parents have the right to withdraw their child from **only** the sex education programme that we teach at Willow Grove Primary School. If a *parent* wishes their child to be withdrawn from sex education lessons, they should put this request in writing to the head teacher, making it clear which aspects of the programme they do not wish their child to participate in. The head teacher may then ask to discuss this request with parents in person. If parents withdraw a child from Sex Education at Willow Grove, this will be communicated to the receiving High School during transition so that they are fully aware of any potential gaps in learning and sensitivity can be applied when pupils are taught the statutory sex education at KS3.
- Relationships and Health education lessons are a statutory part of the national curriculum and parents **do not** have the right to withdraw their child from these lessons.

#### Role of Other Members of the Community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the local health authority, such as the school nurse and other health professionals, give us valuable support with our relationships, sex and health education programme. Other people that we call on may include local clergy, social workers and youth workers.

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#### The Role of the Headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our Relationships, Sex and Health Education Policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach relationships, sex and health education effectively and handle issues with sensitivity.

- The Headteacher liaises with external agencies regarding the school relationships, sex and health education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework
- The Headteacher monitors this policy on a regular basis and reports to governors, *at least annually*, on the effectiveness of the policy
- The Headteacher will ensure that there is an annual consultation for RSHE

#### The Role of the RSHE Co-ordinator

The RSHE Co-ordinator will –

- Manage, support, monitor, evaluate, review and develop the relationships, sex and health education programme across the whole school
- Ensure that the relationships, sex and health education programme is adequately resourced
- Be up-to-date, informed and trained about relevant local and national developments, and to communicate these to relevant staff
- Be the contact person for relationships, sex or health related issues for external agencies
- Provide confidential support for staff involved with relationships, sex and health education and relationships or sex-related incidents
- Ensure records of all relationships or sex-related incidents are made and stored centrally on My Concern
- Organise regular staff training on relationships, sex and health education issues
- Liaise with feeder/partner/consortium/other relevant schools about continuity, progression and consistency with regard to both the programme and responses to incidents
- Keep the Headteacher full informed of developments

#### Monitoring and reviewing

The governing body monitors our Relationships, Sex and Health Education Policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The committee gives serious consideration to any comments from parents about the relationships, sex and health education programme, and makes a record of all such comments. Governors require the Headteacher to keep a written record, giving details of the content and delivery of the relationships, sex and health education programme that we teach in our school. If matters arise during relationships, sex and health education lessons which cause concern, these will be handled in accordance with the Child Protection Policy.

This policy should be read in conjunction with the SMSC Policy and Behaviour Policy which outline the Character Strengths / Values Education that support the RSHE / PSHCE Curriculum.

Reviewed by the LGB – 16<sup>th</sup> March 2026