

St Margaret's Primary School



Relationship, Sex and Health Education Policy

Reviewer: Paula Bray

Renewal Date: 2029

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1. Policy development & review

As part of the statutory requirements for Relationships, Sex & Health Education, all primary schools must have in place a written policy for Relationships Education and/or RSE if additional non-statutory sex education is taught.

Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve.

This policy has been developed in consultation with staff, pupils, and parents. The process for this involved parental, staff and governor's questionnaires, the collection of pupil voice and a drop-in meeting for parents.

Schools must proactively engage and consult parents when developing and reviewing their policy, ensuring parents understand that effective RSHE is important for promoting and protecting the wellbeing of all children. In our school, we fully embrace this approach by providing up to date information every term for KS1 and KS2 on what we are covering in RSHE. Also, through our newsletters and on our website, we detail what we are teaching, how it is structured and how parents can help. We provide detailed information on our "developing bodies" unit, as well as 'sex education' and an opportunity for parents to view the resources which including the videos. We sign post parents to useful videos on our newsletter and website.

This policy aims to provide guidance and information on all aspects of Relationships, Sex and Health Education (RSHE) in the school for staff, parents/carers and governors and other stakeholders.

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Policy was shared with the governors, and they were invited to make recommendations.
3. Staff consultation – school staff including the DSL and mental health lead were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – parents and any interested parties were invited to view and comment about the policy
5. Pupil consultation – we investigated what exactly pupils want from their RSHE lessons
6. Ratification – once amendments were made, the policy was shared with governors and ratified

This policy was reviewed and updated by Paula Bray (RSHE/PSHE lead) and was approved by governors. This policy is available on the school website. Copies can also be made available on request from the school office.

2. Statutory and legal requirements

Current regulations and statutory guidance from the Department for Education (DfE) state that Relationships & Health Education must be taught in all primary schools in England from September 2020. This guidance was updated in July 2025 for implementation from September 2026.

Sex education is not compulsory in primary schools, but the DfE recommend that primaries teach sex education in Years 5 and/or 6, in line with content about conception and birth, which forms part of the National curriculum for science. The National curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants

and animals.

The statutory guidance document has been reviewed to ensure that our school policy and approach are in line with statutory requirements and established best practice. Information on statutory requirements, including the current statutory guidance document from the DfE, can be found in Relationships Education, Relationships and Sex Education and Health Education guidance.

At our school, we deliver Relationships Sex & Health Education/RSHE within our PSHE (Personal, Social and Health Education) lessons, as set out in this policy, in line with current statutory duties and requirements. As a maintained school, we must provide Relationships & Sex Education to all pupils in line with the Children and Social Work Act 2017.

3. Links to other policies

This policy reflects how we deliver Relationships, Sex and Health Education (RSHE) in our school, as part of a whole-school approach to the subject. The following school policies also have links to our Relationships, Sex and Health Education/RSHE provision across the school in developing positive, safe and healthy pupil attitudes and behaviours.

These policies should also be read in conjunction with this Relationships Education/RSE policy to give a broader understanding of our approach to this subject:

- Child Protection Policy
- Online Safety policy.
- Anti-bullying policy.
- Equality, diversity and inclusion policy.
- Behaviour policy.
- Science policy.

4. Definition and aims of RSE

At St Margaret's C of E Primary School, we believe that our pupils need to be educated in Relationships, Sex and Health Education as part of a broad and balanced curriculum that develops the whole child and supports their personal development, health and wellbeing.

We define Relationships Education as learning about personal, physical, social, moral, cultural and emotional development. It includes understanding the importance of stable and loving relationships, respect, love and care, and different kinds of family life, friendships and other relationships. It also involves acquiring information and developing and forming positive beliefs, values and attitudes that help pupils to form and maintain healthy relationships and connections.

We define sex education as understanding the conception, pregnancy and development of a baby, Sex education is not about the promotion of sexual activity.

We define health education as the learning about how to keep fit, healthy and safe.

We consider effective Relationships, Sex and Health Education to be a vital part of the school approach to effective safeguarding. We believe Relationships, Sex and Health Education are important for our pupils and our school because they help to keep everyone safe, happy and healthy.

The overarching aims of RSHE are integral to our school values of Love and Aspire, that we are all created to shine. Our Vision for Personal and Social Development at our Church of England

school is to be a shining light of love, aspiration and excellence that nurtures and enables all children to grow into the person God intended them to be. 'You are the light of the world! A city on a hill cannot be hidden.' Matthew 5.14

The aims of Relationships, Sex and Health education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Give them the understanding of the importance of mental health and how to improve it
- Teach them how to keep themselves safe both in the physical world and online
- Help them understand and give them the skills to navigate healthy relationships
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Respect for their own bodies and those of others
- The importance of family life, placing sexual development within the Christian context of love, faithfulness and forgiveness.

Our Relationship, Sex and Health Education (RSHE) curriculum promotes children's personal and social development, their understanding of relationships, as well as their health, wellbeing and their understanding of what it is to be a responsible citizen. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. We believe that every child was created to shine and should aspire to be their best, both academically but even more importantly, emotionally. That they want to be the best version of themselves.

At St Margaret's Church of England School, children's wellbeing, happiness and safety are our priority, and RSHE is one of the keyways in which we share this with children. We regard RSHE as an important, integral component of the whole curriculum; it is central to our approach and at the core of our ethos. Our RSHE curriculum is broad and balanced, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children and of society;
- Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life;
- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.
- The teaching is age appropriate and spiral so they will revisit topics in later years

In the Dioceses of Chichester document SRE is defined as 'learning about physical, moral and emotional development.' The guidance states, 'it is about learning the value of respect, love and care and understanding physical development, human sexuality and reproduction, emotions and relationships.'

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, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right. Sex education must be provided in such a way to encourage children to have regard for moral considerations and value of family life. It is imperative for children, as they grow up to come to an understanding of their own bodies, instincts and feelings. This will prepare them for the opportunities, joys and responsibilities of permanent relationships as adults.

Quote from the Department for Education (DfE), paragraph 30 of the updated RSHE guidance (2025): “Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The National Curriculum for Science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.”

In year six, part of our school provision also includes the teaching of relevant additional non-statutory sex education to complement pupils’ wider understanding of human development and relationships. Any non-statutory sex education content is clearly identified in our curriculum overview (see appendix). Further information can be found in the ‘Working with parents/Parents’ right to withdraw’ section of this policy.

Relationships, Sex and Health Education is not about the promotion of sexual orientation or sexual activity. Instead, they support understanding and acceptance of the diverse relationships that exist within our school community, in modern Britain and beyond. We ensure that any Relationships, Sex and Health Education we deliver are inclusive and meet the needs of all our pupils, including those pupils who have special educational needs and disabilities (SEND).

5. Curriculum content and organisation

Our Relationships, Sex and Health Education (RSHE) and PSHE (Personal, Social, Health Education) curriculum and policy have been developed in consultation with parents, pupils, governors and staff, in line with current statutory guidance and with regard to best practice around the age and needs of our pupils.

Our intent is to enhance the emotional, social and cultural development of pupils, and that involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, safety (of the physical World and online) and personal identity. RSE involves a combination of sharing information, exploring issues and values.

The PSHE/RSHE subject lead is responsible for overseeing and organising the Relationships, Sex and Health Education curriculum. This includes supporting curriculum planning and development, supporting teachers and ensuring that resources used are in line with our curriculum plan and school policy.

Relationships, Sex and Health Education is delivered as part of our PSHE programme. Through this, we aim to provide pupils with the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible citizens. Our provision intends to help young people develop confidence in talking about and considering relationships that we all have.

Relationships, Sex and Health Education (RSHE) is taught gradually across key stages so that learning builds year by year in a way that is appropriate to pupils’ age and maturity. This approach responds to the pupils’ needs and supports them to manage the opportunities and challenges they may face as they grow up.

At St Margaret’s C of E Primary, we use the Kapow Primary RSHE/PSHE scheme of work as the basis for our Relationships, Sex and Health Education (RSHE) provision.

Our Relationships, Sex and Health Education (RSHE) provision is mapped to the statutory requirements for Relationships Education and Health Education. Related content is also taught through other curriculum subjects, such as religious education (Faith and Wonder) and science.

Pupils also explore related themes through Collective Worship, whole school projects and events, where appropriate.

Relationships, Sex and Health Education (RSHE) is delivered through weekly timetabled curriculum lessons as part of our PSHE curriculum. Related statutory elements are also delivered through science, in line with the National Curriculum. We also do several themed weeks and teach some of our curriculum through our Collective Worship program. Relationships, Sex and Health Education (RSHE) themes of friendship, love and aspire and regularly taught through Collective Worship. Pastoral support often provided by LSAs and our safeguarding lead will enhance and support the teaching in class, providing support for children with additional needs and those experiencing difficulties.

Although we use Kapow, our program has been adapted and enhanced using the views and knowledge from staff, parents, pupils and governors. We look at school data e.g. our school demographic, locality, local area i.e. how many PP, LAC, BAME, EAL, SEND pupils? Whether is it near to any dangers e.g. the sea, train lines, major roads etc. We also look at data from outside agencies e.g. the Police and NHS as well as reacting to local and national issues to ensure that we are meeting the needs of our school. Please see appendix 2 for our Teacher Checklist when working with External Contributors.

As part of our PSHE and RSHE curriculum, we cover a range of topics and learning outcomes that support Relationships Education/RSE across the school. For further information about our Relationships Education/RSE curriculum, see the curriculum overview in Appendix 1. Any non-statutory sex education content is clearly highlighted for reference.

After viewing a wide range of different schemes, we choose to use Kapow to support our RSHE learning due to the:

- **Built-in Teacher Support:** Provides detailed lesson guidance, clear statutory mapping, vocabulary lists and bite-sized Continuous Professional Development (CPD) videos to boost teacher confidence.
- **Statutory Compliance:** Fully covers the Department for Education's statutory Relationships and Health Education guidance, ensuring all school requirements are met.
- **Inclusive and Sensitive:** Features bespoke, inclusive character designs developed with SEND and DEI (Diversity, Equity, and Inclusion) specialists, helping pupils navigate sensitive topics safely and.
- **Parent Communication Tools:** Provides shareable guides, information and videos specifically for parents, which helps build trust and navigate sensitive conversations at home.
- **Progressive Learning:** Structured into five core areas (Family/Relationships, Health/Wellbeing, Safety/Changing Body, Citizenship, Economic Wellbeing) that are revisited annually to build upon prior knowledge.
- **High quality, age-appropriate resources:** Provides high quality, age-appropriate clear videos particularly for the 'changing body and sex education' units.

Using the data collected from all stakeholders within the school plus the national, local and school data, we will adapt our curriculum as needed to ensure that more time is provided to go deeper into the issues which will affect our children the most so that it is bespoke. Our strong Christian values which run through our school life will also make our approach to RSHE unique to us.

We also use resources from the E4S (Education for Safeguarding) created by West Sussex County Council, NSPCC (National Society for the Prevention of Cruelty to Children), St John's ambulance and The British Red Cross.

6. Delivery of RSHE

Our Relationships, Sex and Health Education (RSHE) is delivered predominantly by teachers or other staff within our school from Year one to six and forms part of our timetabled Personal, Social, Health & Economic (PSHE) education programme.

We recognise that external visitors can add value to the teaching and delivery of Relationships Education/RSE due to their specialist knowledge or expertise. On occasion, appropriately experienced visitors may contribute to the delivery of Relationships Education/RSE. School staff are always present during sessions delivered by visitors, and visitors are expected to work in line with this policy and other relevant school policies.

Creating a safe learning environment is a vital part of effective Relationships, Sex and Health Education (RSHE) delivery, particularly where sensitive or complex issues may be explored. Our school supports pupils to develop confidence in talking, listening and thinking about relationships in a safe and secure way.

To support this, a range of strategies are used, including:

- Establishing clear ground rules or learning agreements with pupils on boundaries in lessons.
- Using 'distancing' techniques and strategies.
- Understanding how to discuss sensitive topics, questions or comments from pupils.
- Using age-appropriate materials.
- Encouraging reflection and discussion.

A wide variety of best-practice teaching and learning approaches are used within the Kapow RSE/PSHE programme to support effective and sensitive delivery of Relationships, Sex and Health Education (RSHE). These include:

- Film-clips/graphics
- Scenarios and stories.
- Images and visual prompts.
- Reflection and discussions activities (i.e. whole class, small groups, paired etc.).
- Role play.
- Problem-solving activities.
- Independent, paired and group work.
- The use of anonymous question boxes.

Staff receive training where required to support safe and effective delivery, including how to manage sensitive topics and pupil questions. During Relationships, Sex and Health Education (RSHE) lessons, pupils are encouraged to ask appropriate questions in line with the agreed boundaries/ground rules established. Any questions arising from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer

Teaching staff aim to answer questions honestly and factually, within the scope of the curriculum. Where a question is not age-appropriate, falls outside the curriculum, or a member of staff does not feel it is appropriate to answer in class, pupils may be supported individually or signposted to parents or carers, who have the primary responsibility for discussing sensitive matters.

This approach ensures pupils receive accurate, non-judgmental answers while respecting parental rights and maintaining the integrity of the school's curriculum. When delivering Relationships, Sex and Health Education (RSHE), teachers are sensitive to the differing needs of pupils and ensure that appropriate adaptations to learning materials are made so they are inclusive, engaging, safe and accessible to all pupils, including any those with additional needs or those with SEND.

The DfE makes it clear that schools should make provision for how teachers will answer questions that may be asked by pupils about topics in sex education that the school does not cover, or that relate to sex education from which a child has been withdrawn.

Our school delivers Relationships Education and Health Education in the primary phase, as required by statutory guidance. We also deliver additional non-statutory sex education lessons in year six that cover conception and the birth of a baby, where the parental right of withdrawal applies.

If pupils ask about sex education topics that are **not covered** in our primary programme (for example, contraception, sexual activity, explicit sexual content), teachers redirect the conversation to the learning being covered, remind pupils of agreed ground rules on asking questions and where they can seek help or advice from trusted adults. They may have a question box which pupils can put questions in. These questions are viewed before the next lesson so the teacher can check which ones are suitable to answer and which are not. When answering the questions, the teacher will not say who wrote the question. If teachers have concerns regarding any question asked by pupils, they follow school safeguarding procedures.

In responding, teachers use a neutral script such as: "That's a thoughtful question. It's not part of our learning today, so we are not going to explore it in class. If you are worried about anything then you can talk to me or another trusted adult privately outside of the lesson"

If a pupil who has been withdrawn from sex education lessons asks a question about withdrawn content, teachers will not answer in class and will use a neutral script such as: "That question is about content your parent has asked us not to cover with you in school. Let's make sure an adult follows this up with you safely."

Parents will be informed that their child has asked a question which they may need to follow-up with their child and offer guidance for discussing it at home if needed. If teachers have concerns regarding any question asked by pupils, they follow school safeguarding procedures.

As part of our Relationships Education/RSE delivery, pupils are supported to understand who they can speak to in school if they have concerns or worries about anything that has been covered. Building children's ability to understand that there is always help available from trusted adults is an important cross-cutting element of our PSHE and RSHE provision. We also signpost pupils to other reliable external service and sources of help and support, such as Childline.

7. Inclusion

It is our intention that all pupils have the opportunity to experience a programme of Relationships, Sex and Health Education (RSHE) at a level that is appropriate for their age and cognitive development, with differentiated provision where required. We operate a fully inclusive ethos in our school. Lesson plans and content are adapted by the subject lead and teachers where necessary to ensure that all pupils can effectively access Relationships, Sex and Health Education (RSHE). Lessons have ideas for how to adapt the learning to suit those with SEN needs. Staff in the Tomlin Centre also access these lessons and adapt them for their pupils as they feel is appropriate. Small group or one to one session is provided to those with SEN needs or those with extra emotional needs in a sensitive and appropriate way.

Our school recognises that there are different ethnic, religious and cultural beliefs and attitudes around Relationships, Sex and Health Education (RSHE) topics, as well as acknowledging that pupils may come from a variety of different family types and backgrounds. These differences are reflected through teaching and resources that promote diversity and inclusion in Relationships, Sex and Health Education (RSHE).

During PSHE and RSHE sessions, objective discussion of the diversity of the community we serve, and wider society in modern Britain, is approached in a sensitive and age-appropriate manner so that all pupils have access to lessons that are inclusive and based on a factual understanding of the law.

We are mindful of statutory guidance from the Department for Education (DfE) and Ofsted, and of the legal responsibilities placed upon schools by the Equality Act (2010) to promote inclusion, mutual respect and the protection of protected characteristics. Relationships, Sex and Health Education (RSHE) provides an opportunity to support the discharge of these duties in a safe and appropriate environment being sensitive to:

- * The religious and cultural views of the school community
- * The experiences of LGBTQ+ pupils and those with LGBTQ+ family members; teaching related to sexual orientation and gender reassignment should be delivered clearly, sensitively and respectfully, in line with the statutory guidance and best practice principles
- * The needs of all pupils, with their diverse experiences, including those with special educational needs and disabilities (SEND)

The full Act can be viewed here: <http://www.legislation.gov.uk/ukpga/2010/15/contents>

All schools in England have a legal responsibility to eliminate discrimination and are required to raise pupils' understanding and awareness of diversity and to promote respectful relationships with those who are different from them.

8. Safeguarding and confidentiality

Confidentiality in Relationships, Sex and Health Education (RSHE) lessons is managed in line with the school's Child Protection Policy. A member of staff can never promise unconditional confidentiality to pupils if concerns exist or disclosures are made during lessons. Staff ensure that pupils are made aware that confidentiality cannot be guaranteed and that there are procedures that must be followed. The school's safeguarding protocols are always followed.

Through the ground rules established as part of creating a safe learning environment in all PSHE and RSE lessons, pupils are reminded that personal questions or sensitive information should not be shared in an open classroom environment. Pupils are also reminded that they can speak to a member of staff or another trusted adult if they have any questions, worries or concerns.

Teachers are aware that effective Relationships, Sex and Health Education (RSHE), which includes developing an understanding of what is and is not acceptable in different relationships, may sometimes lead to disclosures of safeguarding concerns by pupils. If this occurs, the member of staff informs the Designated Safeguarding Lead (DSL), in line with the school's Child Protection policy.

Teachers are informed by the previous teacher and /or Safeguard lead of those who have at the beginning of the academic year particular vulnerabilities or be 'at risk'. This is taken into consideration when teaching issues which they may be sensitive to. Teachers may inform parents prior to the teaching, give the child a safe place to go to in the lesson if they are finding it hard.

9. Working with parents/Parents' right to withdraw

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children and have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

At St Margaret's C of E Primary, we are committed to working closely with parents to ensure that we create the best possible Relationships, Sex and Health Education (RSHE) curriculum for our pupils, while also supporting parents in the conversations they may have with their children around these topics. We aim to build a partnership approach with parents towards Relationships, Sex and Health Education (RSHE) provision, where transparency and respectful understanding are the basis for all discussions. Parents are always welcome to contact the school to view resources and discuss any questions or concerns with the teacher, headteacher or subject lead. Once parents have met with a member of the Senior Leadership team or subject lead, if they still wish to withdraw their child, they may complete the form Appendix 2.

As set out in Department for Education (DfE) requirements, schools should show parents a representative sample of the resources they plan to use, enabling parents to continue conversations started in class, and should ensure that parents are able to view all curriculum materials used to teach RSHE on request.

To meet this duty, we provide progression documents and parental guides on our website. Parental guides will be signposted in newsletters, and samples of materials will be shared during RSHE parent information events held in school. Parents who wish to view additional RSHE/PSHE teaching materials are asked to contact the school to arrange an appointment, during which a member of the senior leadership team and/or subject lead will share information, resources and discuss any specific topics, issues or concerns. This approach supports open discussion and helps build understanding of the context of our RSHE/PSHE provision across the school.

This approach ensures that parents are fully informed and able to support their child's learning at home, while maintaining compliance with statutory requirements.

Parents are given opportunities to understand the purpose and context of Relationship, Sex and Health Education/RSHE as part of our approach to pupils' personal development. We recognise that clear communication, opportunities to ask questions and open discussion help build confidence in the curriculum, and we provide opportunities to support this by providing information every term on what we are covering in KS1 and KS2 RSHE lessons, information in our newsletters, parent packs on our website and linked in our newsletters, links to relevant parent information videos and opportunities for parents to come in, view resources and talk to the subject lead and/or headteacher.

While we believe that all content within our PSHE and RSE curriculum is important and relevant for pupils, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education lessons, other than those that form part of the National curriculum for science. Please refer to our programme overview document on our website, which clearly highlights any lessons where sex education is delivered and where the parental right of withdrawal applies.

Parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education delivered as part of RSE.

In line with current DfE statutory guidance, there is no parental right of withdrawal from Relationships Education or Health Education, or from any sex education content that forms part of

the National curriculum for science. These are statutory requirements that schools are required to teach.

We view the partnership between home and school as vital in providing context around the themes covered in Relationships Education/RSE. We keep parents and carers informed by publishing an overview of the programme and this policy on the school website, and by providing further information and examples of teaching resources on request. Parents may also view curriculum materials and discuss content and delivery with the subject lead if required.

We acknowledge that parents and carers have an important role to play in Relationships, Sex and Health Education/RSHE and should feel confident that the school's programme complements and supports their parenting role. We may choose to hold additional parent meetings or events to support parents' understanding of our approach and rationale.

10. Roles and responsibilities

The following is a summary of some of the key expectations relating to roles and responsibilities within our school community for Relationships, Sex and Health Education (RSHE). This list is not exhaustive but provides a clear reference point for the main expectations.

Governors/Trustees will:

- Approve the Relationships, Sex and Health Education (RSHE) policy and hold the headteacher to account for its implementation based on statutory duties.
- Ensure that governors are supportive of the school's policy, aims and objectives relating to Relationships Education/RSE.

The headteacher will:

- Oversee all aspects of this policy and ensure it is implemented and reviewed as required.
- Work with the subject lead to support the implementation of this policy.
- Ensure that Relationships, Sex and Health Education/RSHE is taught consistently across the school in line with this policy.
- Manage the process for any parental requests to withdraw pupils from non-statutory sex education.
- Ensure that all staff receive appropriate training relating to RSHE.
- Ensure that all staff are aware of this policy and associated guidance.
- Ensure that the school meets statutory requirements for Relationships, Sex and Health Education/RSHE
- Communicate with staff, parents and governors to ensure understanding of the school's Relationships Education/RSE curriculum and policy.

All staff will:

- Teach Relationships Education/RSE in line with this policy and the school curriculum. Staff do not have the right to opt out of teaching Relationships and Sex Education.
- Model positive attitudes and behaviours.
- Consult the subject lead if they have questions regarding provision.
- Monitor pupil progress and provide feedback on delivery when requested.
- Respond to the needs of individual pupils and adapt provision as required, in line with this policy and planning.
- Ensure that personal beliefs and attitudes do not prevent the delivery of balanced and inclusive Relationships, Sex and Health Education/RSHE
- Ensure that they are up to date with school policy and curriculum requirements around Relationships, Sex and Health Education/RSHE
- Keep up to date with school policy and curriculum requirements.
- Take part in training as required.

- Follow school safeguarding procedures and inform the appropriate member of staff if any safeguarding concerns arise.
- Respond appropriately to parental requests to withdraw pupils from non-statutory sex education.

The subject lead will:

- Oversee the day-to-day operation of the school's Relationships, Sex and Health Education/RSHE provision and policy.
- Keep up to date with changes in legislation and best practice.
- Support or organise training where necessary.
- Liaise with relevant external agencies (for example, school nursing services or visitors).
- Ensure appropriate resources and materials are available.
- Develop, review, monitor and evaluate the delivery of Relationships, Sex and Health Education/RSHE.
- Report to governors and senior leaders as requested.

Pupils will:

- Take part fully in lessons.
- Follow and contribute to agreed ground rules in lessons.
- Behave appropriately and treat others with respect and sensitivity.
- Talk to teachers or other school staff if they have worries or concerns.
- Support the creation of positive and inclusive Relationships, Sex and Health Education/RSHE.

Parents will:

- Share responsibility for supporting their child's Relationships, Sex and Health Education/RSHE and wider personal, social and emotional development.
- Support the delivery of Relationships, Sex and Health Education/RSHE in line with this policy.
- Engage in consultation and information-sharing opportunities.
- Seek additional support from the school where needed.

11. Training and staff development

All staff must ensure that they are up to date with school policy and curriculum requirements regarding Relationships, Sex and Health Education (RSHE). We recognise that some elements of the curriculum may mean staff require further support or training around certain themes to increase confidence and ensure that delivery is effective.

As stated by the Department for Education (DfE), the RSHE curriculum in schools should be delivered by staff who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support, and not to alarm, pupils. Staff should be trained in safeguarding and offering support, recognising the increased possibility of disclosures. At St Margaret's C of E Primary, we ensure that staff are aware of best practice in delivery by providing regular training opportunities.

We expect staff to provide regular feedback to the subject lead on their experience of teaching Relationships, Sex and Health Education/RSHE, including identifying any areas where additional support or training would be helpful. Staff are encouraged to approach the subject lead for support and advice if teachers feel that they need it.

Training related to Relationships, Sex and Health Education/RSHE forms part of the school's staff training programme during staff meetings and INSET days. There are also additional training videos available on the Kapow website for several units.

12. Monitoring and evaluation of Relationships, Sex and Health Education/RSHE

Our aim is to provide Relationships, Sex and Health Education (RSHE) that is relevant and tailored to meet the needs of our pupils, based on their age and stage of personal development. For this reason, we regularly review our curriculum to evaluate its effectiveness.

The PSHE/RSHE subject lead is responsible for monitoring and evaluating provision to ensure that the programme is effective and impactful. The subject lead reports to the headteacher and governors and makes information available as requested.

Monitoring and evaluation may include:

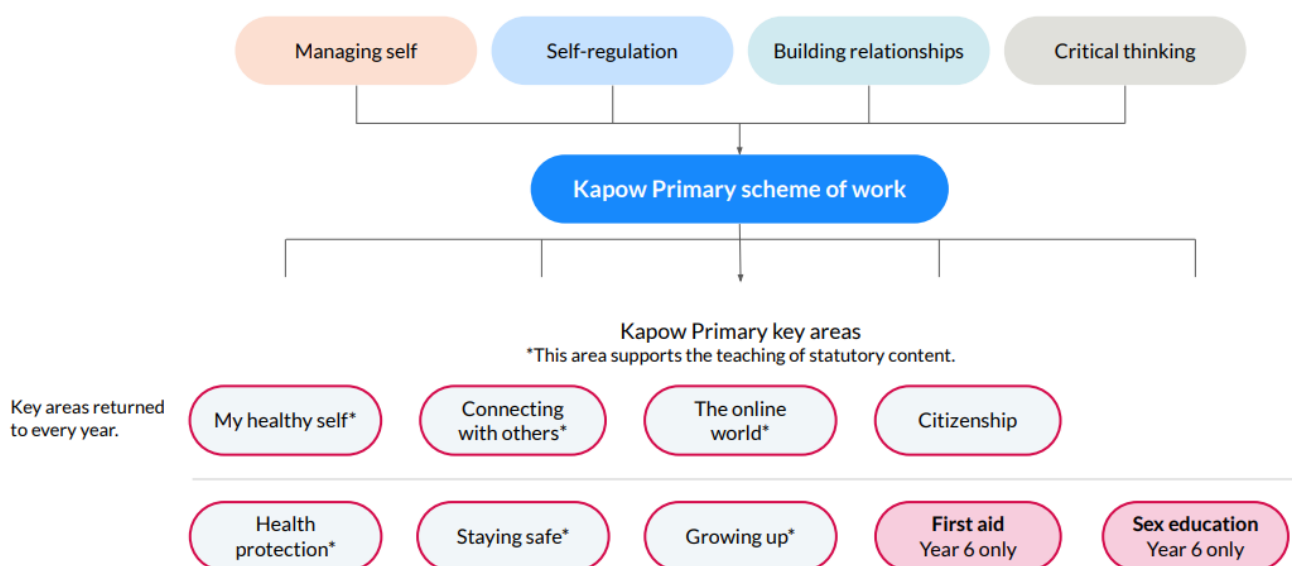
- Monitoring of planning.
- Lesson observations.
- Learning walks.
- Work scrutiny.
- Pupil voice activities.
- Staff feedback.
- Parent feedback and engagement.
- Surveys.
- Consideration of local or school level sources of data (for example, behaviour, health or safeguarding information).

Teachers are expected to reflect on their delivery of Relationships, Sex and Health Education (RSHE) and provide feedback to the subject lead to support ongoing development of the subject.

13. Appendices

Appendix 1

How the Kapow's RSHE and PSHE scheme is organised. Please see our school website for up-to-date documents showing our progression documents and parent guides.



Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.

Appendix 3: Teacher Checklist when working with External Contributors

Criteria	Notes
1) Are you aware of the aims and objectives being delivered by the external contributor?	
2) Does the external contributor complement and not replace teacher led activities?	
3) Is the external contributor aware of the relevant school policies e.g. PSHE, safeguarding, handling disclosures?	
4) Have the learning outcomes of the session been agreed upon by the external contributor and lead teacher?	
5) Is the methodology and content age- appropriate?	
6) Are teaching resources provided? If so, can you preview them and are they up to date and appropriate?	
7) Has the external contributor been made aware of the group sizes and the pupils' needs, ability and age?	
8) Have the pupils been appropriately prepared i.e. in previous lessons or before the session/event?	
9) Has follow-up been planned and does the learning need to be extended into a further lesson?	
10) Have all relevant staff (i.e. pastoral support) been informed and made aware of the planned session?	
11) Have parents been informed appropriately and does permission need to be obtained?	
12) Have appropriate behaviour and expectations been discussed with the pupils regarding how to engage with the external contributor?	
13) Has the school decided on how to evaluate the effectiveness of the support with staff, pupils and the visitor?	
14) Have you checked what equipment (technical or otherwise) is needed by the contributor?	
15) Have you ensured that at least one member of staff is present throughout the session and will they be ready to participate?	
16) Have you checked the visitors' DBS status if appropriate?	
17) Have you agreed fees, expenses or the cost of resources?	
18) Have you filled in a service level agreement?	