



Rockwell Green Church of England Primary School

RSHE Policy

Status:	NON-STATUTORY
Responsible person:	RSHE Subject Leader
Responsible Governor:	
Ratified by the Head Teacher:	
Date first approved by the Governing Body:	June 2020
Review Period:	Biennially
Review Date:	June 2027

Rockwell Green Primary School
RSHE Policy 2025

Rockwell Green Primary School considers that Health, Sex and Relationships Education (RSHE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, and is linked to that for Science. We aim to offer pupils a carefully planned programme on human development, health, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff, parents and governors. The school believes that the responsibility for planning and delivering this curriculum lies firmly with the teaching staff based on the needs of all pupils. RSHE is taught by classroom teachers, sometimes supported by classroom assistants / support staff and occasionally the school nurse or other outside agencies. This policy should be read alongside our RSHE Progression and Coverage document which outlines in more detail the provision at Rockwell Green Primary School.

OUR AIMS - INTENT

The purpose of this policy is to explain the aims of RHSE. It also describes what we teach and the approaches we use. This policy helps to ensure that the whole school community: parents, staff, governors and pupils have a shared understanding of RSHE.

We want our children to be confident, able people, who possess a sense of personal duty and an understanding of the Christian ethos and values to enable them to make the best contribution possible to the community in which they live. This fits well with our school motto:

'Sharing life in all its fullness' (John 10:10)

The overarching aim is for young people to be equipped with the information and skills they need in order to:

- Be Healthy (physically, sexually, emotionally)
- Stay Safe (from maltreatment, neglect, violence, sexual exploitation, bullying ,discrimination, crime and antisocial behaviour in and out of school) including online
- Enjoy and Achieve (attend school regularly, enjoy personal achievements, social development and recreation)
- Make a Positive Contribution (contribute to decisions, support the community, understand and abide by the law; develop positive relationships and self-confidence)
- Achieve economic well being

STATUTORY REQUIREMENTS

The Education Act 2002 sets out the statutory duties which all schools, including academies, are required to meet: 'Every state-funded school must offer a curriculum which is balanced and broadly-based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life'

The Education Act 1996, as amended by the Learning and Skills Act 2000, requires headteachers and governing bodies to have regard to national guidance on Sex and Relationships Education in schools

and to protect children from unsuitable teaching and materials. Under the Children Act 2004 schools have a duty to promote the well-being of their pupils and good quality RSHE contributes to this duty. Further, we recognise that as a school we have a responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education. Relationships education will become statutory in all schools from September 2020. The law requires that Relationships Education is to be taught in all primary schools in England. Primary schools are also required to teach the elements of sex education contained in the science curriculum, and Health Education will also be mandatory in all Government-funded schools, which includes content on puberty. While parents cannot withdraw their children from relationship education they have the right to withdraw from the non-statutory sex education.

IMPLEMENTATION: TEACHING AND LEARNING

RHSE CURRICULUM PLANNING

At Rockwell Green Primary School we follow the Coram Life Education scheme of work called SCARF.

SCARF – Safety, Caring, Achievement, Resilience, Friendship

Coram Life Education takes a three strand approach addressing children’s knowledge, skills and attitudes, and programmes are aligned with the National Curriculum (Citizenship, PSHE Education), covering all Key Stages. SCARF is a whole-school approach to promoting behaviour, safety, achievement and wellbeing, providing a progressive framework of lesson plans, online planning and assessment tools. Teachers follow the schemes of work for EYFS – Year 6.

During their yearly workshop visit, Coram Life Education further supports Rockwell Green Primary School in meeting their statutory requirements for children’s Spiritual, Moral, Social and Cultural (SMSC) development, and Ofsted inspection criteria for personal development, behaviour and welfare.

Alongside this framework, we have a rich and varied assembly plan which covers many aspects relating to SMSC.

To support children’s wellbeing and mental health we use the Zones of Regulation as a whole school approach. This helps children to recognise and regulating their emotions. It teaches the names of different emotions, what this looks and feels like in our bodies and tools and strategies to help them to regulate.

Content will be accessible to all pupils including SEND. We recognise the fact that we have children of differing ability in all our classes including those with SEN, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Blue	Green	Yellow	Red
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Relaxed	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

SCIENCE CURRICULUM

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

- That animals including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In Key Stage 2 children learn:

- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle
- We have chosen to teach Sex Education through SCARF lesson plans but have adapted the timing of the content taught:

Additional Sex Education – taught by the class teacher in Summer Term 2 using the SCARF lessons						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					My changing Body (yr3)	Changing Bodies and Feelings (Yr5)
					Preparing for changes at b(Yr4)	Growing up and changing bodies (Yr5)
					All change! (Yr4)	Is this Normal? (Yr6)
						Non-statutory = Making Babies

ASSESSMENT AND RECORD KEEPING

SCARF supports and contributes to the EYFS framework's Early Learning Goals, Characteristics of Effective Learning and Development Matters statements, particularly Personal Social, Emotional Development (PSED), and Communication and Language. As with all Early Years practice, the focus for SCARF assessment is through teacher observation. Opportunities for assessment can be found in the Continuous Provision enhancements and throughout other activities. SCARF Early Years plans form part of a spiral curriculum that provides the essential building blocks needed to meet the DfE's new Relationships Education and Health Education requirements, statutory from September 2020. Content of SCARF plans takes into account the end of primary school requirements.

Succinct 'I can' statements that summarise learning against the unit's key learning outcomes are available that can be completed at the end of each unit.

At Rockwell Green primary School assessment is an integral part of the teaching process. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking learning and feedback will be guided by the school's Marking and Feedback Policy.

THE ROLE OF PARENTS

The school is well aware that the primary role in children's RHSE 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 RHSE policy and practice
- Answer any questions that parents may have about the RHSE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RHSE in the school
- Parents have the right to withdraw their children from those aspects of Sex and Relationship education, not included in the Science Curriculum.
- If parents/carers do request their child be removed from these lessons, then that child will be provided with alternative work, linked with the PSHE and Citizenship programme, and be invited to join another class for that session. A register of any such pupils will be kept and distributed to all teachers involved.

ROLE OF THE SUBJECT LEADER

The subject leader will create a subject leader plan that will be used to reflect and evaluate upon the impact of the proposed delivery. The RHSE subject leader is responsible for identifying pupils needs and then either organising or delivering professional development for staff. Coram Life Education will support the school with this through an annual training session.

Reviewed by: David Adfield

Date: June 2025

Next Review: June 2027