

Camelford Community Primary School



RSHE/PSHE Policy Relationship, Sex and Health Education Personal, Social, Health and Economic Education

February 2025

Ratified by Governors: Pending
Next review due: February 2027

1. Rationale and ethos

Our intention is that, when children leave Camelford Primary School, they do so with the knowledge, understanding and skills to be able to play an active role in today's society. We strive for our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. We integrate PSHE (Personal, Social, Health and Economic) Education, emotional literacy, social skills and spiritual development in a whole-school approach. Our Relationship, Sex and Health Education (RSE) scheme of work aims to educate children about relationships, puberty and human reproduction which is appropriate to their ages and stages of development.

What do we want for our pupils?

- To develop a confidence in sharing their own thoughts and opinions with others.
- To develop skills and attributes to keep themselves healthy and safe.
- To develop an attitude of a responsible global citizen.
- To show tolerance of others beliefs, religions and life choices.
- To build positive, respectful relationships with other people.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for both and provides clarity on how it is informed, organised and delivered within our school.

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The Relationships, Sex and Health education (RSE) and Personal, Social, Health and Economic (PSHE) subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and of high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum and Personal, Social, Health and Economic curriculum.
- Ensuring the relationships, sex and health and Personal, Social, Health and Economic curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

All teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of LSA's in order to meet pupils' individual needs.

3. Legislation (statutory regulations and guidance)

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2021) 'Teaching about relationships, sex and health'

This policy operates also in conjunction with the following school policies:

- Safeguarding and Child Protection Policy
- Behavioural Policy
- SEN and Disabilities Policy
- Equality Policy
- Anti-Bullying Policy
- E-Safety Policy

4. Curriculum Design

Every primary school is required to deliver statutory relationships education and health education. The delivery of the relationships education and of health education coincide with one another and will be delivered as part of the school's PSHE/RSE curriculum.

For the purpose of this policy the Government definition states:

- Relationships and sex education is defined, "It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual activity – this would be inappropriate teaching." (Department for Education and Employment, RSHE Guidance, 2000)
- "Health education" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance.

The relationships and health curriculum takes into account the views of teachers, pupils and parents. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group.

At Camelford primary school we are dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.

We consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Meetings
- Newsletters and letters

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by organising a meeting with the headteacher and subject lead or emailing school office.

How do we deliver RSE and PSHE at Camelford Primary School?

- All pupils have a weekly PSHE lesson.
- Long term planning is given to all staff which has been developed by RSE/PSHE subject lead in guidance with KAPOW to meet the needs of our pupils ([Kapow Primary RSE scheme of work](#)).
- All year groups have access to six topics per year which focus on giving pupils the skills and knowledge to become responsible global citizens.
- Visitors such as emergency services and Open the Book complement our RSE/PSHE curriculum to offer additional learning opportunities.
- Assemblies are planned to cover any additional sessions that would benefit the whole school.
- At Camelford Primary school we ensure that all teaching and materials are appropriate for the ages of the pupils, their developmental stages and any additional needs, such as SEND. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.
- Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate, inclusive and respectful way. We will endeavour to support all pupils to feel that the content is relevant to them and their developing sexuality.
- At the point we consider it appropriate to teach pupils about sexual relationships, we will ensure that LGBTQ+ content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson.
- Whilst there are no formal examinations for the relationships, sex and health curriculum, the school will undertake informal assessments to determine pupil progress – these include the following:
 - Written assignments
 - Group presentations
 - Group tasks

Curriculum links

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships, sex and health education will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals

5. Withdrawing from the subjects

Relationships and health education are statutory at primary and parents do not have the right to withdraw their child from the subjects.

As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents have the right to request to withdraw their child from all or part of the sex education curriculum.

The headteacher will automatically grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum; however, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will discuss with the parent, the benefits or receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

The headteacher will keep a record of the discussion between themselves, the pupil and the parent. The parent will be informed in writing of the headteacher's decision.

Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

6. Staff training

All staff members at the school will undergo training to ensure they are up-to-date with the relationship, sex and health education programme and associated issues.

7. Safeguarding and Confidentiality

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible. Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

- Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.
- Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.
- The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

8. Monitoring, reporting and assessment

The relationships, sex and health education subject leader is responsible for monitoring the quality of teaching and learning for the subjects. Monitoring will include a mixture of:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

This policy will be reviewed on a biannual basis by the headteacher and the PSHE/RSE subject leader.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing. Any changes made to this policy will be communicated to all staff, parents and, where necessary to pupils.

RSE and PSHE Curriculum Map 2022-2023 - Based on KAPOW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	FS Being me in my World	FS Celebrating difference	FS Dreams and goals	FS Healthy me	FS Relationships	FS Changing me
Year 1/2 Cycle A	Family and relationships: L1: Family L2: Friendship L3: Families are different L4: Other people's feelings L5: Getting along with each other L6: Friendship problems L7: Gender stereotypes	Health and Wellbeing: L1: Understand my feelings L2: Relaxation – laughter and progressive muscle relaxation L3: What am I like? L4: Ready for bed? L5: Handwashing and personal hygiene L6: Sun safety L7: Allergies L8: People who help us stay healthy.	Safety and the changing body: L1: Communicating with adults L2: People who help keep us safe in our local community L3: Road safety L4: Safety with medicines L5: Making a call to the emergency services L6: The difference between secrets and surprises L7: Appropriate contact L8: My private parts are private	Citizenship: L1: Rules L2: Similar yet different L3: Belonging L4: Job roles in the community L5: Our school environment L6: : Our local environment	Economic Wellbeing: L1: Money L2: Needs and wants L3: Looking after money L4: Banks and building societies L5: Jobs	Wellbeing lessons: (Year 1 scheme) Wellbeing my world L1: Wonderful me- understand my feelings L2: People around me – special people L3: Resilience – people to turn to L4: Meaning and purpose – What am I like L5: Healthy body, healthy brain – Ready for bed L6: Relaxation – muscle relaxation L6: Transition Lesson
Year 1/2 Cycle B	Family and relationships: L1: Family L2: Friendships	Health and Wellbeing L1: Understand my feelings L2: Steps to success	Safety and the changing body L1: Communicating with adults L2: Road safety	Citizenship L1: Rules L2: Similar yet different	Economic Wellbeing: L1: Money L2: Needs and wants	Wellbeing lessons: (Year 2 scheme) Wellbeing Looking out

	L3: Other people's feelings L4: Getting along with others L5: Friendship problems L6: Gender stereotypes L7: Change and loss.	L3: Developing a growth mindset L4: Being active L5: Relaxation: breathing exercises L6: Healthy diet L7: Looking after our teeth	L3: Safety at home L4: Safety with medicines L5: What do I do if I get lost L6: The internet L7: Appropriate contact L8: My private parts are private	L3: Caring for others: Animals L4: The needs of others L5: Democratic decisions L6: : School council L7: Giving my opinion	L3: Saving and spending L4: Banks and building societies L5: Jobs	L1: Wonderful me- experience different feelings L2: People around me – Other people's feelings L3: Meaning and purpose – steps to success L4: Resilience – developing a growth mindset L5: Healthy body, healthy brain – being active L6: Relaxation – breathing L6: Transition Lesson
Year 3/4 Cycle A	Family and relationships: L1: Friendship issues and bullying L2: The effects of bullying and the responsibility of the bystander L3: Stereotyping - Gender L4: Stereotyping – age/disability L5: Healthy friendships - boundaries L6: Learning who to trust	Health and Wellbeing L1: My Healthy diary L2: Diet and dental health L3: Relaxation - stretches L4: Wonderful me L5: My Superpowers L6: Celebrating mistakes L7: My Happiness	Safety and the changing body L1: Be Kind online L2: Cyberbullying L3: Share aware L4: Privacy and secrecy L5: First aid: bites and stings L6: Alcohol and tobacco	Citizenship L1: Recycling/reusing L2: Local community building and groups L3: Local council and democracy L4: Rules L5: Rights of the child L6: Human rights	Economic Wellbeing L1: Spending choices L2: Budgeting L3: Money and emotions L4: Jobs and careers L5: Gender and careers	Wellbeing lessons: (Year 3 scheme) Wellbeing: Getting to know me L1: Wonderful me! Who am I? L2: People around me: Communication L3: meaning and purpose: My Superpower L4: Resilience: Breaking down barriers L5: Healthy Body, Healthy brain, My Healthy Diary L6: Relaxation: Stretches L7: Transition Lesson

	L7: Respecting differences L8: Change and loss - bereavement		*individual year groups *L7: Year 3 – First aid: Emergencies and calling for help *Y4 – Introducing puberty *L8: Y3- Road Safety *Y4: Growing up			
Year 3/4 Cycle B	Family and relationships: L1: Friendship issues and bullying L2: Healthy families L3: Stereotyping - Gender L4: Stereotyping – age/disability L5: How my behaviour affects others L6: Effective communication to support relationships L7: Respect and manners L8: Respecting differences	Health and Wellbeing L1: My Healthy diary L2: Looking after our teeth L3: Relaxation-visualisation L4: Meaning and purpose – my role L5: Resilience: breaking down problems L6: Emotions L7: Mental health	Safety and the changing body L1: Fake emails L2: Internet safety – age restrictions L3: Consuming information online L4: Tobacco L5: First aid: asthma L6: Alcohol and Tobacco *individual year groups *L7: Year 3 – First aid: Emergencies and calling for help	Citizenship L1: recycling? Reusing? L2: Local community building and groups L3: Local council and democracy L4: Diverse communities L5: Rights of the child L6: Charity	Economic Wellbeing L1: Spending choices L2: Budgeting L3: Money and emotions L4: jobs and careers L5: Jobs for me	Wellbeing lessons: (Year 4 scheme) Wellbeing: My Place in the world L1: Wonderful me, my happiness L2: People around me: A positive difference L3: meaning and purpose: My Role L4: Resilience: Celebrating mistakes L5: Healthy Body, Healthy brain, dental health L6: Relaxation: visualisation L7: Transition Lesson

			*Y4 – Introducing puberty *L8: Y3- Road Safety Y4: Growing up			
Year 5/6 Cycle A	Family and relationships: L1: Build a friend – what makes a good friend L2: Respect L3: Respecting myself L4: Marriage L5: Bullying L6: Stereotyping L7: Challenging stereotypes	Health and Wellbeing L1: Relaxation - Yoga L2: The importance of rest L3: Embracing failure L4: Going for goals L5: Taking responsibility for my feelings L6: Healthy meals L7: Sun safety	Citizenship L1: Breaking the law L2: Prejudice and discrimination L3: Protecting the planet L4: Contributing to the community L5: Rights and responsibilities L6: Parliament and national democracy	Safety and the changing body L1: On line friendships L2: Staying safe: Online L3: First Aid: Choking L4: Alcohol L5: Drugs, alcohol and tobacco Influences *individual year groups *L6: Year 5: Puberty Year 6: Physical and emotional changes of puberty *L7: Year 5: Menstruation Year 6: Conception	Economic Wellbeing L1: Borrowing L2: Income and expenditure L3: Prioritising spending L4: Risks with money L5: Careers	Identity – needs to be broken into year group Year 5 L1: Wonderful me – Taking responsibility for my feelings L2: People around me: Good friends L3: Meaning and purpose: going for goals L4: Resilience: Embracing failure L5: Healthy body, healthy brain: importance of rest L6: Relaxation: Yoga Year 6 L1: What is identity? L2: Gender identity L3: Identity and body image L4: Transition lesson: roles and responsibilities

				*L8: Year 5: Emotional changes in puberty Year 6: Pregnancy and birth		L5: Well-being focus: Wonderful me: Our social media selves L6: People around me: Resolving conflict and compromising L7: Meaning: What can I be? L8: Resilience: Resilience toolbox.
Year 5/6 Cycle B	Family and relationships: L1: Friendship skills L2: Respect L3: Resolving conflict L4: Family life L5: Stereotyping L6: Challenging stereotypes L7: Change and loss	Health and Wellbeing L1: Relaxation - mindfulness L2: What can I be? L3: Taking responsibility for my health L4: The impact of technology on health L5: Resilience toolbox L6: Immunisation L7: Physical health concerns L8: Good and bad habits	Citizenship L1: Pressure groups L2: Valuing diversity L3: Food choices and the environment L4: Caring for others L5: Rights and responsibilities L6: Parliament and national democracy	Safety and the changing body L1: Critical digital consumers L2: Social media L3: First Aid: Bleeding L4: First Aid: Basic life support *individual year groups *L5: Year 5: Puberty Year 6: Physical and emotional changes of puberty *L6: Year 5: Menstruation Year 6: Conception	Economic Wellbeing L1: Attitudes to money L2: Keeping money safe L3: Stereotypes in the workplace L4: Gambling L5: Careers	Identity – needs to be broken into year group Year 5 L1: Wonderful me – Taking responsibility for my feelings L2: People around me: Good friends L3: Meaning and purpose: going for goals L4: Resilience: Embracing failure L5: Healthy body, healthy brain: importance of rest L6: Relaxation: Yoga Year 6 L1: What is identity? L2: Gender identity L3: Identity and body image

				*L7: Year 5: Emotional changes in puberty Year 6: Pregnancy and birth		L4: Transition lesson: roles and responsibilities L5: Well-being focus: Wonderful me: Our social media selves L6: People around me: Resolving conflict and compromising L7: Meaning: What can I be?
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Appendix:

Frequently asked questions:

Why is RSHE taught in schools?

There are many reasons why RSHE is taught in schools:

- It is part of the National Science Curriculum.
- More than ever before, children are exposed to representations of sex and sexuality through the media and the social culture around them, so we need to present a balanced view of RSE/PSHE.
- Rates of sexually-transmitted infections (STIs) and teenage pregnancy in the UK are relatively high – as is the regret felt by young people after early sexual experiences.
- Research shows that most parents say they want the support of schools in providing RSE/PSHE for their children.
- Research consistently shows that effective RSE delays first sexual experience and reduces risk taking.
- Surveys of children and young people have repeatedly told us that RSE tends to be “too little, too late and too biological”.

At Camelford Primary School, we believe that knowledge empowers children to make informed decisions that help keep them safe, healthy and happy.

What is the purpose of RSHE?

There are four main aims for teaching RSE within the context of Primary School PSHE (Personal, Social, Health and Economic) Education:

- To enable young people to understand and respect their bodies, and be able to cope with the changes puberty brings, without fear or confusion.
- To help young people develop positive and healthy relationships appropriate to their age, development (respect for self and others).
- To support young people to have positive self-esteem and body image, and to understand the influences and pressures around them.
- To empower them to be safe and safeguarded.

What is the Impact?

We firmly believe that a meaningful PSHE curriculum is the key to children becoming confident, tolerant and well-rounded adults.

- Children can approach a range of real-life situations and apply their skills and attributes to help navigate themselves through modern life.
- From exposure to a range of global issues and problems, children can build up a tolerance and a sense of responsibility of being a global citizen.
- From engagement with a variety of texts and video clips, children can understand the different lifestyles that people may live and be respectful and tolerant towards those leading different lives to themselves.

Won't telling my child about human reproduction take away their innocence? No.

The evidence suggests that high-quality RSE/PSHE does the opposite: it actually delays young people's first sexual experience, and it helps them become much more confident and comfortable about making informed choices. Good RSE takes away children's ignorance, not their innocence.

Teaching about safety and relationships as part of PSHE Education contributes to how schools approach the safeguarding of pupils. It helps them to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action.

Why are girls taught about boys' development and vice versa?

We believe it is very important for children to understand each other's development. It helps to ensure that children are mindful of their peers' needs and allows them to develop into sensitive, caring, compassionate individuals who understand the changes that boys and girls experience.

How can I talk to my child about relationships, puberty and human reproduction?

What children learn at school is part of the puzzle, and children can continue to learn from you at home. For some parents/carers, it can feel totally natural to discuss relationships, puberty and human reproduction with their child, while for others it can seem awkward and difficult. Either way, it is important to remember these key points:

- We all want children to feel safe and to be happy and healthy.
- We need to consider their needs.
- We need to normalise talking about relationships, puberty and human reproduction so taboos don't need to exist.
- We might need to challenge our own ways of thinking.
- We have choices: we can avoid it or we can communicate openly and honestly with children.

Here are some tips for talking to your child:

- Be honest: if you don't know the answer to a question, be honest and say so. Tell your child that you will need to find out and that you will get back to them with more soon.
- Remember that children are curious and want to know and understand. We tend to place our adult perspective on children's questions and comments, allowing our brains to fill up with all the possible horrors that an innocent question could be about, when actually a child just wants (and needs) a very simple, matter-of-fact answer. This answer will not involve an 'adult' understanding of a topic – it needs to be at a child's level, with opportunity given for the child to be able to ask further questions if needed. Give yourself time to respond by asking something like, "What do you think that means?" or "Why do you ask?"
- Keep lines of communication open: having an open and honest relationship with your child can really help make conversations easier, so make sure that you are always willing to talk when your child needs you; if you can't, explain why and find another time when it is more mutually convenient.
- Use correct terminology: it helps that children aren't confused by hints, euphemisms and innuendo; use correct terminology whenever you can, especially for body parts.
- Respond to what children say they need: bear in mind that children's lives today are very different from even five years ago. Therefore, the education they receive needs to reflect this. Research shows us time and time again that children want and need RSE that is age- and stage-appropriate, that teaches them about relationships and emotions, and that is returned to consistently throughout their education. We may feel that they know too much, when actually ignorance is the enemy of innocence: we believe effective RSE delays sexual activity, ensures children are safer and empowers them to make their own healthier choices.
- Keep it simple and short – If they want more information, children will ask for it.
- Read books, leaflets or watch an educational video with your child.
- It may be easier to talk while you're doing something else – washing up, driving in the car or walking.
- Answer questions and don't be afraid to say: 'I really don't know – let's work it out or look it up together'. Have a phrase for awkward moments, such as: 'That's a good question, and let's talk about it once we get home'.

- Always respond: if you don't, she or he may think it is wrong to talk to you about relationships, puberty or human reproduction and as a result you may find your child clams up when you raise the subject.
- If it all feels too personal, try talking about people in books, films and favourite television programmes.
- Listen rather than judge. Try asking them what they think.
- Enjoy it. Laugh with each other.
- Work in partnership with the school.