



**Mercia**  
Learning Trust

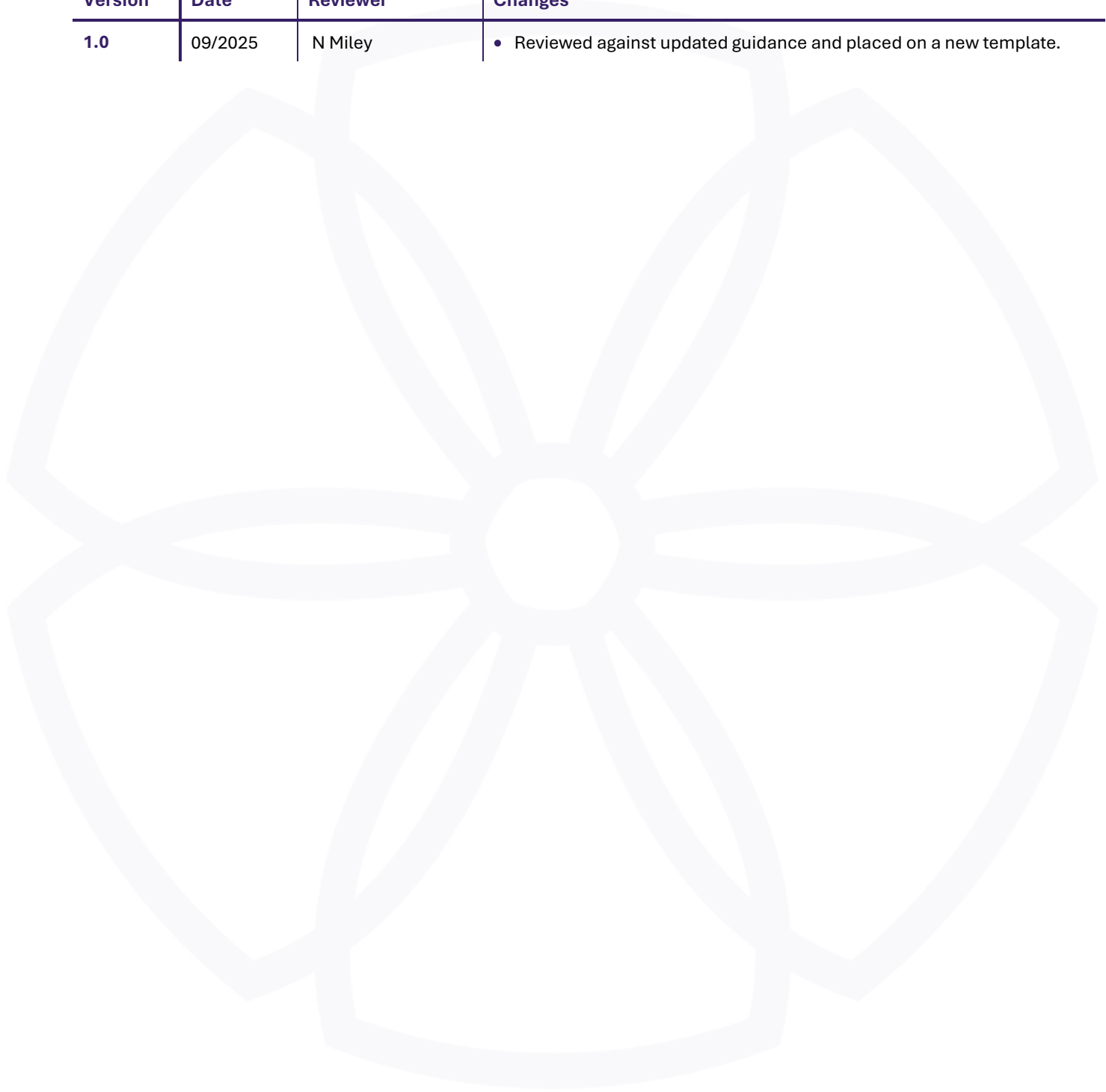
## Primary Relationships, Sex and Health Education Policy

Author	Headteacher
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## DOCUMENT CONTROL

*Unless there are legislative or regulatory changes in the interim, this policy will be reviewed every three years. Should no substantive changes be required at that point, the policy will move to the next review cycle.*

Version	Date	Reviewer	Changes
1.0	09/2025	N Miley	<ul style="list-style-type: none"><li>Reviewed against updated guidance and placed on a new template.</li></ul>



## 1. Equality Impact Assessment

- 1.1. Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed, and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil, and it helps to promote equality at this school.

## 2. Introduction

- 2.1. Relationships, sex and health education (RSHE) is compulsory for all primary schools. Health education enables children to make sensible choices about their health and wellbeing, and enable them to know how to seek support if any health issues arise with themselves and others.
- 2.2. Health and Relationships education also covers sex education, of which the details of our curriculum are outlined below.
- 2.3. The teaching of sex education within primary schools remains non-statutory, and so any teaching within this would be in prior consultation with parents or carers, with the exemption of elements contained within the science national curriculum.

## 3. The Legal Framework

- 3.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
  - 3.1.1. Equality Act 2010
  - 3.1.2. DfE's 'Keeping Children Safe in Education'
  - 3.1.3. DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
  - 3.1.4. DfE's 'National Curriculum in England: Science Programmes of Study'
  - 3.1.5. Children and Social Work Act 2017

## 4. Definitions

- 4.1. For the purpose of this policy, "health education" is defined as teaching pupils about how they can make informed decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

## 5. Aims

- 5.1. Our RSHE programme at primary aims to prepare pupils for life in which they can:
  - 5.1.1. form positive relationships and grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.
  - 5.1.2. have the confidence and self-esteem to value themselves and others while respecting individual choices.
  - 5.1.3. learn skills for managing difficult feelings in their friendships, like disappointment or anger.
  - 5.1.4. understand a wide range of family structures in a positive way.
  - 5.1.5. keep themselves and others safe, and to recognise and report risks and abuse, including online.
  - 5.1.6. recognise different types of abusive behaviour, including bullying and derogatory language targeting protected characteristics.
  - 5.1.7. make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed.
  - 5.1.8. understand the benefits and importance of physical activity, good nutrition and sufficient sleep.

- 5.1.9. understand how a child is conceived and born.
- 5.1.10. be prepared for the changes that adolescence brings.

## 6. Core Principles

- 6.1. The foundations of our RSHE curriculum will be knowledge based and will be built on our core principles of academia, inclusivity and respect for all.
- 6.2. Subject content will be age appropriate and developmentally appropriate. It will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.
- 6.3. Parents will be informed of the specific timing of RSHE and health education sessions and can access a summary of all curriculum content.

## 7. Commitment to RSE and health education knowledge

- 7.1. We recognise the importance of providing excellent personal, social, health and economic (PSHE) education to all pupils. RSHE and health education forms an important part of the PSHE education provided.
- 7.2. The majority of the RSHE and health education curriculum will be delivered during dedicated time. Some statutory elements will be taught in science lessons as part of the science curriculum. Pupils will cover the following five topics in a way that is accepted as age-appropriate for students. The following are summaries, with full topic lists available in the government's statutory RSE guidance:
  - 7.2.1. **Families** - the diversity of families in modern Britain, the law around marriage, and parental responsibilities.
  - 7.2.2. **Caring friendships** - the role of honesty, tolerance, kindness and respect in developing healthy relationships with oneself and others.
  - 7.2.3. **Respectful, kind relationships** - the important of setting boundaries in relationships and how to manage conflict with kindness and respect.
  - 7.2.4. **Online safety and awareness** - understanding the opportunities online, the characteristics of social media, keeping safe and learning how to manage the dangers of the online world.
  - 7.2.5. **Being safe** - safety and responsibility in terms of understanding who is trustworthy and who is not, how to report abuse and ask for advice. There will also be content that covers various different legal and illegal harmful substances.
  - 7.2.6. **Wellbeing, healthy eating and physical fitness** - how to maintain a healthy diet and the benefits of an active lifestyle.

## 8. Commitment to Parental Engagement

- 8.1. Parents, school leaders, teachers and governors all have a role to play in ensuring that all voices have been heard and that the curriculum meets the needs of all pupils.
- 8.2. The school will ensure that:
  - 8.2.1. the context and views of the wider local community are considered when developing the curriculum so that it is reflective of issues in the local area, where appropriate.
  - 8.2.2. the religious background of all pupils is considered when planning teaching, to ensure all topics are appropriately and sensitively handled.
  - 8.2.3. parents are given the opportunity to understand the purpose and content of RSHE sessions.
- 8.3. We understand that the teaching of some aspects of the curriculum may be of interest to parents and believe that ongoing open discussion between all parties is essential. Such discussions allow for clarification of any misconceptions and the emergence of mutual understanding that will strengthen the curriculum.

8.4. If parents have comments, questions or concerns regarding RSHE they should contact the school directly.

## **9. Right of withdrawal of students from RSHE**

- 9.1. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE. However, this does not include any sex education that is part of the science curriculum or any element of the relationships and health education topics stated in the RSHE guidance.
- 9.2. Parents do not have a right to withdraw their child from the relationships or health elements of the programmes. Requests to withdraw a child from the non-statutory elements of sex education must be made in writing to the headteacher. Before granting any such request it is essential that the school is able to clarify the nature and concerns of the parent.
- 9.3. The headteacher will discuss the request with the parent and, as appropriate, the pupil, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will inform the parent of the benefits of their child receiving RSHE and any detrimental effects that withdrawal might have. This could include any social and emotional effects of missing the sessions, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly taught by the teacher. By not attending these crucial lessons, it is possible students will seek information from untrustworthy and likely harmful sources which would further risk their safety and wellbeing.
- 9.4. All discussions with parents will be documented and the records will be held securely. Once any discussions have taken place, except in exceptional circumstances, we would respect the parent's request to withdraw the child.
- 9.5. Pupils who are withdrawn from RSHE will receive appropriate, purposeful education during the full period of withdrawal. This provision will be communicated to the parent and, as appropriate, the child, in advance.
- 9.6. For requests concerning the withdrawal of a pupil with SEND, the headteacher may take the pupil specific needs into account when making their decision.

## **10. Roles and Responsibilities**

- 10.1. The headteacher is responsible for:
  - 10.1.1. the overall implementation of this policy.
  - 10.1.2. ensuring parent/carers are fully informed of this policy.
  - 10.1.3. reviewing all requests to withdraw pupils from non-statutory elements of the RSHE curriculum.
  - 10.1.4. discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
  - 10.1.5. ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
  - 10.1.6. reviewing this policy on an annual basis.
  - 10.1.7. reporting to the governing board on the effectiveness of this policy and the curriculum.
  - 10.1.8. making sure there is access to the curriculum materials on request for families.
  - 10.1.9. all content is delivered in line with the Equality Act 2010.
- 10.2. The senior team is responsible for:
  - 10.2.1. overseeing the delivery of RSHE curriculum.
  - 10.2.2. ensuring the curriculum is age-appropriate and of high-quality.
  - 10.2.3. monitoring the learning and teaching of RSHE, providing support to staff where necessary.
  - 10.2.4. ensuring teachers are provided with adequate resources to support teaching of the curriculum.

- 10.2.5. organising, providing and monitoring CPD opportunities in the subject.
  - 10.2.6. ensuring the correct standards are met for recording and assessing pupil understanding.
  - 10.2.7. using pupils voice to gather feedback on the programme.
  - 10.2.8. monitoring and evaluating the effectiveness of the subject and providing reports to the headteacher and governors.
- 10.3. Teaching staff are responsible for:
- 10.3.1. acting in accordance with, and promoting, this policy by receiving training and embracing the opportunity to deliver quality knowledge teaching.
  - 10.3.2. delivering RSHE in a sensitive way and that is of a high-quality and appropriate for each year group.
  - 10.3.3. modelling positive attitudes to RSHE and working with parents to support the aims of the curriculum
  - 10.3.4. liaising with the SENCO about identifying and responding to the individual needs of pupils with SEND
  - 10.3.5. reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL.
  - 10.3.6. reporting any concerns regarding the teaching of RSHE to the RSHE curriculum leader.
- 10.4. We believe the parents' role in the development of their child's understanding about relationships and health is vital. Parents are responsible for:
- 10.4.1. encouraging and supporting their child in all areas of their school education.
  - 10.4.2. understanding the statutory requirements placed on the school in relation to RSHE and informing themselves of the school's safeguarding and legal responsibilities.
  - 10.4.3. respecting the school and its curriculum aims by immediately raising any queries or concerns directly with the school.
- 10.5. The governing body is committed to ensuring the delivery of an effective RSHE curriculum. It is responsible for:
- 10.5.1. ensuring RSHE is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
  - 10.5.2. ensuring the quality of provision through regular and effective evaluation.
  - 10.5.3. ensuring that teaching is delivered in ways that are accessible to all pupils including those with special educational needs.
  - 10.5.4. ensuring parents are provided with clear information on the subject content and their right to request that their child is withdrawn.