HIGH ASPIRATIONS

KNEBWORTH

Primary and Nursery School

Deep Roots High Aspirations

Personal, Social, Health & Economic (PSHE) and Relationships, Sex and Health Education (RSHE) policy

This policy is reviewed on an annual basis
Next review date: November 2027

DEEP ROOTS

RESPECT - RESPONSIBILITY - RESILIENCE

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Policy Development and Review

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

'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.'
(Department for Education (DfE), paragraph 1 of the updated RSHE guidance (2025)

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 and collaboration with staff, pupils, and parents The process included: reviewing the new statutory requirements and guidance to create a draft policy, a review of the policy with feedback gathered.

Following consultation, all feedback was collated, evaluated, and used to refine the final policy document before being presented to the Governing Body for formal ratification. This policy is a live document and will be annually reviewed to ensure it remains accurate, compliant with current legislation, and responsive to the evolving needs of our pupils.

Schools must consult parents when developing and reviewing the policy, ensuring parents understand that effective PSHE/RSHE is important for promoting and protecting the wellbeing of all children. In our school, we fully embrace this approach by working in close partnership with our parent/carer community to build a shared understanding of how these vital lessons support our pupils' personal development.

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 was reviewed and updated by the PSHE/RSE subject lead and SLT.

This policy was approved by the school's Governing Body.

This policy is available on the school website. Copies can also be made available on request from the school office.

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.

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.**

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. (See Appendix 2: RSE and the National Science Curriculum)

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

In teaching RSE in our school, we must have regard for guidance issued by the Secretary of State, as required by the Education Act 1996.

Legislation and guidance documents that inform our school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010) and Equality Act (2010): advice for schools
- Keeping Children Safe in Education (2025)
- Children and Social Work Act (2017)
- Relationships Education, Relationships & Sex Education (RSE) and Health Education (2025)

Links to Other Policies

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

These policies should also be read in conjunction with this Personal, Social, Health & Economic (PSHE) and Relationships, Sex and Health Education (RSHE) policy to give a broader understanding of our approach to this subject:

- Accessibility policy
- Anti-bullying policy
- Anti-racism policy
- Behaviour policy
- Bereavement policy
- Child Protection policy
- Inclusion policy
- Equality Objectives
- Mental Health policy
- Online Safety policy
- Play policy
- Social Media policy
- SMSC/Fundamental British Values policy
- Staff Code of Conduct

Definition and Aims of RSHE

PSHE is the overarching subject, which stands for Personal, Social, Health and Economic Education that aims to equip children and young people with the knowledge, understanding, skills, and attributes they need to lead healthy, safe, responsible, and balanced lives.
PHSE encompasses a wide range of topics, including RSHE which is a mandatory component within PSHE. It stands for Relationships, Health and Sex Education. The government mandated Relationships Education for primary schools and Relationships and Sex Education (RSE) for secondary schools, alongside Health Education, from September 2020.

At Knebworth Primary & Nursery School, we believe that our pupils need to be educated in Relationships & 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.

'Primary relationships education should be anchored in an understanding of positive relationships but should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This can be delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information. Pupils should be able to recognise emotional, physical and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right. In addition, pupils should understand about bullying, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation.' (Department for Education (DfE), paragraph 27 of the updated RSHE guidance (2025)

Effective Health Education can make a significant contribution to developing the personal skills pupils need as they grow up. It enables children to make responsible and informed decisions about their own and others' health and wellbeing. The aim of teaching pupils at Knebworth about physical health and mental wellbeing is to provide them with information to make good decisions about their own health and wellbeing.

We define sex education to mean understanding body changes and preparing for adolescence (puberty), intercourse, conception, reproduction and birth. These themes, except for intercourse and conception, are statutory in either Health Education or the National Science curriculum (see Appendix 2).

The overarching aims of Relationships Education and Relationships & Sex Education (RSE) at our school are:

- Help pupils develop deep roots and high aspirations
- Give secure foundations essential for them to be respectful, responsible, and resilient young adults
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

The aims of RSE in our setting link closely to our school values of respect, responsibility and resilience.

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

At an appropriate age for our pupils, 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 2). Further information can be found in the 'Working with parents/Parents' right to withdraw' section of this policy.

Relationships & Health Education and RSE are 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 & Health Education and RSE we deliver are inclusive and meet the needs of all our pupils, including those pupils who have special educational needs and disabilities (SEND).

'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.' (Department for Education (DfE), paragraph 30 of the updated RSHE guidance (2025)

Curriculum Content and Organisation

Our Relationships & Health Education and Relationships & Sex Education (RSE) curriculum and policy have been developed in consultation with parents, pupils, governors and staff, in line with current statutory guidance and regarding best practice around the age and needs of our pupils.

The PSHE/RSE subject lead is responsible for overseeing and organising the Relationships & Health Education/RSE 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 & Health Education and RSE 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 & Health Education and RSE 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 Knebworth Primary & Nursery School, we use the Kapow Primary RSE/PSHE scheme of work as the basis for our Relationships & Health Education and RSE provision.

Our Relationships & Health Education and RSE 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 and science. Pupils also explore related themes through assemblies, whole school projects and events, where appropriate.

Relationships & Health Education and RSE is delivered through weekly timetabled curriculum lessons as part of our PSHE and RSE curriculum. Related statutory elements are also delivered through science, in line with the National curriculum. We cover a range of topics and learning outcomes that support Relationships & Health Education and RSE across the school. For further information about our Relationships & Health Education and RSE curriculum, see the curriculum overview in Appendixes.

Personal, Social and Emotional development is a prime area in the Early Years Foundation Stage so it is woven into everything they do on a daily basis, with a dedicated session every Friday, in the form of circle time. They link objectives with the corresponding term's progression gird, with resources from Kapow and Heads Up Kids.

In Kapow Primary PSHE and RSHE, learning is introduced gradually and built over time. Pupils return to the same areas of learning as they progress through the school, building on their previous understanding. EYFS covers The coverage of skills and knowledge are delivered through 7 units in KS1 and KS2:

- My Healthy Self
- Connecting With Others
- The Online World
- Citizenship
- Health Protection
- Staying Safe
- Growing Up

'In order to keep young pupils safe, it is vital that their learning about the social and emotional aspects of sexual reproduction begins in the early stages of primary school. At this time, and throughout the primary phase, pupils will have many different relationships: acquaintances, friends, close friends, 'best friends', distant and close family relations and classmates. Often, there may be some sort of physical contact with some of these people, from handshakes, to holding hands, to hugging, cuddling and kissing. Learning to judge what

is appropriate and feels right for themselves and others is a skill that is partly inherent, and partly learnt over time.' (The Association for Science Education and PSHE Association (March 2016) Joint Policy Statement: Human Development and Reproduction in the Primary Curriculum)

Delivery of RSE

Our Relationships & Health Education and RSE curriculum is delivered predominantly by teachers or other staff within our school from Years 1 to 6 and forms part of our timetabled Personal, Social, Health & Economic (PSHE) education programme.

Puberty is taught in conjunction with the science curriculum and as a statutory requirement of Health Education through Kapow's 'Growing Up' unit. The unit teaches content sensitively, progressively and age-appropriately. It is important to equip children with the knowledge to help them stay safe, understand the changing adolescent body, puberty and how to cope with change.

We recognise that external visitors can add value to the teaching and delivery of Relationships & Health Education and RSE due to their specialist knowledge or expertise. On occasion, appropriately experienced visitors may contribute to the delivery of Relationships & Health Education and RSE. Relevant school policies, including this policy, are shared with any visitors prior to delivery to ensure expectations are clear. 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 & Health Education and RSE 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 & Health Education and RSE.

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 & Health Education and RSE 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 & Health Education and RSE, 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.

Adaptive teaching strategies might include: explicit instructions, pre-teaching, focusing on flexible groupings, visual communication aids, scaffolding and adaptations, using technology, and sensory-friendly task alternatives.

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 6 that cover conception and the birth of a baby, where the parental right of withdrawal applies. Further information on Sex Education can be found here: Sex education in Y6 – information for parents

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. 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 & Health Education and 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 RSE provision. We also signpost pupils to other reliable external service and sources of help and support, such as Childline.

Inclusion

It is our intention that all pupils have the opportunity to experience a programme of Relationships & Health Education and RSE 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 & Health Education and RSE learning.

Our school recognises that there are different ethnic, religious and cultural beliefs and attitudes around Relationships & Health Education and RSE 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 & Health Education and RSE.

During PSHE and RSE 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 & Health Education and RSE provides an opportunity to support the discharge of these duties in a safe and appropriate environment. 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.

At Knebworth School, we are a No Outsiders school, promoting respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

'All primary and secondary schools should be able to demonstrate that no form of unlawful discrimination is tolerated and that pupils show respect for those who share the protected characteristics. Depending on the circumstances, schools may need to take specific steps to prevent kinds of prejudice or discrimination (for example, misogyny or racism) from taking hold in some groups of pupils, in line with the DfE guidance on RSHE.' (Protected characteristics and separation by sex on school inspections, Ofsted, 2025)

Alongside our school values, Kapow supports us in teaching pupils how to show respect for others and those who share the protected characteristics. Issues are integrated into the curriculum and are taught in an age-appropriate way.

Safeguarding and Confidentiality

Confidentiality in Relationships & Health Education and RSE lessons is managed in line with the school's Code of Conduct 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 followed at all times.

'The Department publishes statutory safeguarding guidance Keeping children safe in education (KCSIE); this guidance provides a strong safeguarding framework and is clear on the actions a school or college should take if there are any concerns about a child or young person's wellbeing and/or safety.' (Department for Education (DfE), paragraph 84 of the updated RSHE guidance (2025)

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. In addition, classrooms are provided with a 'worry box' for pupils to access when needed; these are for staff to closely monitor and follow up on a regular basis.

Teachers are aware that effective Relationships & Health Education and RSE, 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 head teacher or Designated Safeguarding Lead (DSL), in line with the school's Child Protection policy.

All staff are trained to handle questions and disclosures sensitively. If a pupil's question or comment raises a safeguarding concern, staff follow the school's Child Protection policy and inform the Designated Safeguarding Lead (DSL) immediately. Confidentiality is respected as far as possible, but safeguarding always takes priority.

Ground rules are used within lessons to help manage disclosures and behaviour, alongside other strategies that support the creation of a safe learning environment.

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 Knebworth Primary and Nursery School, we are committed to working closely with parents to ensure that we create the best possible Relationships & Health Education and RSE 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 & Health Education and RSE 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 headteacher or subject lead.

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 samples of materials during parent information events held in school, where appropriate.

Parents who wish to view additional RSHE/PSHE teaching materials are asked to contact the school to arrange an appointment, during which the headteacher 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.

Our school values transparency and partnership with parents and carers in delivering high-quality Relationships, Sex and Health Education (RSHE). In line with statutory guidance, we will:

1. Provide access to RSHE curriculum materials
    a. Parents and carers may request to view materials used in R(S)HE lessons, including those from external providers.
2. Offer multiple ways to view resources
    a. Representative samples of lesson plans and teaching resources are shared during parent information sessions where these are held.
    b. Additional materials can be viewed by appointment at school or via secure online access, where this is feasible.
3. Engage parents proactively
    a. We may hold R(S)HE information sessions to explain the curriculum approach and answer questions.
    b. Parents are informed of any significant changes to R(S)HE content and invited to share feedback.
4. Safeguarding and copyright considerations
    a. While we aim to provide full transparency, some resources may be subject to copyright restrictions. In these cases, parents are offered supervised viewing in school.
    b. All sharing of materials complies with safeguarding and data protection policies.

This approach ensures that parents are fully informed and able to support their child's learning at home, while maintaining compliance with statutory requirements. Teaching Relationships and Health Education at school will complement and reinforce the lessons that parents teach their children as they grow up.

Parents are given opportunities to understand the purpose and context of Relationships & Health Education and RSE 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.

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 (Appendix 2), which clearly highlights any lessons where sex education is delivered and where the parental right of withdrawal applies.

Currently, these sessions are delivered in:

In Year 2, where pupils are introduced to the concept of bodily changes as they grow.

In Year 4, where learning focuses on the changes that occur as children grow and how to manage them, rather than why they happen, with an emphasis on reassurance and practical strategies. Learning covers menstruation and the introduction of the term 'puberty'. The PSHE Association suggests that to keep pupils safe, it is vital that they learn about puberty before it happens. The NHS advice states that puberty can begin as early as 8 for girls and 9 for boys.

In Year 5, where pupils explore why these changes occur and learn more about the biological processes involved in puberty, including the role of hormones. This includes learning about the menstrual cycle and other puberty changes, such as erections and wet dreams. This learning links with the Science curriculum, where pupils study the changes during puberty and reproduction in animals.

In Year 6, where the non-statutory sex education lessons in Year 6 cover conception and the birth of a baby, 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.

As sex education in secondary school is statutory, before children transfer, we believe we should prepare them with accurate knowledge.

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. 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 if required. You can also find further information in the 'Parent Zone' of Kapow Primary here: https://www.kapowprimary.com/subjects/rse-pshe/curriculum/rse-pshe-parent-information/

We acknowledge that parents and carers have an important role to play in Relationships & Health Education and RSE 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.

We ask parents to consider the proven contribution that age-appropriate sex education can make in keeping pupils safe and preparing them for adulthood.

If parents wish to request that their child be withdrawn from any non-statutory sex education, they should contact the school or headteacher. Parents are invited to a meeting to discuss concerns and view relevant teaching resources. If parents choose to proceed with withdrawal, the request is recorded and alternative provision is made for the pupil during these sessions so that they are not present in the lesson.

It is important that parents who choose to withdraw their child from sex education understand that discussing these issues with their child then becomes their responsibility.

Role and Responsibilities

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

Governors/Trustees will:

- Approve the /PSHERSHE 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 & Health Education and 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 & Health Education and RSE 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 Education, RSE and Health Education.

• Communicate with staff, parents and governors to ensure understanding of the school's Relationships & Health Education and RSE curriculum and policy

All staff will:

• Teach Relationships & Health Education and 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 & Health Education and RSE.

• Ensure that they are up to date with school policy and curriculum requirements around Relationships & Health Education and RSE.

• 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 & Health Education and RSE 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 & Health Education and RSE.

- 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 & Health Education and RSE lessons.

Parents will:

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

Training and Staff Development

All staff must ensure that they are up to date with school policy and curriculum requirements regarding Relationships & Health Education/Relationships & Sex Education (RSE). 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 Knebworth Primary and Nursery School, 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 & Health Education and RSE, including identifying any areas where additional support or training would be helpful.

Training related to Relationships & Health Education and RSE forms part of the school's regular staff training programme.

Monitoring and evaluation of Relationships & Health Education and RSE

Our aim is to provide Relationships & Health Education and RSE 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/RSE 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:

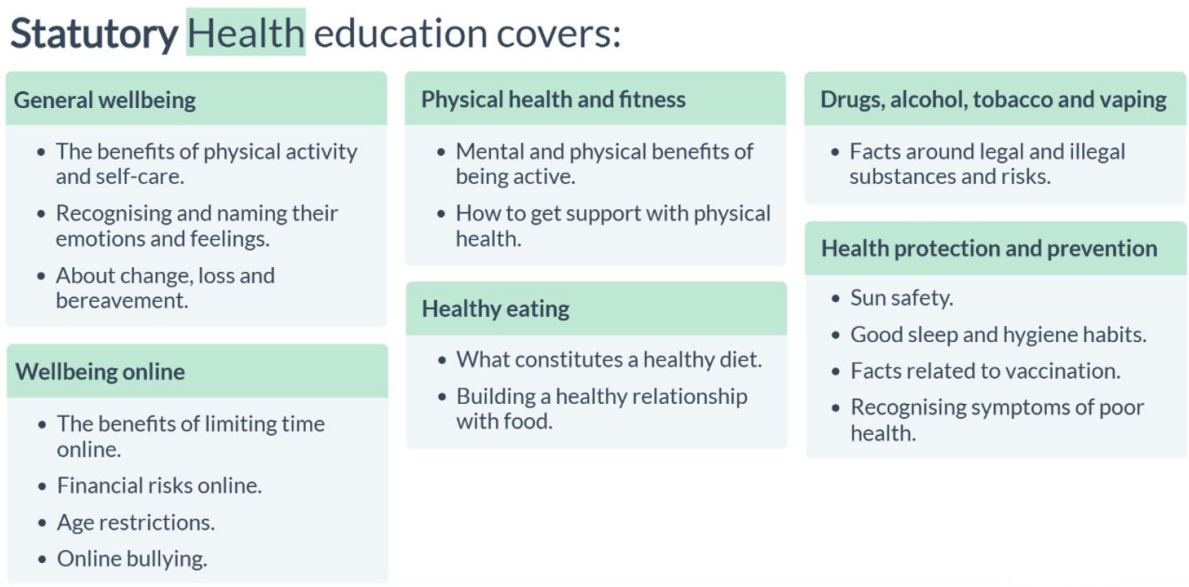
- Monitoring of planning
- Lesson observations
- Learning walks
- Work scrutiny
- Pupil voice activities
- Staff feedback
- Parent feedback and engagement
- Surveys
- Consideration of local or school level sources of data (for example, behaviour, health or safeguarding information).

Teachers are expected to reflect on their delivery of Relationships & Health Education and RSE and provide feedback to the subject lead to support ongoing development of the subject.

Appendix 1: Relationships & Health Education Overview

The statutory requirements set out what children should know by the end of primary school. To achieve this, it is vital you have a long term curriculum plan in place which demonstrates children's knowledge will build over time. Below are the key topics and themes within the statutory guidance.







Appendix 2: RSE and the National Science Curriculum

Statutory Science education covers:

Animals, including humans (Y5)

- Stages of growth and development in humans (including changes during puberty).

Living things and their habitats (Y5)

- Find out about different forms of reproduction in some plants and animals (including sexual reproduction).

Non-statutory sex education

Primary schools can choose whether to teach additional sex education and many do. Parents and carers can withdraw their child from these lessons if they wish.

Sex education (Y6)

- Reproductive organs and their functions.
- Conception, including sexual intercourse and IVF.
- Pregnancy, birth and how babies develop.
- Different routes to parenthood and the responsibilities of caring for a baby.

For further guidance see:
https://www.gov.uk/government/publications/relationshipseducation-relationships-and-sex-education-rse-and-health-education/relationshipseducation-primary#sex-education-primary