



Roman Road Primary School

RSHE Policy

Adopted by the Governing Body

Autumn 2025

Date next full review is due:

Autumn 2026

Roman Road Primary School

Relationships Education Policy

For the purposes of this policy:

PSHE (Personal, Social, Health and Economic Education)

RE stands for Relationships Education (which is statutory in Primary Schools)

RSE stands for Relationships and Sex Education (which is statutory in Secondary Schools)

The Ethos of the School:

The school's ethos is to provide a stimulating and caring environment in which each child may experience high standards of education and preparation for the future, working in partnership with parents and the local community. The policy for RE is written in accordance with this ethos.

"Relationships are the foundation of everything in life, whether that be with friends, families, carers, educators, partners or work colleagues or others. RSE enables children and young people to know what makes a healthy relationship, identify abusive behaviours and seek help when needed. It gives them the opportunity for them to explore and discuss relevant issues, consider dilemmas and identify ways to minimise risks. RSE is vital, it teaches the skills needed for life and supports informed and healthy decision-making." (Catherine Kirk-Organiser of RSE Day.)

Intent:

By the time our children leave Roman Road, we want them to:

- *be resilient, stable individuals, who believe they can achieve their goals and dreams.
- *have met and worked with adults from many career paths.
- *know how to make positive, long-lasting, healthy relationships with younger children, peers and their elders.
- *be kind, generous, honest individuals with integrity
- *know how to stay safe both on-line and offline

Implementation:

We teach RE as part of our PSHE throughout our creative curriculum, assemblies, behaviour policy, Zones of Regulation, Eco and Fair Trade work, as well as discrete lessons in every class, every week. In fact, it is woven through every element of school life and makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development and their understanding of British Values and School Values. Teachers plan lessons using the PSHE Association guidance and this covers all of the statutory Relationships Education (RE) element of PSHE. This is enhanced further by our wider Green Flag, Fair Trade and Wellbeing work. Every class have a specific, well-chosen library of books which can be used as a 'hook' for PSHE lessons – themes

are based upon the protected characteristics. Through well-chosen and inspiring visits and visitors, we lay the foundations set by the National Careers Strategy so that our children can understand their options for future careers and become excited about new opportunities. We want their future well-being to be improved through doing a job they are good at and enjoy! (See school website for PSHE Progression Grid). We also model many elements of Relationships Education by the way we behave as a staff – we are a strong team... we support, know and work with each other well.

Impact:

By the end of Year 6, we seek to enable our children to:

- develop good interpersonal and communication skills, preparing them for the future
- develop caring and stable relationships based on mutual respect, recognise and avoid exploitative relationships
- respect themselves and others, their views, backgrounds, cultures and experiences
- be prepared for the physical and emotional effects of puberty
- value, care for and respect their bodies
- develop feelings of self-respect, confidence and empathy
- be emotionally and physically healthy and safe

Context:

We want our pupils to develop healthy positive behaviours that will support them through life. Our RE curriculum, which is part of PSHE and our non-core curriculum, encompasses our schools core values of Resilience, Respect and Responsibility with British Values at the forefront. We are committed to safeguarding all children and our provision of RE supports this commitment. We provide children with the opportunity to learn about healthy relationships, respect for themselves and where to seek help if needed. We aim to equip children with the knowledge and skills to make safe positive decisions through life.

Moral & Values Framework:

The children at Roman Road come from a varied cross section of the local community and represent different social ethnic and religious values, beliefs and customs. The Relationships Education in our school will be sensitive towards the established morals and values framework of all the major world religions and philosophies. In its implementation, it will draw from the practical experiences of those who represent the various religious and philosophical groups within the local community. The Relationships Education Policy will be complimentary with the Religious Education Policy and SMSC Policy of the school.

Legislation: (statutory regulations and guidance)

Current regulation and guidance from the Department for Education state that from September 2020, all primary schools must deliver Relationships Education.

The RE policy supports the following:

Education Act (1996)

Learning and Skills Act (2000)

Education and Inspections Act (2006)

Equality Act (2010)

Supplementary Guidance SRE for the 21st century (2014)

Keeping children safe in education – Statutory safeguarding guidance (2025)

Children and Social Work Act (2017)

Curriculum design

Our RE programme is an integral part of our whole school PSHE education provision and is taught discretely through our PSHE curriculum and where appropriate through assemblies, Science, P.E, R.E and Computing curriculums. In PSHE we use the PSHE Association programme of study to build our curriculum. The programme covers all of the statutory requirements for RE. We have enhanced the PSHE Association guidance to make our curriculum bespoke to Roman Road (see PSHE progression plan). We also use a growing library of well-chosen books to aid the teaching of key topics, including the protected characteristics. Teachers ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves. Content is as follows:

Relationships:

- Families and friendships
- Safe Relationships
- Respecting ourselves and others
- Safe on-line Relationships

Living in the Wider World:

- Community Life
- Digital World
- Financial and Career World
- Caring for our World

Health and Wellbeing:

- Physical Health and Mental Wellbeing
- Growing and Changing
- First Aid
- Keeping Safe

All pupils are offered the same Relationship Education curriculum entitlement tailored to their individual need and stage of emotional development. It is our aim to offer all pupils the opportunity to develop their potential within an atmosphere which values each individual as unique and worthy of respect. We use an inclusive, whole school approach to ensure RE can be accessed in an age appropriate way throughout a child's school career. We ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Assessment in RE is ipsative. Pupils are encouraged to reflect on their own learning and progress by a combination of teacher assessment, pupil, self and peer assessment.

Aims and Objectives:

- To reassure children of their value and self-worth including aspects of dignity, self-respect and self-restraint.
- How to get practical help from different agencies e.g. NSPCC, Childline, 999 calls
- To nurture a responsible attitude towards personal relationships including aspects of mutual respect and care to develop sensitivity towards the needs of others encompassing fidelity and loyalty.
- To provide knowledge of loving relationships.
- To provide knowledge of human reproductive processes.
- To inform children on matters of personal hygiene and related health issues.
- To encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour.
- To educate against discrimination and prejudice.
- To empower children to make informed choices about sex (where appropriate).
- To know mental health is as important as physical health
- To know the importance of safe on-line and off-line relationships
- To know how to keep safe

This will support the following school policies:

- Child Protection/Safeguarding
- Prevent and Radicalisation
- Anti-Bullying
- PSHE
- Online safety
- SEND
- First Aid
- Computing
- Behaviour and Discipline
- Religious Education & Collective Worship
- SMSC Policy

Some Relationship Education curriculum is taught on a cross curricular basis. Where appropriate, it is taught in assembly. PSHE is also taught as a discrete subject every week and RE is taught through PSHE. Many of the biological aspects in RE are covered by the national curriculum Science syllabus and are therefore in place in both key stages. It is left to the class teacher to decide whether it is best to teach the class as a whole or in groups.

During Year 6 (and Year 5 when appropriate) the school nurse visits to give a talk on puberty to those children who have parental permission. After the visit follow up work is completed in class.

If during school a child asks a teacher a question related to Relationships Education then the teacher endeavours to answer the question to the best of their ability. If the teacher feels that the question is inappropriate to the level of the child's development then the parent will be contacted in order to deal with the situation. The Relationships Education programme has continuity and progression from nursery through to Year 6 dealing with a wide variety of issues. (See PSHE Progression grid.)

Relationships 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 – 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. Understanding of and how to spot on-line (and off-line) grooming.

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.

PSHE and Religious Education – pupils learn about respect and difference, values and characteristics of individuals. Pupils also learn about the requirements of the law, their responsibilities and the possible consequences of their actions.

Safe and Effective practice:

All RE lessons are taught in a sensitive manner respecting the needs of all pupils. Lessons promote a positive, supportive learning environment. RE lessons may lead to a disclosure from a pupil. If this is the case, staff follow our safeguarding/child protection policy informing the schools safeguarding lead. The school makes it clear to pupils and parents that the teachers cannot offer or guarantee absolute confidentiality. Any exceptional issues will be referred to under the child protection procedures.

Safeguarding:

Teachers are aware that effective RE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will consult with the designated safeguarding lead and in her absence, the deputy lead if any concerns are raised. Visitors/external agencies which support the delivery of RE will be required to follow this policy and follow our school's safeguarding protocols. The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum. The class teacher will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy. Before delivering the session, the class teacher will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils. The class teacher will also ask (wherever necessary) to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.

Engaging Stakeholders:

The school recognises that parents are their child's first educator and that the primary role in children's Relationships Education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and co-operation. To promote this objective, we will:

- inform parents about the school's Relationship Education policy and practice.
- have a copy of this policy on the school website.
- answer any questions that parents may have about the Relationships Education of their child

- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for Relationships Education in the school;
- encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary
- make our PSHE Curriculum Progression Plan available on the school website so parents and guardians can view content

Withdrawing children from RSE:

Although we believe that it is in the child's best interest to attend all Relationships Education lessons, it is the right of the parent or guardian to withdraw their child from parts of the curriculum. Any part of the which is covered by National Curriculum for Science is compulsory by law and children will receive their education during normal science lessons. This element of the Relationships Education can be found in the Science Progression Grid. If a parent or guardian does not wish their child to receive any further Relationships Education, then it is their responsibility to inform the school via the class teacher and the Head Teacher. During Year 5 (where appropriate) and Year 6, a letter will be sent, informing parents that a puberty talk will be taking place. Those parents wishing to withdraw their child from those parts of the Relationships Education that are not part of the NC Science Curriculum, should inform the school as above.

Confidentiality

The school makes it clear to pupils and parents that teachers cannot offer or guarantee absolute confidentiality. Any exceptional issues will be referred to under the child protection procedures.

Equal opportunities

In support of the equal opportunities policy, all Roman Road pupils regardless of age, ability, gender, sex, sexual orientation or race will have the same opportunities to benefit from the RE resources and teaching methods.

Staff training:

All staff members at the school will undergo training to ensure they are up-to-date with the Relationship and Health Education programme and associated issues. Members of staff responsible for teaching the subjects will undergo further training, led by the PSHE Leaders, to ensure they are fully equipped to teach the subjects effectively. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, which may need to be addressed in relation to the programme.

Responsibilities:

Head teacher:

The head teacher is responsible for ensuring that Relationships Education is taught consistently across the school and for managing requests to withdraw pupils from non-statutory components.

RE Subject Leaders:

The PSHE Lead is Miss Jefferies, under the guidance of Mrs Smith (Deputy Head Teacher). Both of these members of staff are responsible for ensuring RE is taught effectively within PSHE and for monitoring the subject.

Mrs Smith will plan and deliver assemblies with RE themes.

Staff:

Staff are responsible for:

- Delivering RE in a sensitive way
- Modelling positive attitudes to RE
- Monitoring progress
- Responding to the needs of individual pupils
- Following the PSHE Association Scheme of work (see progression plan)

Monitoring and Review:

The RE/PSHE Leaders are responsible for monitoring the quality of teaching and learning for the subject. The RE/PSHE Leaders will conduct subject assessments, which will include a mixture of the following: Self-evaluations, Pupil voice, monitoring portfolios, Lesson observations, Topic feedback forms, Learning walks, Book scrutiny, Lesson planning scrutiny.

The RE/PSHE Leaders will work regularly and consistently with the Headteacher and Governors, to evaluate the effectiveness of the subject and implement any changes.

This policy will be reviewed on an annual basis by the RE/PSHE Leaders and Headteacher. The next scheduled review date for this policy is September 2025. Last year, the Prime Minister and Education Secretary brought forward the first review of the curriculum following reports of pupils being taught inappropriate content in RSHE in some schools.

The review was informed by the advice of an independent panel of experts. The results of the review and updated guidance for consultation has now been published.

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. The Governing body is responsible for approving this policy and they

will hold the head teacher to account for its implementation. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

UN Convention on the Rights of the Child.

The following articles are relevant in the teaching and learning of this subject.

Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this

Article 33 (drug abuse) Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.