

**MANOR ROAD PRIMARY SCHOOL**



**RELATIONSHIPS AND SEX  
EDUCATION (RSE) AND HEALTH  
EDUCATION POLICY**

**January 2025**





**Manor Road Primary School**

**Relationships and Sex Education (RSE) and Health Education Policy**

**Contents**

<b>Page</b>	<b>Details</b>
3	Aims
3	Statutory Requirements
3	Policy Development
4	Definitions
4	Curriculum
4	Delivery of Relationships Education
5	Roles and Responsibilities
5	Parents Right To Withdraw
5	Monitoring Arrangements
6	RSE Curriculum Materials for Parents
6	DfE Updated Guidance
6	Review Schedule



## Manor Road Primary School

# RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION POLICY

### 1. Aims

The aims of relationships education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

### 2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Manor Road, we teach RSE as set out in this policy, teaching the statutory Relationships Education and statutory Health Education but not teaching the non-statutory Sex Education.

### 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the PSHE Subject Leader collated all up-to-date information including relevant national and local guidance.
2. Parent questionnaire – The new framework was sent to parents and parents were invited to ask questions and make suggestions. This feedback would be used to draft the policy, according to the needs of the pupils in our school.
3. Policy drafting – the PSHE Subject Leader drafted the policy, taking on board the suggestions and questions sent in from parents.
4. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.

5. Parent/stakeholder consultation – the parents and any interested parties were invited to ask questions or share concerns regarding the policy.
6. Pupil consultation – we investigated what exactly pupils want from their RSE and assessed what the needs of our children are.
7. Ratification – once amendments were made, the policy was shared with governors and ratified.

#### **4. Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about safe and loving relationships, online relationships, healthy lifestyles, diversity, how we grow and personal identity.

RSE involves a combination of sharing information, and exploring issues and values. At Manor Road, we do not teach the non-statutory Sex Education, instead teaching the Relationships and Health Education and any elements also covered within the Science Curriculum.

#### **5. Curriculum**

We adapt our Curriculum when necessary and to meet the needs of each child. For the full overview and Long Term Plan of our PSHE Curriculum at Manor Road, please refer to the PSHE Policy.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. We use the PSHE Association as the basis of our Curriculum, adding themed weeks, such as Health and Fitness Week, and enriching our children's voices in many different ways, including our School and Eco Council.

#### **6. Delivery of Relationships Education**

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively

that some children may have a different structure of support around them (for example: looked after children or young carers).

### Managing difficult questions

Pupils will often ask their teachers or other adults questions which go beyond what is set out for Relationships Education. In this event, teachers will answer a child's question as age appropriately as possible and will inform parents in case they wish to discuss their child's question further.

## **7. Roles and Responsibilities**

### **7.1 The Governing Body**

The governing body will hold the Headteacher to account for the implementation of this policy.

The governing body has delegated the approval of this policy to the Learning Committee.

### **7.2 The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school.

### **7.3 Staff**

All staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

### **7.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **8. Parents' right to withdraw**

Parents do not have the right to withdraw their children from Relationships and Health Education. As all content covered at Manor Road is statutory, children cannot be withdrawn from lessons. However, if any parent has any questions or concerns, staff can be contacted to discuss these and explain why the statutory content is age appropriate.

## **9. Monitoring arrangements**

The delivery of RSE is monitored by the PSHE Subject Leader, Jane Harrison, through:

- Suitable training
- Updating staff with changes to guidance
- Monitoring planning
- Monitoring of PSHE floor books
- Gaining feedback from children about their experiences of PSHE lessons, including the delivery of RSE

Pupils' development in RSE is monitored by the teacher as part of their assessment.

Parents can view the long term plan for PSHE, which includes the RSE curriculum, on the PSHE section of the school website. In addition to this, in light of the letter to schools, from the Education Secretary Gillian Keegan, in October 2023, RSE curriculum materials are available to parents on request.

This policy has been reviewed in line with the current statutory guidance. At the time of review, schools are still awaiting updated statutory guidance for RSE. Should there be any significant changes in light of the publication of updated statutory guidance, the policy will be amended accordingly.

<b>POLICY REVIEW DETAILS</b>		
Policy written by	Katy Elford	July 2020
Policy reviewed	Katy Elford	Reviewed and updated as required.
	July 2021	Moved on to new format
	Katy Elford	Reviewed and updated as required.
	July 2023	
	Jane Harrison	Reviewed and updated as required
	January 2024	
	Jane Harrison	Reviewed and updated as required
	January 2025	
Review schedule	Annually	