



Rosh Pinah Primary School

Relationship, Sex and Health Education Policy

Reviewed and Revised: April 2025

What is Relationship and Sex Education (RSE)?

RSE is lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

Principles underlying the policy

- I. All schools have a statutory responsibility to provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under the Education Act 2002 such a curriculum must:
 - Promote the spiritual, moral, cultural, mental and physical development of pupils at school and of society
 - Prepare pupils for the opportunities, responsibilities and experiences of later life
- II. 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 consider RSE to be an important part of our role in safeguarding children at our school.
- III. This policy has been written in accordance with the statutory guidance document “Relationships and Sex Education (RSE) and Health Education” (DfE, 2019).
- IV. Department for Education guidance states that by the summer term 2021, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.
- V. The National Science curriculum requires that, by the end of year 6, pupils should be able to describe the life process of some plants and animals and describe the changes as humans develop to old age.
- VI. The Torah promotes sexual reproduction as a sacred and loving act between husband and wife.

The process of developing the policy

- This policy and programme content was developed by a working group consisting of Acting Deputy Head Teachers (Inclusion / Safeguarding / Curriculum) and the PSHE (Personal, Social and Health Education) co-ordinator.

We aim for our pupils to:

- Provide a framework in which sensitive discussions can take place
- Be aware of personal, psychological, emotional and physical changes in themselves and others
Understand, at a basic level, the process of human reproduction
- Be aware of the influence of the media and internet within society and to develop as independent decision-makers
- Feel reassured about their body image, behaviour, feelings and relationships
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Appreciate the Jewish values of family life
- Develop self-esteem and a sense of responsibility for self-care
- Consider others positively and so forge non-exploitative, caring relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Our approach is to:

- Emphasise the value of Jewish family life in all year groups by highlighting the religious ceremonies that accompany each stage (e.g. birth, /Bat mitzvah, marriage)
- Utilise Jewish Studies and PSHE lessons in all year groups to promote the values of respect, responsibility, honesty and loyalty in relationships
- Promote an atmosphere where pupils can articulate their thoughts and questions and so develop the skills needed for making responsible decisions regarding their lifestyle and keeping themselves safe

The knowledge, skills and understanding pupils will develop:

- Learning about the values of family life and stable relationships
- Learning the value of respect, love and care
- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on understanding of differences and with the absence of prejudice
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making
- Learning how to manage conflict
- Learning about healthier, safer lifestyles
- Learning about their physical development and

- Understanding emotions, relationships and reproduction

Delivery of RSE

- Pupils need to be given accurate information and helped to develop skills to enable them to understand differences, respect themselves and others and combat prejudice. We teach about relationship and sex through different aspects of the curriculum. While we deliver the main RSE topics through our PSHE curriculum, we also do some RSE through the statutory science curriculum (Appendix 1) and other subject areas, such as PE and Jewish Studies
- As with all subjects, we use a whole school approach so that learning begins in the first years of school and gradually develops pupils' knowledge, skills and values throughout their career. In RSE it is particularly important that the subject matter is age-appropriate and addresses the needs of all pupils at each stage of their development (Appendix 2)
- Streetwise supports the delivery of RSE offering sessions for children from Reception to Year 6. These sessions are then followed up by class teachers who also use the Christopher Winter Project scheme of work to consolidate/extend children's learning. This planned, progressive programme of RSE begins to prepare our children for adult life. It teaches the skills they need to fully manage the natural physical and emotional changes that will happen to them as they grow and mature into healthy, confident and responsible adults

The taught sessions in Year 5 and 6 focus on puberty and reproduction enabling the pupils to:

- Explore the theme of change at puberty with focus on the life cycle including reproduction, physical maturation and emotional changes during adolescence
- Introduce the Jewish themes of "Na'aseh Adam B'Tzalmeinu Kidmuteinu" ('Let us make man in our image') and the three pillars of relationships
- Understand about menstruation and how to manage it
- Explore emotional changes in more detail focusing on managing mood swings, expressing feelings and building self-esteem

These sessions will take place as part of a wider personal, social and moral development which occurs through Jewish Studies, PSHE lessons and assemblies. Some aspects are also covered in science lessons.

Working in partnership with parents/carers

Parents/Carers are the key people in:

- Teaching their children about sex and relationships
- Helping their children cope with the emotional and physical aspects of growing up
- Maintaining the culture and ethos of the family

- Preparing them for the challenges and responsibilities that sexual maturity brings

Parents do not have the right to withdraw their children from statutory Relationships or Health Education or what is taught as part of the Science curriculum. Prior to sessions, parents are informed as to exactly what is covered in the RSE lessons relevant to their child's year group and can discuss any concerns about lesson content with teachers at the earliest opportunity.

Confidentiality and Child Protection

RSE will take place in a secure and supportive environment; however, the children will be made aware that teachers cannot offer unconditional confidentiality. All staff involved in delivering and supporting RSE should be alert to the signs of abuse, neglect and exploitation. Effective RSE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns. For more details see the school's Child Protection and Safeguarding Policies.

Pupils with Special Educational Needs

All aspects of the school curriculum are inclusive and supports the needs of pupils with different abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to RSE.

Roles and Responsibilities

Governors

The governors will approve the RSE policy and hold the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

Pupils

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

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Staff Development and Support

We recognise the need for staff to receive appropriate training to support the delivery of our RSE programme. Teaching staff should have the confidence to provide quality age-appropriate lessons in RSE and be able to handle any difficult issues with sensitivity. It is the PSHE Coordinator's responsibility to ensure that members of staff are given sufficient training.

Equal Opportunities

In accordance with the principles of the Equality Act 2010, the school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds.

Review and Monitoring

The Sex and Relationships Education Policy is reviewed every three years by the Governors. The RSE programme is monitored by the PSHE Co-ordinator and the Curriculum Leader.

Appendix 1

National Science Curriculum – Primary

Key Stage 1 (age 5-7 years)

Year 1 pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years)

Year 5 pupils should be taught to:

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age

Year 6 pupils should be taught to:

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Appendix 2

RSE topics

Reception

- Recognising that families are all different
- Safe people in our lives and the roles they play
- Explore Pantosaurus

Key Stage 1

- Keeping clean
- Naming body parts
- Looking after our bodies
- How we grow and change
- Different types of families
- Gender stereotypes

Lower Key Stage 2

- Similarities and differences in gender
- Personal hygiene
- Life cycles
- Safety and the changing body
- Family and relationships

Upper Key Stage 2

- Emotional changes relating to puberty
- Physical changes relating to puberty
- Safety and the changing body
- Families, marriages, and civil partnerships
- The process of reproduction
- Identifying safe sources of information and support networks.