



THE WINDMILLS JUNIOR SCHOOL

Relationships, Social, Health Education Policy – RSHE

Date written: January 2025 Next Review: January 2027

Introduction

This policy covers the school approach to PSHE education and within this, the role Relationships and Sex Education (RSE) takes in our school. The aim of this subject area is to support all young people to be happy, healthy and safe by equipping them for life as an adult in British society.

The DFE states that:

“Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education.”

“Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.”

At The Windmills Junior School we refer to PSHE as ‘*Learning about Life (LAL)*’ in order to reflect the knowledge that we provide the children with and the skills needed to become global citizens.

The Windmills Junior School intent for PSHE:

- Children are able to understand their emotions – developing emotional literacy allows children to understand, express emotions and persevere to cope with the normal range of feelings, using taught strategies;
- Children understand resilience and know that it is normal to find situations challenging and have the perseverance and skills to deal appropriately with them;
- Children know the law relating to their rights and how they are treated and feel empowered to challenge situations which they know to be wrong, enabling them to stay safe online and in person;
- Children understand how to lead a healthy lifestyle both emotionally and physiologically;
- Our school community understand and show respectful attitudes towards others;
- Our curriculum explicitly looks at differences, including special characteristics, to ensure that children value diversity and embody inclusivity by challenging discrimination and stereotypes.

Aim of this PSHE policy

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Objectives/Pupil learning intentions:

PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- * Have a sense of purpose
- * Value self and others
- * Form positive relationships and identify and respond to negative influences
- * Make and act on informed decisions, understanding where to find accurate information
- * Communicate effectively, including online
- * Work with others
- * Respond to challenge
- * Respect each other's differences and similarities
- * Be an active partner in their own learning
- * Be active citizens within the local community
- * Explore issues related to living in a democratic society
- * Become healthy and fulfilled individuals
- * Understand the emotional and physical changes that happen as they grow
- * Know how to stay safe including online
- * Know what consent is and how to demonstrate it in different situations

Relationship and health education (RHE)

Current Relationship and health Education requirements

Relationships and Health Education (RHE) is compulsory for all pupils receiving a primary education. In this school we combine the teaching of RSE with Relationship and Health Education (RHE), under our heading of Learning About Life.

The aim is to ensure our children are equipped with the skills and understanding to make informed decisions about their wellbeing, health and relationships to support them to create a happy and successful adult life.

The Department for Education (DfE) have also said:

"The teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote spiritual, moral, social, cultural, mental and physical development of pupils."

In the Relationships Education, Relationships and Sex Education and Health Education guidance they specify:

"Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations."

All state-funded schools must publish information, about the content of the school's curriculum for each subject and academic year, and this includes any teaching in personal, social, health and economic (PSHE & relationship) education and RSE (see 2.5 in the National Curriculum framework (DfE 2013a) and Statutory Instrument 2012 No. 1124). The content of our PSHE curriculum can be found on our school website or requested from the class teacher.

There is a useful [FAQ](#) section from the Sex Education Forum on RSE.

Sex and Relationships Education (RSE) and statutory duties in primary school

Relationship education must be taught to primary children. Sex education is statutory for secondary children. We believe RSE plays a very important part in fulfilling the statutory duties all schools have to meet. It helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

The guidance states:

- Relationships and Sex Education (RSE) is an important part of RSHE Education (DfE, 2014).
- When any school provides RSE they must have regard to the [Secretary of State's guidance](#); this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2013, Subsidiary Guidance Para 64).
- **It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age** e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014). As a school we teach these areas within a PSHE lesson as they provide a safe learning environment for wider discussions, and also allow us to discuss healthy relationship that keep the children safe. This is part of our statutory duty outlined in the government document 'Keeping children safe in education'.

The right to withdraw is only applicable for areas which are not covered within the science curriculum. Prior to agreeing to withdraw a child from our curriculum a discussion must be held between the headteacher and the parent. Please refer to the DfE guidance and statements for further clarity.

The Windmills LAL Scheme of Work

We have developed our own curriculum to ensure it is based on the children's current life experiences and what we see in the wider world. We want to ensure that children are learning the necessary skills and understanding to be successful in later life. It is taught implicitly and explicitly using a wide range of resources.

How is RSHE / LAL organised in school?

Our curriculum combines education, emotional literacy, social skills and spiritual development in a comprehensive learning format. Our spiral curriculum offers a whole school approach, with all year groups working on the same theme or unit at the same time. There are 3 broader units over the year, which are broken into half termly focuses (as shown in table overview below). This enables us to do shared learning, engage pupils in peer discussions and have relevant visitors/events, for example NSPCC. Our lessons are taught by the class teacher to ensure the children feel safe in the discussions had.

Term	Learning focus	Content
Autumn Unit: Relationships	Respect: Understanding similarities and differences	Includes understanding the importance of showing respect to all. Knowing that differences are important and that respecting each other's (including opinions) is vital. To know what positive friendships, look like.
	Relationships with those close to us.	Understanding personal boundaries and consent. Knowing that we have a right to feel safe and when to seek and give consent and understanding what this means. Includes online risks.
Spring Unit: Health and wellbeing	Healthy choices	Includes knowing what healthy choices are and how to make these a habit. Understanding how to have a balanced lifestyle. Knowing how to manage risks and hazards including around the home. Looking at how mental health is part of this.
	Understanding changes to our bodies. (Sex education)	Includes how bodies change as we grow, the changes during puberty and the hygiene routines that should be implemented at this point. Looking at the differences in how males and females change and the process of conception. Understanding reproduction and birth. Includes healthy body image.

Summer Unit: Living in the wider world	Internet use and online influences.	Includes learning about how you can access information online, how to be safe (e-safety in line with computing), what rights and responsibilities you have online, knowing how to navigate the media and evaluates online sources.
	Community	Includes knowing what shared responsibilities we have within our community, protecting the environment, challenging discrimination. Consider what type of community you want to belong to as you grow up, thinking of your aspirations and job interests.

The grid below shows specific Sex and Relationship Education (SRE) learning intentions for each year group:

Year	<i>Learning Intentions 'Pupils will be able to...'</i>
3	<ul style="list-style-type: none"> • To learn about babies and how they grow. • To understand how the body changes on the inside. • To understand how the body changes on the outside.
4	<ul style="list-style-type: none"> • To understand that some of my physical characteristics come from my birth parents and why this is the case. • To correctly name and label the internal and external parts that are needed to make a baby. Using the correct vocabulary. • To understand the physical and emotional changes that take place during male and female puberty (simple body changes). • To learn key facts about the menstrual cycle (understanding that it is key to being able to have a baby) and menstrual wellbeing, strategies to manage the changes during puberty including menstruation. Confidence and acceptance of these changes.
5	<ul style="list-style-type: none"> • Understand their own and other's personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes. That for some people their gender identity does not correspond with their biological sex. To show respect for everyone's individuality and to celebrate their own. • Knowing the parts of the female and male genitalia. • To understand changes in their body, puberty for girls. • To understand and compare puberty for boys and girls. • Understand the process of conception (including IVF) • Understanding the potential changes to their emotions and wellbeing through all stages of development.
6	<ul style="list-style-type: none"> • How to achieve a healthy and positive body image. What can affect the way we look at our bodies and how to combat this. • To identify the links between love, committed relationships and conception (how sexual intercourse can be one part of an intimate relationship between consenting adults). • How boys and girls change during puberty, both emotionally and physically • Know how pregnancy occurs - conception to birth – and that pregnancy can be prevented with contraception. • Understand how everybody is different, that there is no 'normal' but there are biological elements to a female and male body that are the same. Understanding and respecting why someone may want to change their bodies to be the other sex (transgender).

The role of the headteacher

It is the responsibility of the headteacher to ensure that staff and parents are informed about the RSHE (Relationship, Sex and Health Education) policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The headteacher monitors this policy which is also reviewed by the Full Governing Board annually.

The Governing Board gives serious consideration to any comments from parents about the sex education programme and makes a record of all such comments.

Working with parents and carers

The government guidance on Relationships and Sex Education (RSE) (DfE, 2000) stresses the importance of schools working in partnership with parents and carers. Under current legislation, schools must enable parents and carers to exercise their right to withdraw their children (up to the age of 19) from any RSE content taught outside the National Curriculum Science (Education Act 1996). This right applies to maintained primary and secondary schools, as well as sixth forms that are part of a school.

Parents and carers have a legal right to access the school's RSE policy and to receive a copy upon request (Education Act 1996). It is important that parents/carers are also aware that schools are legally required to provide a broad and balanced curriculum. As a result, topics related to sex and relationships may arise incidentally in other subjects, such as Science. In these cases, it is not possible for pupils to be withdrawn from these brief, often unplanned discussions.

The right to withdraw applies only to content not included within the Science curriculum. Before any decision is made to withdraw a child from our RSE curriculum, a discussion must take place between the headteacher and the parent to ensure that the decision is fully understood and appropriately addressed.

Parent consultation sessions will be held each year prior to the teaching of sex education in order to provide the opportunity to discuss what the children are learning and highlight any concerns. This will take place with the PSHE leader. A letter will also be sent out to highlight when children are partaking in sex education so parents are aware and able to discuss it with their children at home.

Drug and Alcohol Education

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave or because they are need to manage a health condition.'

The term 'Drugs' includes:

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

Equalities

It is essential that the curriculum is delivered in a way that does not subject pupils to discrimination:

1. **Equality Act 2010:** Schools must deliver the curriculum in a way that doesn't discriminate against any pupil, including those who identify as lesbian, gay, bisexual, or transgender (LGBT). The Equality Act makes it clear that all children, regardless of their sexual orientation or gender identity, should have access to a fair and inclusive education.
2. **Inclusive RSE (Relationships and Sex Education):** Inclusive RSE aims to foster understanding, respect, and positive relationships among pupils, as well as tackle prejudice, including homophobia, sexism, and other forms of discrimination. This is in line with the overall aim of the Equality Act to ensure that education is accessible to everyone and to promote positive relationships between all students.
3. **Department for Education Guidance:** The Department for Education (DfE) issued advice in 2014 on the Equality Act and its implications for schools, ensuring that they understand their legal responsibilities to promote equality and prevent discrimination.
4. **Legal Duty to Promote Equality and Combat Bullying:** Schools have both a duty under the Equality Act 2010 and the Education Act 2006 to promote equality and address bullying in all its forms, including homophobic, sexist, sexual, and transphobic bullying. This aligns with Section 4.2 of the National Curriculum (2014), which explicitly states that teachers must take account of their duties under equal opportunities legislation, ensuring all students, regardless of background or identity, are treated fairly and respectfully.

All of these points are foundational to creating an inclusive, respectful, and safe learning environment for all pupils.

The learning environment and differentiation:

Creating a safe, open, and positive learning environment is essential for fostering trusting relationships among all members of the class, including both students and adults. To achieve this, it is important that the class collectively agrees on 'ground rules' that are owned and respected by everyone. These rules are revisited at the start of each lesson to ensure that students are reminded of the expectations and feel supported in maintaining a respectful and positive atmosphere.

The school has established a clear framework for how LAL lessons are taught, and this framework is regularly monitored to ensure consistency and effectiveness. Teachers adapt each unit to meet the specific needs of the students in their classes, ensuring that the content is accessible and engaging for all. To support this differentiation, year group overviews provide a range of resources designed to assist SEND (Special Educational Needs and Disabilities) students in engaging with more complex concepts and ideas.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the session. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's child protection policy should be followed, and the Designated Safeguarding Lead contacted as soon as possible.

Assessment, Monitoring and evaluation

In LAL we assess pupil understanding through the collection of pupil voice, evidence from written work, and the completion of a 'What I know, What I want to learn, What I know now'.

The RSHE subject leader will monitor delivery of the programme through observations, book monitoring and discussion with teaching staff and pupils, to ensure consistent and coherent curriculum provision.

External contributors

External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to our RSHE programme. Their input will be carefully planned and monitored so as to fit into and complement the programme. Teachers **MUST** always be present during these sessions and remain responsible for the delivery of our school programme.

Teaching sensitive and controversial issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers, in line with our values of respect, kindness and tolerance.

Questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the DSL if they are concerned.

At our school, we believe that **Relationships and Sex Education (RSE)** and **Drug and Alcohol Education** should be inclusive and meet the needs of all students. These programs should provide accurate, honest, and sensitive responses to students' questions, offering support as needed. This includes addressing topics related to developing sexuality and sexual orientation, ensuring that students feel safe and supported in their learning.

We are committed to addressing homophobic bullying with a strong yet sensitive approach, in line with our **Preventing & Tackling Bullying Policy**. Our goal is to create an environment where all pupils feel respected and understood, regardless of their sexual orientation.

Links to other policies and curriculum areas

We recognise the clear link between our programme of study and the following policies: Science curriculum, Equal Opportunities Policy, Child Protection Policy, Keeping Children Safe in Education and the E-safety curriculum as well as other key documents and policies.

Policy review

This policy is reviewed **annually** with the governing board.

The school governors are responsible to ensure that the policy is developed and implemented. School governors are in law expected to give 'due regard' to the SRE 2000 guidance and to maintain an up-to-date RSE policy which must be made available to parents/carers. (Learning and Skills Act, 2000).