

Withington Primary School

RSHE Policy

Introduction

This policy clarifies the approach of Withington Primary School towards teaching Physical, Social and Health Education (hereby known as PSHE) and Relationships and Sex Education (hereby known as RSE).

We have named this part of the curriculum 'RSHE', joining both RSE and PSHE together, reinforcing the importance of both aspects of the subject to be seen as one. They are all influential threads (relationships, social, sex and health) that weave into each other.

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and health. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future. Relationships and sex education are two separate aspects of this subject.

Relationships education will focus on how to form and sustain positive relationships but will also help children identify risks and harms. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This can be done without describing the detail of any sexual activity involved. Similarly, good safeguarding practice requires young people to understand the correct terms for different parts of the body and to be able to confidently use these terms. This can be provided as part of health education in primary, without describing any detail of sexual activity. (DFE,2025)

RSE at Withington is taught in a way which is complementary to the wider ethos, values and principles of our school. RSE at Withington includes learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Withington Primary school aims that, in accordance with the implementation of the new statutory guidance for RSE (DFE, 2025) our RSHE lessons and curriculum will ensure that the following is achieved and moreover is commonplace for our children:

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. (DFE, 2025)

Every child is entitled to receive Relationships and Sex Education where the well-being of the learner is paramount. It is our intention that all children have the opportunity to experience teaching and learning of Relationships and Sex Education at a level which is appropriate for their age and physical development with differentiated provision if required, including those in mixed year groups and those with special educational needs or disabilities. (SEND) We firmly believe this is paramount for teaching pupils the skills and knowledge to safeguard themselves, and prepare children and young people for the challenges, opportunities and responsibilities of adult life, building healthy relationships and staying safe.

Curriculum/Statutory Requirements

The Department for Education's Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex

Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. (DFE, 2019)

The RSE curriculum at Withington has been planned following pupil, parent, staff and governor consultation. This ensures the needs of all pupils can be met through the delivery of an age and stage-appropriate curriculum. The curriculum addresses traditional and emerging issues, and relevant challenges as identified by pupils.

We have endeavoured to ensure that not only the requirements from the DfE statutory guidance have been covered, but also that the requirements of the Equality Act (2010) and the Health and Social Care Act (2017) are met.

Consultation with pupils will be conducted on a regular basis. This will inform the RSE curriculum review, ensuring it remains responsive to emerging needs.

Some elements of the RSE curriculum are a statutory requirement to teach in order for the school to meet the 2025 new government RSE guidance and The Equalities Act, 2010.

It is important to teach RSE through a spiral curriculum. The structure of our curriculum at Withington means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. This developmental approach is intended to help pupils to make informed decisions relevant to their age and stage. RSE will support the school's commitment to safeguard pupils, preparing them to live safely in the modern world.

Our intended RSE curriculum is detailed but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case, parents/carers will be provided with appropriate notice before the amended programme is delivered.

Withington delivers the RSHE curriculum through the SCARF scheme, which offers a variety of topical resources that can be used for all the required topics. This scheme aims to follow the principles set out in the most recent DFE guidance, 2025.

Through our RSHE curriculum using SCARF, we aim to,

- To provide a comprehensive, progressive RSHE curriculum that supports children's wellbeing, relationships, and understanding of the world around them.
- To enable all pupils to develop the skills to form positive, respectful relationships and understand how to keep themselves physically and emotionally safe.
- To promote the core SCARF values: **Safety, Caring, Achievement, Resilience, and Friendship** – embedding them across school life.
- To ensure children understand diversity, inclusion, and respect for different families, cultures, and beliefs.
- To prepare children for key transitions (e.g. puberty, moving to secondary school) in an age-appropriate and sensitive way.
- To ensure statutory RSHE requirements are met while also addressing the specific needs of our school community.
- To engage and be transparent with parents about the content and materials we are using in RSHE.

We do this by;

- Teaching weekly through SCARF's **six themed half-termly units**, which provide a clear and consistent structure across all year groups:
 1. **Me and My Relationships**
 2. **Valuing Difference**
 3. **Keeping Myself Safe**
 4. **Rights and Responsibilities**
 5. **Being My Best**
 6. **Growing and Changing**
- Building on prior learning, allowing progression from EYFS to Year 6 with age-appropriate content and vocabulary.
- Providing lessons that are interactive and inclusive, using SCARF's high-quality resources such as stories, discussion prompts, role-play, and reflection tasks.
- Adapting lessons to the needs of their class, with support from SCARF's differentiated materials for SEND and EAL learners.
- Reinforcing key messages through whole-school assemblies, themed weeks (e.g. Anti-Bullying Week), and links to other curriculum areas such as Science and Computing.
- Delivering Puberty education in upper Key Stage 2 using SCARF's "Growing and Changing" unit, with clear communication to parents.
- Providing Staff with CPD and ongoing support to deliver RSHE confidently and handle sensitive topics appropriately.

From monitoring we have seen that it has allowed; ☐

- Pupils talk confidently about relationships, emotions, safety, and healthy lifestyles, using appropriate vocabulary taught through SCARF and the use of our zones of regulation resources around the school.
- ☑- Children demonstrate the SCARF values in everyday interactions – showing respect, resilience, empathy and care.
- Pupil voice (via school council, feedback surveys and informal discussions) shows high engagement with SCARF lessons.
- ☑- Teachers report improved emotional literacy and behaviour in class, with pupils better able to resolve conflicts and express feelings.
- Safeguarding logs and pupil disclosures indicate children know how to identify trusted adults and ask for help.
 - Lesson assessments (provided within SCARF) show good understanding and retention of key RSHE concepts.
 - Children are well-prepared for puberty and secondary school transitions by the end of Year 6.

Curriculum Content

As set out by the DfE guidance (2025), by the end of primary school, the following content should be covered, and we endeavour to do so through SCARF and cross curricular teaching.

Sex Education

Sex education is not compulsory in primary schools, but we 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. We also cover human reproduction in the science curriculum, but is in line with the factual description of conception in the science curriculum. Staff will consult parents of the content taught and will support parents in talking to their child about the topic and will provide advice about parents' right to request withdrawal from sex education.

Relationship Education

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.

2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.

2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Primary Health and Wellbeing

General wellbeing

Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.

3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support. 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

Curriculum content:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.

7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.

8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.

9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.

10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online.

Physical health and fitness

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol, tobacco and vaping

Curriculum content:

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health protection and prevention

Curriculum content:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety**Curriculum content:**

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid**Curriculum content:**

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies**Curriculum content:**

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering

this topic before girls' periods start will help them understand what to expect and avoid distress.

Our RSE curriculum will also aim to educate pupils about what the law states about topics taught where relevant, the importance of which is again emphasised in the statutory DfE guidance (2019) in order to create a foundation for deeper discussion and understanding of right and wrong and all types of relationships.

Promoting SMSC and British values

At Withington, the teaching of SMSC and British Values is embedded in our curriculum and school ethos, however these are a particular focus within RSHE lessons.

What is SMSC?

SMSC stands for Social, Moral, Spiritual and Cultural development. These are reflected in our school curriculum, including the RSHE curriculum in the following ways:

Spiritual development: children explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral development: children learn to recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views. **Social development:** children investigate moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance

Cultural development: children learn to appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Promoting British Values

From November 2014, all schools have responsibility to promote the 'fundamental British values' of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. As per the advice from the DfE, at Withington we aim promote these values through SMSC (spiritual, moral, social and cultural development) and is embedded throughout our curriculum and school ethos.

This is also shown through our RSHE themes being strongly linked to British Values.

Organisation/Timings

RSHE and Citizenship is taught for 45 minutes at least once a week in each key stage. Due to the strong links with PE and Science, we aim to continuously promote healthy lifestyles and provide many opportunities for the children to be active. RE and RSHE are often linked to give children the opportunity to develop as citizens.

It will be taught by the LSSA's, Learning Mentor and Teachers where needed.

Equality and Diversity

Withington Primary School strives for the best outcomes for all pupils irrespective of disability, educational needs, race, religious beliefs, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation. We ensure our Relationships and Sex education is sensitive to the needs of ALL our pupils and their families by:

- Being aware of each group of pupils' individual characteristics, backgrounds, attitudes and feelings.
- Differentiating teaching and learning from our planned scheme of work to allow access to Relationships and Sex education for all our pupils including those with SEND or EAL.
- Valuing and respecting all pupils and adults contributions and experiences by supporting them to articulate their perceptions.
- Ensuring freedom from all forms of bullying including homophobic and transphobic bullying as is our duty within the Equalities Act (2010) through a zero tolerance approach within all our policies and practice.
- Promoting social learning and expecting pupils to show a high regard for the needs of others.

Lesbian, Gay, Bisexual and Transgender (LGBT)

The DfE statutory RSE guidance (2025) states:

Pupils should understand the important of equality of respect throughout their education. We strongly encourage primary schools to teach about healthy loving relationships, and to include same-sex parents along with other family arrangements when discussing families.

Schools should ensure that they cover all the facts about sexual health, including STIs, in a way that is relevant for all pupils, including those who are lesbian, gay, bisexual and/or gender questioning.

Pupils should also be taught the facts and the law about biological sex and gender reassignment. This should recognise that people have legal rights by virtue of their biological sex which are different from the rights of those of the opposite sex with the protected characteristic of gender reassignment. Pupils should also be taught to recognise that people with the protected characteristic of gender reassignment, as with the other protected characteristics, have protection from discrimination and should be treated with respect and dignity.

In teaching this, schools should be mindful that beyond the facts and the law about biological sex and gender reassignment there is significant debate, and they should be careful not to endorse any particular view or teach it as fact. For example, they should not teach as fact that all people have a gender identity. Schools should avoid language and activities which repeat or enforce gender stereotypes. Schools should be mindful to avoid any suggestion that social transition is a simple solution to feelings of distress or discomfort.

Schools should encourage young people to consider how to express their views while remaining respectful of the opinions of others. Schools should be clear that bullying or disrespectful language or behaviour is never appropriate.

In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

Language

Children should be introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

Pupils' Questions

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of relationships, social, sex and health education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion.

Assessment/Monitoring

Assessment will be completed termly for each topic on the school's agreed format. Children will be assessed against the school developed assessment bands for RSHE. Once assessment is completed a copy of the assessment sheets for each class will be forwarded to the relevant co-ordinators in order for them to track progress across the school and monitor attainment.

Book trawls, pupil voice, and learning walks will be completed on a cycle basis every half term.. Monitoring will be completed by subject co-ordinators. During book trawls subject co-ordinators will collect examples of work from across the school to be stored as samples in co-ordinator files. In addition, the Leadership Team, Senior Leadership Team and Phase Co-ordinators will conduct book trawls in line with the whole school monitoring policy. The focus of book trawls will be dictated by the school's focus at that time. Areas for development identified in work trawls will automatically become the focus for the next monitoring event.

In addition, learning walks will be conducted on a regular basis by the Senior Leadership Team, Leadership Team, Phase Co-ordinators and, where possible, by Subject Coordinators.

Pupil voice will also be collected in order to consider the views of pupils when evaluating the effectiveness of our RSHE curriculum. Parental views and feedback will also be encouraged and welcomed.

Role of the Co-ordinator

The role of the RSHE and Citizenship Co-ordinator involves:

- Being aware of the National Curriculum programmes of study for each key stage (and requirements for Foundation Stage);
- Tracking National Curriculum coverage through Irresistible Learning Topics across the school;
- Ensuring there is a broad and balanced breadth of study;
- Auditing resources;
- Ordering resources and ensuring that stock levels are maintained;
- Monitoring planning, books and the learning environment;
- Attending meetings and courses which will inform future development of the subject and ensure that other staff are aware of courses themselves;
- Supporting colleagues in all aspects of the curriculum;
- Assisting with record keeping and assessment of the subject;
- To produce monitoring reports;
- To produce an end of year summary report.

Role of the Subject Governor:

The role of the RSHE and Citizenship subject Governor involves:

- Playing an active role in the monitoring of the quality of provision. Including, planning, books and the learning environment;
- Being aware of how the subject is covered throughout all phases within the school;
- Ensuring that all pupils are making progress in their understanding of RSHE
- Ensuring that clear information is provided to parents;

- Ensuring that subjects incorporating RSE are resourced and staffed appropriately so that legal obligations are met.
- Ensuring that RSHE is well-led and managed.

Right to Withdraw

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools.

Therefore, parents do not have the right to withdraw children from any elements of Relationships or Health education (as detailed in the DfE statutory guidance, 2019) However, parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Following a request to withdraw children from an element of RSE, the following process (as advised by the DfE guidance) will be followed at Withington:

- The head teacher will discuss the request with parents and, if appropriate, with the child to ensure that their wishes are understood.
- The statutory guidance (DfE, 2025) will be consulted to clarify whether the request relates to Relationships, Health or Sex education. The request will only be granted if it is found to relate to Sex education due to Relationships and Health education being compulsory.

As stated in the DfE guidance (2019):

- Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.
- If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

Monitoring and Evaluating the Policy

Teacher assessment will inform discussion about the successful implementation of the policy.

Judgements about the success of the policy can also be made through gathering evidence from school staff about how the policy supports them, from parents and governors about the clarity of the information provided, and from pupils about how Relationships and Sex Education provision is meeting their needs.

Policy Reviewed and Updated: September 2025

Next Scheduled Policy Review: September 2026