Hucknall Flying High Academy

RSHE Policy incorporating PSHE

"Make Every Day Count"

We aim to make every day count for our children where they thrive and build the cultural-capital they need to make aspirational choices about their own future

Date Policy Written	**September 2026**
Date Policy to be Reviewed	**September 2027**
Date Presented to Governors	**6th October 2026**
Signed (Headteacher)	
Signed (Chair of Governors)	

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1	**Aims**
1.1	Our school is about every member of our community working together to provide each child with the best education possible, in a respectful and caring environment. Friendly and welcoming, we aim to collaborate to make real contributions that will benefit our children and families every day. Having high expectations, we aim to offer a rounded education, delivered by supportive staff, allowing children to demonstrate compassion, integrity and strive for excellence in a setting that provides them with the opportunities to reach their potential. We believe each of our individual roles at Hucknall Flying High Academy has an impact on the future of every child – developing and inspiring the future leaders, entrepreneurs and innovators of tomorrow. We will continually strive to deliver learning experiences to engage and instil a curiosity to find out more. In order for children to be able to flourish and grow, our PSHE and RSHE curriculum aims to provide the children with an understanding of how to grow positive relationships with people, maintain good mental and physical health. Children should have an understanding of sex education, appropriate to their age. We want our children to develop an understanding of the wider world and make a positive contribution to the world that they are living in.
1.2	The aim of the curriculum is to help our children to build friendships and positive relationships in an age appropriate way. We aim to raise awareness of attitudes and values, developing personal and social skills and promoting knowledge and understanding. RSHE covers more than just biological facts and information. It endeavours to help children develop self-esteem, responsibility for themselves and gain skills and understanding to develop caring, stable, healthy relationships. An understanding and appreciation of values such as self-respect, dignity, marriage, civil partnership and parental duty should be encouraged in all pupils together with a sensitivity to the needs of others. RSHE and PSHE will look at aspects of diversity in an inclusive and non-judgemental way. We believe the best way to deliver RSHE is through our PSHE curriculum.
1.3	The main objectives of RSHE are to; - Develop pupil's confidence in talking, listening and thinking about feelings and relationships - Teach pupils the correct terminology and vocabulary to name their body parts and describe how their bodies work - Help pupils to understand a range of relationships, and the importance of building positive relationships with others, involving trust and respect, in both person and online - Teach pupils to recognise unsafe situations and be able to protect themselves and ask for help and support - Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

1.4	From September 2020, Relationships Education and Health Education became compulsory for **all** pupils receiving primary education. Sex Education is **not** compulsory in primary schools, however the DfE continues to recommend that all primary schools should have a sex education programme that is tailored to the age and maturity of the pupils.
2.	**What is Relationships, Sex and Health Education?**
	To embrace the challenges of creating a happy and successful adult life, pupils needs knowledge that will enable them to make informed decisions about their well-being, health and relationships and to build their self-efficacy. Pupils can also put this into practice as they develop the capacity to make sound decisions when facing ricks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.
3.	**Legislation**
3.1	This policy outlines the commitment that Hucknall Flying High Academy will provide an effective curriculum to deliver RSHE and PSHE objectives for all pupils with the support of parents, who are the first educators of the children in this area. It has been written in line with the guidance from the DfE Relationships Education, Relationships and Sex Education (RSHE) and Health Education guidance of 2019 and other relevant guidance documents and statutory requirements.
3.2	The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections34 and 35 of the Children and Social Work Act 2017, make Relationships Education Compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools.
4.	**Curriculum Content and delivery**
4.1	There are 3 strands to our PSHE and RSHE curriculum at Hucknall Flying High Academy.

Relationships	Health and Mental Well Being	Living in the Wider World
Families & People who care for me Caring Friendships Respectful Friendships Online Relationships Being Safe	Mental Well Being Internet Safety & Harm Physical Health & Fitness Drug, Alcohol and tobacco Health & Prevention Basic First Aid Changing Adolescent Body	Economic Well being Enterprise Careers

4.2	**How we teach it:** - PSHE and RSHE will be delivered through a range of teaching methods and interactive activities including drama techniques, a range of presentation styles, discussion, debate, investigating and analysing information, group work and self-reflection activities. - PSHE lessons will be delivered on a weekly basis and linked to the SCARF scheme of work where appropriate (see attached overview) - Children in every year group have a morning journal to encourage writing for pleasure and provides further, daily opportunity to address and cover the PSHE curriculum with tasks such as a recount of their weekend, reflecting on the value of the week from assembly etc. - Hucknall Flying High Academy will observe National important dates related to PSHE such as Black History Month and Odd Socks day to collectively address and explore PSHE and RSHE objectives. - PSHE is often linked to texts used in the classroom for Reading and Novel Studies. Themes and character relationships are focal point in our English curriculum and we take careful consideration to select texts that address protected characteristics - Teachers will be responsible for teaching RSHE. - Where appropriate, teachers will use outside agencies and visitors such as the NSPCC, School Nurse, the Steven Lawrence Foundation, 52 Lives to enhance and broaden the children's knowledge of RSHE - In year 5 and 6, the children complete the DARE programme which teaches them about resistance to drugs and alcohol alongside social pressures that they may experiences. - Lessons will be delivered to support the needs of all the children in the class and will be adapted so that anyone with specific learning needs will be supported and able to access the learning at their level.
4.3	Staff have full access to resources from SCARF to support lesson planning with high quality resources. The programme covers the statutory requirements of the Relationships and Health Education, Personal, Social, Health and Economic curriculum and Ofsted inspection criteria for personal development, behaviour and welfare. Staff will receive regular training in the PSHE and SRE curriculum to ensure that they feel confident to deliver all aspects of the curriculum.
4.4	RSHE is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.
4.5	RSHE and PSHE objectives are also covered through Science, ICT, RE and PE where we feel that they significantly contribute to a child's understanding of their own body, and how it is changing and developing as well as PSHE.
4.6	**Dealing with difficult questions** Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but if

	phased with a question that they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.
5.	**Sex Education & Parental Consent**
5.1	In addition to Relationships and Health Education, we cover sex education in Year 6. The content of sex education includes learning about reproduction, pregnancy and birth as well as consent. Parents have the right to withdraw their children from all or part of the sex education taught in schools except those parts included in the National Curriculum.
5.2	If a parent wishes for their child to be withdrawn from any part of our sex education lessons, they should discuss this first with the class teacher with any concerns. If they still wish to withdraw, they should contact the head teacher, making it clear which aspects of the sex education programme that they do not wish their child to participate in and confirm their request in writing.
5.3	All schools must teach the following as part of the National Curriculum, parents do not have a right to withdraw their child from the Science curriculum. **Key Stage 1 Science Curriculum** **Year 1** ➢ 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** ➢ 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 Science Curriculum** **Year 5** ➢ Describe the life process of reproduction in some plants and animals (sexual and asexual) ➢ Describe the changes as humans develop to old age **Year 6** ➢ Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents ➢ Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
6.	**Policy development process**
	This policy was created in consultation with the whole school community with input from; <u>Children -</u> via pupil voice and discussions about what they would like from the RSHE and PSHE curriculum <u>Staff -</u> through consultation documents and open discussion in staff meetings

	Governors - discussion at governors meeting Parents – via consultation meetings and surveys We will continue to ensure that the curriculum meets the needs of the pupils, staff and parents and that it is in-line with the DFE guidance. The policy is available; - From the school office on request - Online on the school website
7.	**Roles and Responsibilities**
7.1	**Governing Body** The Governing body will approve the RSHE policy and hold the head teacher to account for the implementation of the policy.
7.2	**SLT and Subject Lead** The Headteacher, Curriculum Lead and PSHE leader are responsible for ensuring that PSHE and RSHE are taught effectively and consistently across school
7.3	**Staff** Staff are responsible for; - Delivering PSHE in a sensitive way - Modelling positive attitudes towards PSHE - Monitoring children's progress - Responding to the needs of individual pupils
7.4	**Pupils** Pupils are expected to participate fully and treat others with respect and kindness.
8.	**Monitoring**
8.1	The planning and delivery of PSHE and RSHE is monitored by the Head Teacher (Karl Clowery, Curriculum Lead (Emma Gerrard) and PSHE Lead (Debbie Newton). Monitoring may take the form of: - learning walks - book looks - pupil interviews - planning scrutiny.
8.2	This policy will be reviewed by Debbie Newton at least every 2 years. At every review, the policy will be approved by governors and the head teacher.

9.	**Equality, Diversity & Inclusion**
9.1	We are required to comply with the Equality Act of 2010. Hucknall Flying High Academy values diversity and encourages and promotes respects for all and we promote an acceptance of difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation). At times when there is an identified need, we may take positive action through our planning and delivery of PSHE/ RSHE to deal with disadvantages facing those with a particular characteristic.
9.2	RSHE is accessible to all pupils regardless of their gender. The teaching of PSHE and RSHE will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.
9.3	We will ensure to deliver RSHE in a factual and non-judgemental way ensuring that one teacher does not promote one faith or cultural viewpoint but rather provides a balanced approach that acknowledges a breadth of views. Parents and carers are key partners in RSHE/ PSHE and are best placed to support their children to understand how their faith, beliefs and values fits with their learning at school. We will be sharing the curriculum with parents so that they are aware of when subjects are being covered.
9.4	Teachers will plan and deliver sessions using a wide range of resources that reflect the diversity of the school community and encourage acceptance and tolerance. For some children, particularly those with special needs and disabilities, a differentiated approach may be required. This will be discussed with parents on an individual basis.
9.5	A range of different families and relationships will be explored in RSHE and PSHE. All children need to feel that the curriculum is relevant to their experience and sensitive to their needs and family background. This means that we will use a range of resources and books that will show diverse families of all kinds, including mum/ dad, two mums, two dads, fostering, adoption, single parent, extended family and others. This reflects our school and the wider community.
9.6	Some pupils may have experienced adverse childhood experiences that may impact their ability to engage with PSHE and RSHE. Care will be taken to ensure that parents/ carers are consulted about the most appropriate way for children to access the curriculum.
10.	**Links with other school policies and practices**
	This Policy links with a number of other school policies, practices and action plans including: − British Values Policy − E-safety Policy − Anti-bullying Policy − Safeguarding Policy − Collective Worship Policy − RE Policy − Behaviour Policy − Equality Objectives