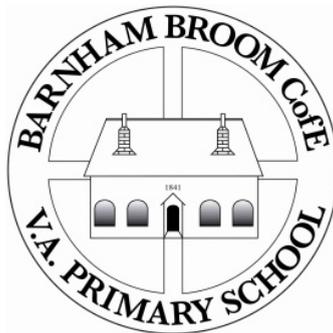


# Barnham Broom Church of England VA Primary School

## Personal, Social, Health and Economic (PSHE) Education and Relationships, Sex, Health Education (RSHE) Policy

2021



Reaching For The Stars - Let Your Light Shine

Serving, Believing, Growing

Headteacher: Mrs H Benson

Date adopted	April 2021
Chair of Governor signature	
Headteacher signature	
Date for policy to be reviewed	September 2023

## Introduction and Key Aims

Barnham Broom C of E VA Primary School's approach to RSHE follows that of the Church of England Education Office's Charter in that it seeks to be faith-sensitive and inclusive. It is underpinned by two key Biblical passages:

“So God created humankind in his image, in the image of God he created them.”  
(Genesis 2:7, NRSV)

“I have come in order that you might have life - life in all its fullness.”  
(John 10:10, GNB)

In Barnham Broom C of E VA Primary School, everyone will be treated with dignity as all people are made in the image of God and are loved equally by God.

All pupils have the right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kind is eliminated; and where they are free to be themselves and fulfil their potential without fear.

Our school seeks to ensure that the RSHE curriculum protects, informs and nurtures all pupils. It clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and that there needs to be discernment about the manner in which this is taught. We teach RSHE within a moral (but not moralistic) framework.

RSHE in Barnham Broom C of E VA Primary School is about what constitutes wellbeing and loving care for ourselves (physical and mental health education) and, when at an appropriate age and stage in life, how we show loving care to those we choose to be intimate with, including within marriage (sex education).

It is also about the spiritual and moral aspects of healthy, loving and nurturing relationships within a context of a Christian vision for the purpose of life.

Pupils will consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

This policy should be read in conjunction with the Equality Act 2010:

<https://www.gov.uk/guidance/equality-act-2010-guidance>

The Church of England Education Office (2019) RSHE Principles and Charter:

[https://www.churchofengland.org/sites/default/files/2019-11///RSHE%20Principles%20and%20Charter\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-11///RSHE%20Principles%20and%20Charter_0.pdf)

## Defining Relationships Education

Relationships education is learning about how to:

- Be appreciative of existing relationships
- Form new healthy friendships
- Enjoy strong, positive, caring relationships with good boundaries, online and in person.

This will particularly refer to family relationships (including marriage), friendships and relationships with peers and adults.

## Defining Sex Education

Sex education is about reproduction: learning how babies can be made and the emotions that people experience when they are ready for close intimacy.

The national curriculum for science includes content about the main external human body parts, how the human body changes as it grows from birth to old age, including puberty, and the reproduction process in some plants and animals. Parents do not have the right to withdraw from this aspect of the curriculum.

The Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

At Barnham Broom C of E VA Primary School, we have decided that it is important to include these aspects to educate the children in our community for adulthood (and for secondary school) in their last year(s) of primary school.

## Defining Health Education

Health education is learning about physical health and mental wellbeing so that pupils can make wise choices to ensure their own flourishing and the flourishing of others.

The subject includes: mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid; and key facts about the changing adolescent body. These topics are taught by the end of primary school and at an age-appropriate level when they are encountered.

## The Right to Withdrawal from Sex Education

Parents and carers do have the right to excuse their children from this aspect of RSHE and can do so by making concerns known and applying in writing to the headteacher. The school will invite any inquiring parents or legal guardians to talk through concerns. An explanation of the rationale for RSHE will be given; an opportunity will be offered to review the intended materials and consider the impact of not receiving sex education with peers.

Withdrawing a child from sex education remains a statutory right as a parent or legal guardian up until three terms before the child turns 16 years of age. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

If a pupil is withdrawn 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.

The school will document this process to ensure a record is kept.

## Parental Involvement

The school aims to build positive relationships with parents and carers by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

Parents and carers are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from sex education
- The resources that will be used to support the curriculum.

Parents and carers are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.

## Curriculum for PSHE and RSE

In the DfE (2019) Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, all of the given content matter and objectives are to be taught “by the end of primary school”.

At Barnham Broom C of E VA Primary School, we teach the following topics during the indicated key stages. The learning is blended into the school’s PSHE learning programme throughout the academic year. Units and topics are taught in mixed-age classes, however any sex education-specific content is taught discretely in year groups.

### EYFS

Teachers will use content from Twinkl Life for PSED, complementing the EYFS Early Learning Goals. This is better designed for ‘In the moment’ planning, which is the approach that we use across our Early Years Foundation Stage.

### Key Stage 1 PSHE

Y1	<b>Aiming High</b>	In this unit of work, children will learn about having high aspirations. They will start by discussing positive views of themselves and will then identify how having a positive learning attitude can help them tackle and achieve new learning challenges and improve outcomes. Opportunities will also be provided for children to share aspirations for the future, with regard to employment and personal goals. Through this learning, different jobs and roles will be considered. In doing this, some of the difficulties faced by stereotyping will be explored. Children will also have the opportunity to discuss what they are looking forward to about their learning next year.
	<b>Be Yourself</b>	This unit is inspired by the idea that having confidence to ‘be yourself’ can have a positive impact on mental health and emotional wellbeing. It aims to enable children to recognise their positive qualities and appreciate their individuality. In this unit, children are encouraged to recognise different emotions and explore different strategies to help them manage any uncomfortable feelings they experience. They will learn about how big life changes impact on feelings and emotions and explore the importance of sharing their thoughts and feelings.
	<b>Britain</b>	This unit is inspired by the idea that individuals can have a positive impact on groups and communities to which they belong. It aims to enable the children to identify that they belong to various groups and communities and ways in which they contribute positively to these. In this unit, children learn about community, being good neighbours and looking after the environment. They will also learn about Britain, what it means to be British, about diversity and the importance of celebrating and being respectful of our differences.
	<b>Money Matters</b>	This unit encourages children to think about where money comes from and how it can be used. Children will discuss the idea of spending and saving their money and begin to understand why it is important to keep belongings, including money, safe. They will also learn about the different things on offer when they go shopping and how we need to identify the difference between what we want and what we need.
	<b>TEAM</b>	This unit is inspired by the idea that if a team (Together Everyone Achieves More) works well together, it has a positive impact on all of its members and what they can achieve. It aims to enable the children to develop successful collaborative working skills, such as good listening. In this unit, children learn about the importance of being kind to others, the effects of bullying and teasing and what to do about it if they see it happening, or it happens to them. They will also think about effective learning skills and how to identify good and not-so-good choices.

<b>Y2</b>	<b>One World</b>	This unit is inspired by the idea that we can benefit from learning about people living in different places to us and their ways of life. It aims to enable the children to explore their own family life, homes and school from around the world which are different from their own. In this unit, children also learn about the relationship between people and their environment and how this affects their way of life. They will also learn about how people use the Earth's resources and the importance of protecting the Earth for ourselves and future generations and how we can work together to do this.
	<b>Respecting Rights</b>	This unit is based on the concept that we should all be rights-respecting citizens in our communities. It is inspired by the fact that all people have rights that are shared and that it is important for us all to respect these rights. It aims to enable the children to explore the concepts of difference and fairness and encourages them to reflect on how we should behave towards those who are different from us and why it is important to be fair. In this unit, children also learn about who helps us to protect our rights and what we can do if we don't feel safe. They will also reflect on how they can take part in the school community and why it is good to do what we can to make a positive difference.
	<b>Safety First</b>	In this unit of work, children will learn about everyday dangers, in the home and outside and how they can keep themselves safe. Children will also learn about the internet and how to stay safe online. They will be taught about the Underwear Rule, which includes information about appropriate and inappropriate touching and knowing that what is inside their underwear is private. Children will also learn about people who help them and how to get help when needed, as well as their growing responsibility for their own safety.
	<b>Think Positive</b>	This unit is designed to help children recognise, talk about and accept their feelings, both positive and negative, as well as how to manage certain emotions. The lessons support themes of thinking positively and calmly, making good decisions and developing resilience. It also encourages the children to explore the positive feelings associated with being thankful, grateful and mindful.
	<b>VIPs</b>	This unit explores the Very Important People (VIPs) in the children's lives and the ways in which they can develop positive relationships with them. It enables them to identify what makes someone a special person in their life and who these are. They are also encouraged to explore why families and friendships are important and understand that although these units are different for everyone, there are things they can do to resolve differences and build healthy and positive relationships within them. This unit also teaches the children the importance of cooperation and how to show the special people in their lives that they care and the positive impact of doing this.

## Key Stage 2 PSHE

Y3	<b>Aiming High</b>	In this unit of work, children will focus on goals and aspirations. They will start by discussing achievements they have accomplished so far and the type of attitude that helps us succeed. They will identify ways of applying a growth mindset to new challenges and learn about the importance of resilience. Opportunities will also be provided for children to share aspirations for the future, with regard to employment and personal goals, and through this learning they will consider different jobs and roles. In doing this we will explore some of the difficulties faced by stereotyping. Children will also have the opportunity to think further about the specific skills they might wish to develop in order to achieve their short-, mid- and long-term goals.
	<b>Be Yourself</b>	This unit is inspired by the idea that it is important to have confidence to 'be yourself'. It aims to enable children to identify their strengths and achievements as well as help them to recognise different emotions they experience. In this unit, children will also explore how to express their thoughts and feelings respectfully and how to be assertive when in uncomfortable situations. The children will also have an opportunity to explore the influence of the media in how we view ourselves and analyse the reality of these messages. The unit ends with the children exploring how to make things right when we make mistakes and the importance of learning from these.
	<b>Britain</b>	This unit is inspired by the idea that we live in a diverse, multicultural and democratic society and that this is important and brings many benefits. It aims to enable the children to identify that they should be respectful of difference. In this unit, children learn about British people, rules, the law, liberty and what living in a democracy means. They also learn about the importance of being tolerant of differences within their society.
	<b>Money Matters</b>	This unit aims to encourage children to think about where money comes from and how it can be used. Children will discuss how we spend money, why people might need to borrow money and the consequences of this. Children will begin to discuss the difference between things we want, things we need and how to prioritise our spending. Through this unit of learning, children will also consider what influences their spending and how we can keep track of what we spend.
	<b>TEAM</b>	This unit is inspired by the idea that if a class team works well together, it has a positive impact on all of its members and what they can achieve. It aims to enable the children to identify the impact their actions have on the team they are working in. In this unit, children learn about successful teamwork skills, being considerate of others in the team and how to positively resolve any conflicts that occur. They will also learn about their individual responsibilities towards teams they work in and how new starts, such as starting a new school year, may feel and how they can support each other in this.

Y4	<b>One World</b>	This unit is based on a case study of a fictional girl called Chiwa, who lives in Malawi. The children will explore different aspects of her life in each lesson. It is inspired by the idea that people's life experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries. It aims to enable the children to explore living in different countries. It aims to enable the children to explore the concepts of inequality and stereotypes and encourages them to reflect on what they can do to help make the world a fairer place. In this unit, children also learn about climate change and its effects, fair trading practices and organisations which help people like Chiwa. They will also learn about how to be a good global citizen.
	<b>Respecting Rights</b>	This unit is based on the concept that living as rights-respecting citizens is important. It is inspired by human rights being shared by all people - no matter who they are or where they are from - and that these rights are there to protect all people, enabling them to live happy, safe, healthy and fulfilling lives. This unit helps children to understand that no one should take away their rights. It also helps children to explore the ideas of equality and discrimination and the consequences of both. In this unit, children learn about how they can make choices and take actions that respect the rights of others and challenge stereotypes. They will also learn about rules - why we have them and how they help us.
	<b>Safety First</b>	In this unit of work, children will consider what it means to take responsibility for their own safety. This will include the decisions they make and how they can stand up to peer pressure in a range of situations. They will learn about everyday risks, hazards and dangers and what to do in risky or dangerous situations. They will also learn about road safety and dangerous substances: drugs (including medicines), cigarettes and alcohol. Children will look at e-safety, considering what should never be shared and how to report any concerns about online incidents.
	<b>Think Positive</b>	This unit is designed to build on what the children have already learnt about feelings, both positive and negative and how our attitude towards life can affect our mental health. The lessons centre around themes such as thinking positively and calmly, managing difficult emotions, taking responsibility for decisions and developing a growth mindset approach to learning.
	<b>VIPs</b>	This unit will focus on relationships we have with our VIPs (see Y2). It will look at friendships, how friendships are formed and maintained, and the qualities of a good friend. The lessons will then move on to disputes and bullying and will address strategies for coping with each of these.

Y5	<b>Aiming High</b>	In this unit of work, children will focus on achievements, aspirations and opportunities. They will start by discussing achievements they have accomplished so far and the type of attitude that helps us succeed. They will also learn about their own personal preferred learning styles, to understand how they learn best. Children will look at challenges people face and barriers to success, then think about strategies we can use to overcome such obstacles. They will identify opportunities that are available to them now and those which may be available to them in the future. Stereotypes in the world of work will be addressed, as children are encouraged to consider jobs they would like to do and the skills needed to do those jobs. Children will also have the opportunity to reflect on their personal goals and steps they can take to achieve these in the future.
	<b>Be Yourself</b>	This unit is inspired by the idea that we are all individuals and that it is important to 'be yourself'. It aims to encourage the children to develop a positive view of themselves and enable them to recognise the importance of being proud of their individuality. In this unit, children focus on the importance of recognising situations where they need to make positive choices in order to do the right thing. They also explore how to avoid being led into tricky situations and how to recognise and respond to peer pressure. It will also look at how to be confident and how to manage uncomfortable feelings. The unit ends by helping the children to investigate how to make things right when they make a mistake.
	<b>Britain</b>	This unit is inspired by the idea that Britain represents a wide range of faiths and ethnicities and that the structures within it are there to support all. It aims to enable the children to identify how they can make a positive contribution to the community. In this unit, children learn about the law and the consequences of not respecting it. They will also learn about the workings of local and national government and the role of charities and voluntary groups in British society.
	<b>Money Matters</b>	This unit aims to encourage children to think about how money is used in the wider world. They will discuss the possible consequences of taking financial risks and identify ways to avoid these. Children will also learn about influences advertisers try to use to encourage us to spend our money and how to see the real value of products by being critical consumers. Having learned about ways we can spend money, children will also learn about budgeting and discuss what happens if people cannot afford what they need to buy. Through this unit of learning, children will also have the opportunity to discuss how our earning and spending can contribute to society through the payment of tax.
	<b>TEAM</b>	This unit focuses on the positive qualities of a team, learning how to disagree respectfully and communicate effectively. It looks at the key qualities and skills needed for a team to be successful. The lessons address collaborative learning and teach children how to compromise to ensure a group task is completed successfully. The unit ends by addressing the importance of caring for team members and the shared responsibilities a team has.

Y6	<b>One World</b>	This unit is based on the concept that we all have a responsibility to live as global citizens. It is inspired by the idea that we all have a responsibility to help the environment and all living things throughout the world through the choices we make. It aims to enable the children to explore the ideas of sustainability, the use of the Earth's natural resources and the harmful effects of global warming. In this unit, children also learn about the steps they can take to reduce these harmful effects. They will also learn about biodiversity and its importance and explore what they would like to do to make the world a better place.
	<b>Respecting Rights</b>	This unit is based on the concept that we can all make choices to live as rights-respecting citizens. It is inspired by human rights being shared by all people - no matter who they are or where they are from - and that these rights are there to protect all people, enabling them to live happy, safe and healthy lives. This unit helps children to understand that no one can take away their rights. It also aims to help the children to explore the ideas of equality and discrimination and the consequences of both. In this unit, children learn about how they can make choices and take actions which respect the rights of others. They will also learn about human rights activists and how they work to make the world a better place.
	<b>Safety First</b>	In this unit of work, children will consider what it means to take responsibility for their own safety, including the decisions they make and how they can stand up to peer pressure in a range of situations. They will assess the risk associated with different situations and learn about what to do if they feel in danger. They will also learn about what to do if they feel in danger. They will also learn about how to identify an emergency, what to do in this situation and how to get help when needed. Children will look at e-safety in detail, including social media, considering what should never be shared and how to report any concerns with incidents online.
	<b>Think Positive</b>	This unit is designed to help children further develop their understanding about thoughts and emotions, both positive and negative. The lessons centre around themes such as: the links between our thoughts, feelings and emotions; making good choices; mindfulness and applying a growth mindset approach to life.
	<b>VIPs</b>	This unit will focus on relationships. Children will identify who their VIPs are within their families and friendship groups and how important kindness and respect are within these relationships. The unit addresses conflicts and resolutions in relationships. The children will also look at secrets and dares as well as healthy and unhealthy relationships.

## Units containing sex education

YR	KS1 RSE Solution	Knowing the importance of basic personal hygiene and understanding how to maintain basic personal hygiene. Understanding the concept of privacy, including the right to keep things private and the right another person has to privacy.
Y1	It's My Body	The unit explores choices that children can make about looking after their bodies. The lessons look at key areas where children can make safer choices: their body, sleep and exercise, diet, cleanliness and substances. Children will learn facts about each of these areas and learn strategies on how to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.
	KS1 RSE Solution	Correctly naming the main parts of the body, including external genitalia using scientific terms.
Y2	Growing Up	This topic is an introduction to how we grow and change, both physically and emotionally. Children will learn about their own and others' bodies (including body part names), looking at similarities and differences in people and learning about gender stereotypes. They will also learn about respecting their own and others' bodies, keeping their bodies safe and sharing their feelings in response to life experiences.
	KS1 RSE Solution	Recognising how they grow and will change as they become older.
Y3	It's My Body	Same outline as Y1 but at an older level.
	KS2 RSE Solution	How their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.
Y4	Growing Up	This topic builds on children's knowledge of the human body: how we grow and change, both physically and emotionally. Children will learn about their own and others' bodies and how male and female bodies play a part in human reproduction. They will also learn about different relationships and family structures.
	KS2 RSE Solution	Reflecting on how their body has changed and anticipating body changes, understanding that some are related to puberty.
Y5	It's My Body	In this unit of work, children will learn about how to take care of their bodies. This will involve learning about consent and autonomy, learning about body image and stereotypes and learning about substances which are harmful to our bodies. Children will also learn about the importance of sleep and keeping clean, especially as their bodies change during puberty. Lessons will explore the things that influence the way people think about their bodies, where different pressures can come from and how these pressures can be resisted. Throughout the unit, children will be encouraged to consider the choices they have and learn about the support that is available to them.
	KS2 RSE Solution	Anticipating how their body may change as they approach and move through puberty.
Y6	Growing Up	This topic builds on children's knowledge of how we grow and change, both physically and emotionally and the types of relationships that people have. Children will learn about sexual relationships and sexually transmitted diseases. They will also learn about positive body images and stereotypes.
	KS2 RSE Solution	Explaining what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female sexual organs. Having an awareness that infections can be shared during sexual intercourse and that a condom can help to prevent this.

## Resources

We use a range of resources to support the teaching of RSHE in Barnham Broom C of E VA Primary School. Our key resources are Twinkl Life PSHE with support from *RSE Solution* (Educator Solutions, 2018). Teachers may include other relevant resources, e.g. BBC Bitesize/Teach, to support in their teaching of any topic.

## Teaching RSHE

RSHE will be delivered professionally and as an identifiable part of PSHE. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way.

RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act 2010 and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

RSHE will promote healthy resilient relationships set in the context of character and virtue development that sits within the school's Christian Vision and Values.

All staff teaching this sensitive and important subject will have received training. This training will be regularly reviewed and revisited. Any expert visitors or trainers invited into school to enhance and supplement the programme will be expected to respect the school's published policy for RSHE. It is important that pupils have confidence in the teacher and that a 'safe space' is created where pupils feel confident and can ask age-appropriate questions.

## Managing Difficult Questions

Meeting these objectives will require a graduated, age-appropriate programme of relationships education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods will take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups.

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for relationships education. If a question arises that may not be appropriate to answer, it is acceptable to tell pupils that some questions will be answered in the following lesson. This provides a chance for the teacher to research an appropriate response, collaborate with colleagues to check a suitable age-appropriate response, or find organisations relevant to the topic that pupils can be signposted to for their own research. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. It may also be appropriate to suggest a pupil asks their question at home. Further guidance on this can be found in either the KS1 or KS2 *RSE Solution* booklets under 'Preparing to answer questions' (p. 40 in both).

## Equality and Accessibility

Barnham Broom C of E VA Primary School understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs (such as those with social, emotion or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils. Teachers understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

## Behaviour

Barnham Broom C of E VA Primary School has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another. Any bullying incidents caused as a result of the RSHE programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. These incidents will be dealt with following the processes in our Behaviour Policy and Anti-Bullying Policy. The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

## Confidentiality and Safeguarding

Confidentiality within the classroom is an important part of RSHE, and teachers are expected to respect the confidentiality of their pupils as far as possible. Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure. Any reports made during lessons, or as a result of the content taught through the curriculum, will be

reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

## Responsibilities for RSHE within Barnham Broom C of E VA Primary School

As well as fulfilling their legal obligations, the Governing Body is responsible for:

- Ensuring that the curriculum is well led, effectively managed and well planned
- Evaluating the quality of provision through regular and effective self-evaluation
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND
- Providing clear information for parents and carers on subject content and their rights to request that their children are withdrawn
- Making sure that that subjects are resourced, staffed and timetabled in a way that the school can fulfil its legal obligations
- Ensuring that the religious ethos of the school is maintained and developed through the subjects.

The headteacher is responsible for:

- The overall implementation of this policy
- Ensuring that staff are suitably trained to deliver the subjects
- Ensuring that parents and carers are fully informed of this policy
- Reviewing requests from parents and carers to withdraw their children from the subjects
- Discussing requests for withdrawal with parents and carers
- Where necessary, organising appropriate and purposeful alternative education for pupils
- Reporting to the Governing Body on the effectiveness of this policy
- Reviewing this policy in accordance with the school's self-evaluation processes.

The RSHE curriculum leader is responsible for:

- Overseeing the delivery of the subjects
- Ensuring that the subjects are age-appropriate and high-quality
- Ensuring that teachers are provided with adequate resources to support the teaching of the subjects
- Ensuring that the school meets its statutory requirements in relation to the relationships, sex and health curriculum
- Ensuring that the relationships, sex and health curriculum is inclusive and accessible for all pupils
- Working with other curriculum leaders to ensure that the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

## Monitoring, Evaluation and Review

The RSHE curriculum leader (who may be the PSHE leader also) is responsible for monitoring the quality of teaching and learning for the subjects. This will follow the same monitoring and evaluation processes used throughout the school for other subjects, e.g. pupil voice, learning walks etc.

The RSHE curriculum leader will work regularly and consistently with the headteacher and RSE link governor.

The implementation and impact of the policy will be evaluated through Barnham Broom C of E VA Primary School's self-evaluation processes. The policy will be reviewed every three years.

## Links to Other Policies

Anti-bullying Policy

Behaviour Policy

Child Protection and Safeguarding Policy

Teaching and Learning Policy