

Esher Church School



Relationships and Sex Education (RSE) and Health Education (RSHE)

June 2025

Approved by:	Ben Foley (Headteacher)
Link Governor / Committee:	Teaching and Learning Committee
Last reviewed on:	17 th June 2025
Next review due by:	17 th June 2028

Introduction:

At Esher Church School we believe that RSHE is part of a lifelong learning process. It is about physical, mental, moral and emotional development and wellbeing. It helps children to understand the importance of marriage, stable and loving relationships, respect, love and care. Our RSHE programme is more than just the fundamentals of reproduction and biology. Young people deserve re-assurance about their body image, behaviour, feelings and relationships. They require skills and knowledge to equip them to stay safe in both the real and the online world and they need the knowledge and lifelong skills appropriate to their level of maturity and developmental needs.

The policy reflects the **Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance DfE 2020**, guidance from the **PSHE Association**, **The Guildford Diocesan Board of Education** and the **local authority**.

All school personnel, parents¹ and pupils have been made aware of this policy. The policy is available to members of the school community through the school's website and School Office.

What is Relationships Education, Relationship and Sex Education (RSE) and Health Education?

Abbreviated to **RSHE**, it is a cross-curricular approach to the teaching and learning of the following key areas in **Primary Schools**:

Relationships: families who care for me, caring friendships, respectful friendships, online relationships, being safe.

Physical health and mental wellbeing: mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid, changing adolescent body, menstruation.

Relationships and Sex Education (RSE)- *much of what is covered as RSE is included above in addition to:* parts of the body- internal and external, life cycle of animals including humans, birth, growth, development and human reproduction, loving and caring relationships.

Effective RSHE, is essential if young people are to make responsible and well-informed decisions about their lives – it should not be delivered in isolation. The DfE Statutory Guidance (2020) highlights how RSHE forms an integral part of the PSHCE and Science curriculum with explicit links made also to the Computing, P.E. and R.E curriculums as well as, whole school approaches to SMSC, behaviour, safeguarding and wellbeing. At Esher Church School the PSHCE curriculum is

¹ The word parent also refers to carers

taught using Coram SCARF, which has been tailored to meet the needs of our school. We refer to our teaching and learning in this subject as, SCARF (Safety, Caring, Achievement, Resilience and Friendship)

RSE is a specialist area within SCARF:



Aims and outcomes of RSHE in the curriculum:

The overall aim of RSHE is to foster a positive notion of lifelong learning about physical, moral and emotional development, including how to look after physical and mental health. It aims to support the development of self-respect and empathy for others and promotes the development of skills and understanding necessary to manage conflict peaceably and learn how to recognise and avoid exploitation and abuse.

RSHE provides opportunities for pupils to:

- Better understand the nature of human relationships.
- Learn about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality, responsibility, care and compassion.
- Reflect upon the importance of stable and loving relationships for family life, including the bringing up of children, this also includes marriage and civil partnerships.
- Consider and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.
- Reflect upon how to make good, informed and safe choices concerning relationships and healthy lifestyles, including keeping safe online.

Morals, Values, Equalities and Safeguarding.

The RSHE and RSE programme at Esher Church School plays a vital role in our commitment to life-long learning and to enabling the children to *grow in kindness, learn with confidence and make a difference in the world* and explicitly reflects our Christian ethos and values:

- Community
- Courage
- Wisdom

Coverage of the RSHE, RSE and SCARF curriculum helps to embed our whole-school relationship and behaviour ethos of being **Respectful, Ready and Safe**. These are actively explored and promoted through the teaching and learning of SCARF (including RSE) at our school.

Further to this, RSHE will support the school's duty to promote the development of pupils' spiritual, moral, social and cultural awareness (SMSC) in-line with the 2010 Equality Act and the school's safeguarding and child protection protocols.

The school is committed to the provision of RSHE and RSE to all of its pupils. Our programme aims to respond appropriately and with sensitivity to the diversity of children's cultures, faiths and family background.

How RSHE and RSE are organised in the curriculum.

RSHE and RSE are not delivered in isolation, but firmly embedded in all curriculum areas including: SCARF and Science. At Esher Church School the main RSHE and RSE content is delivered through discrete SCARF sessions and as part of our Science, Computing and R.E. curriculum. Some aspects of Health Education are also covered in our P.E. sessions.

- RSHE and RSE is to be delivered by the class teacher in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.
- SCARF Ground Rules are used in all SCARF learning, including RSE lessons.
- We ensure that pupils are able to ask anonymous as well as named questions by the use of our "Wish my teacher knew" boxes that are used in every classroom.
- Resources used are flexible in order to meet the needs of the pupils and curriculum. Resources used for *RSE* are made available for parents to view through our online communication platforms such as, WEDUC and can be viewed in person if requested.
- Correct scientific vocabulary will be used throughout the RSHE, RSE and SCARF curriculum.
- RSHE and RSE are delivered primarily through the SCARF and Science curriculum, using a range of teaching and learning approaches including: circle time activities with an emphasis

on being safe; raising self – esteem, active teaching and learning, role play/scenarios, card sorting, discussion etc.

- External agencies helping us to deliver RSHE in our school include: theatre groups and other visitors such as: Power of One, Lifebus, Breck Foundation and the NSPCC.
- Visitors are invited into school because of the particular expertise or contribution they are able to make – this is to enhance rather than replace the provision already in place through quality first teaching of the SCARF curriculum.
- Visitors are familiar with and understand the school's RSE/RSHE policy and safeguarding policy and work within these documents.
- All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance – the school's policy regarding the use of External Contributors is applied to ensure that provision is timely, needs led and appropriate.
- All visitors are supervised and supported by a member of staff at all times.
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

Parental involvement.

The school is committed to working with parents and believes that it is important to have the support of parents and the wider community for the RSE and RSHE programmes. Parents are provided with the opportunity to find out about and discuss the school's programme in a number of ways such as: parent awareness sessions, parents' evenings, involvement in policy development, involvement in curriculum development, the school website and online platforms, prospectus, displays and an open-door policy.

At Esher Church School we value the importance of effective home-school relationships. RSE and RSHE are areas where we feel this is vital for the health and wellbeing of the children.

To promote effective communication and discussion between parents and their children, we notify parents through information evenings, termly curriculum maps and the school website. We also encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

Parental rights to withdraw their children.

There is no parental right to withdraw from the RSHE curriculum or the Science National Curriculum. However, parents *can* withdraw their children from the elements of the Sex Education that are not included in these named documents.

(DfE 2020 pages 17 and 18.)

See appendix for specific topics covered and how your right to withdraw is affected.

Any parent wishing to withdraw their child from an aspect of the non-statutory aspects of Sex Education covered, should speak with the Head teacher so that appropriate arrangements can be made.

Effective methods to communicate with the school regarding our approach to RSE, including the parental right to withdraw their child, are through the school's communication channels.

Parents are also informed that the RSE, RSHE and SCARF curriculum are an essential vehicle in supporting a school's statutory duty to:

- Safeguard and promote the welfare of their children,
- Advance the 2010 Equality Act,
- Encourage the spiritual, moral, social and cultural development of pupils,
- Foster British values
- Prepare children and young people for the challenges, opportunities and responsibilities of adult life, along with the coverage of the National Curriculum for Science, Computing and the DfE Statutory guidelines for RSHE (2020).

Pupil involvement

In order to make the RSE and RSHE curriculum relevant and engaging for our children, we also encourage pupil participation in the following ways: evaluating and writing child- friendly policies for anti-bullying and keeping safe, draw and write activities, post-it note suggestions, class and whole-school circle time activities and active participation in pupil voice via our School Parliament and assemblies.

How the RSE /RSHE programme is monitored, evaluated and assessed.

We ensure that all pupils have equal access to the RSHE programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances. All aspects of RSE and SCARF that include RSHE are assessed in-line with the School's assessment policy.

Professional development for staff.

The RSE lead completes regular needs-assessment detailed in the RSE and SCARF action planning and reflected in the School Improvement Plan where applicable.

Review of this policy

This policy is reviewed at least every 3 years and also in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance.

Links to other policies and advice.

This RSHE Policy is supported by, but not limited to:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance DfE (2020)
- Safeguarding/Child Protection Policy,
- Relationships and Behaviour Policy,
- Online safety Policy,
- Health and Safety Policy,
- Confidentiality Policy,
- Equality Policy,
- Anti-bullying Policy,
- School Visits,
- Intimate Care Policy,
- Bereavement Policy.