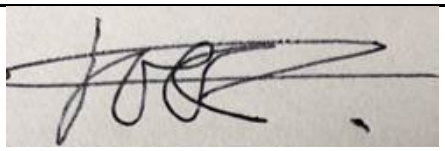
Darell Primary and Nursery School

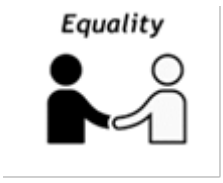
Relationships, Sex and Health Education Policy

Governors' Committee Responsible	**Full Governing Body**
Status	**Statutory**
Review Cycle	**Annual**
Date written/last review	**June 2026**
Date of next review	**June 2027**
Approved By: **Joe Porter Headteacher**	
Approved By: **Laura Morgan - Chair of Governors**	

At Darell Primary and Nursery School, our values drive everything that we do.

As a school, we value:









Equality- we celebrate our differences and treat everyone equally and fairly.

Responsibility - we take responsibility for our behaviour. We are kind and caring to ourselves and others.

Enjoyment - we are passionate about learning and look for enjoyment in everything we do.

Aspiration - we place no ceiling on what we can achieve. We challenge each other to be the best that we can be.

1. RSHE Policy Aims

- To provide guidance and information on all aspects of Relationships, Health and Sex Education ("**RSHE**") in school that is accessible to parents, governors, teaching and non-teaching staff.
- To be accessible to all these groups and to be presented in such a way that is easily understandable.
- To explain our whole school approach to RSHE and how we meet statutory duties.

We are required by law to teach **Relationships Education** and **Health Education** to all primary-aged pupils. At Darell Primary and Nursery School (the "**School**"), we deliver these statutory subjects within our broader personal, social, health and economic ("**PSHE**") curriculum and where applicable within other subjects. Where we teach about human reproduction (sex education), we do so in line with the **2025 Relationships, Sex and Health Education (RSHE) statutory guidance**. Sex education beyond the National Curriculum for Science remains non-statutory in primary schools, although the Department for Education recommends that schools provide age-appropriate sex education.

2. Statutory Requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 (updated July 2025 and together with current statutory guidance issued by the Department for Education) make Relationships Education and Health Education statutory for all primary-aged pupils. These subjects must be taught in all maintained schools, academies, independent schools, maintained special schools, non-maintained special schools, and alternative provision settings.

As a maintained primary school, the School must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We are not required to teach sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to statutory guidance issued by the Secretary of State, under section 403 of the Education Act 1996

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996;
- Part 6, chapter 1 of the Equality Act 2010; and
- The Public Sector Equality Duty ("**PSED**") (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

3. Policy Development

This policy was developed through consultation with:

- School staff, including teaching staff, support staff and senior leadership;
- parents and carers; and
- School Governors.

The School's RSHE policy will be reviewed and updated if there is a change in legislation, guidance or best practice to ensure it is up to date with:

- Statutory guidance and legal requirements;
- Emerging needs of our pupils at the School; and
- National and local developments in RSHE.

4. The School's RSHE Aims

- To work in partnership with families, recognising that parents and carers are children's first educators in many aspects of relationships and health;
- To provide a curriculum which is evidence-informed, accurate and age-appropriate;
- To provide age-appropriate learning that prepares children for the challenges and opportunities of growing up and beyond;
- To give careful consideration to the level of adaptation needed, including supporting our vulnerable children and those with special educational needs and disabilities ("**SEND**");
- To create a safe, inclusive environment where every child feels valued and where discussions can take place without fear or stigma;
- Provide children with the knowledge, skills and values which are needed to lead safe, fulfilling, enjoyable and positive relationships;
- Help pupils develop feelings of self-respect, confidence and empathy, and nurture positive characteristics such as kindness and integrity;
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene; and
- To promote respectful, healthy and positive attitudes towards relationships and human development.

Relationship, sex and health education is fundamental to our children's development as confident, healthy and respectful members of society. We will equip pupils with the knowledge and skills they need to stay safe, maintain well-being and build positive relationships as they grow up and throughout their lives. We have created our RSHE curriculum with the aims for it to be enriching and relevant for all our children at the School, whilst promoting our School values: "**equality, responsibility, enjoyment and aspiration"**. Children are provided with a strong understanding of the diverse world around them but also the dangers that might be presented to them. We aim to equip the children with the skills and confidence to overcome these situations and to know where they can seek help.

5. The School's RSHE Curriculum

Our curriculum is carefully designed to be developmental and progressive. When children join the School, they explore emotional literacy – learning to recognise, to name and to talk about feelings. This foundation continues to grow and develop year by year, helping pupils to manage emotions, develop resilience and make informed decisions that support their own and others' wellbeing. We continue to embed PSHE and RSHE throughout the School; we nurture a community where respect, inclusivity and responsibility thrive. In doing so, we

prepare our pupils for the challenges of childhood, growing up, adulthood, work and active citizenship.

We deliver Statutory Relationships and Health Education within our broad PSHE curriculum. This provides the children at the School with a sequenced, age-appropriate curriculum that meets all statutory requirements whilst developing wider personal and social knowledge, skills and behaviours. The RSHE curriculum at the School is taught to support children to build positive relationships and to avoid harms before they occur. The teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge and skills, so that it can be used confidently in real-life situations.

Our vulnerable children and those with SEND are taught within their year group, supported by the adults they have the closest relationships with and who know them best. Careful consideration will be made so that they have an adaptive curriculum where necessary, ensuring age-appropriate content is planned and delivered by either the mainstream teacher, specialist resource provision ("**SRP**") teaching and non-teaching staff or the School's Nurture team.

Relationships Education is about teaching the knowledge and skills to build positive relationships supporting each and every child to grow into kind, respectful and caring adults. By the end of primary school, our children will understand:

- **Families and people who care for me –** that families come in many forms and all can provide love, security and stability; the characteristics of healthy family life; how to recognise unhealthy family relationships and how to seek help; marriage and civil partnerships as legal commitments.
- **Caring friendships** – how friendships contribute to happiness and security; characteristics of healthy friendships including mutual respect, trust loyalty and kindness; how to recognise and navigate friendship difficulties; how to make and maintain positive friendships.
- **Respectful, kind relationships –** the importance of paying attention to others' needs; setting and respecting boundaries; communicating effectively and managing conflict with kindness; the importance of respect and self-respect; different types of bullying and how to respond; understanding stereotypes and how to challenge them.
- **Online safety and awareness –** how to behave respectfully online; media and digital literacy – critically evaluating online relationships and information; understanding privacy and personal information; recognising and reporting online risks; age restrictions for social media; understanding that content online can be inappropriate or upsetting.
- **Being safe –** understanding appropriate and inappropriate boundaries; concepts of privacy and consent; that each person's body belongs to them; how to recognise when relationships are unsafe; how to report abuse and seek help with confidence.

Health Education is compulsory for all primary-aged children and there is no right of withdrawal. At the School, Health Education focuses on supporting all children to make informed decisions about their health and wellbeing. By the end of primary school, our children will understand:

- **Mental wellbeing –** the normal range of emotions; how to recognise, talk and manage feelings; simple self-care techniques; that mental health challenges are common and can be supported; where to seek help when needed.
- **Internet safety and harm –** digital literacy and the benefits and risks of internet use; rationing screen time; recognising and displaying respectful online behaviour; age restrictions on games and apps; being discerning about online information; where to report concerns.
- **Physical health and fitness -** benefits of an active lifestyle; building regular physical activity into routines; risks of inactive lifestyles; when to seek health support.
- **Healthy eating -** what constitutes a healthy diet; principles of healthy meal planning; risks of unhealthy eating including impacts on teeth and weight; impacts of alcohol on health.
- **Drugs, alcohol, tobacco and vaping -** age-appropriate facts about legal and illegal substances and associated risks, including the risks of nicotine addiction.
- **Health protection and prevention -** recognising early signs of illness; sun safety; importance of good quality sleep; dental health and oral hygiene; personal hygiene and germ spread; facts about vaccinations and immunisations.
- **Personal safety** - recognising hazards and reducing risks; road, water and rail safety; when and how to seek help in emergencies.
- **Basic first aid -** how to make emergency calls; dealing with common injuries including head injuries.
- **Developing bodies including puberty -** understanding growth and body changes during adolescence; correct names for body parts; facts about the menstrual cycle including physical and emotional.

Sex Education is not compulsory in primary schools; however, the Department for Education recommends that all primary schools teach age-appropriate sex education to ensure children are prepared for the changes adolescence brings and to understand how human life begins.

At the School, we teach age-appropriate sex education in Year 6 as part of our PSHE/RSHE curriculum. **This goes beyond the statutory content** about puberty to include **factual information** about human reproduction. We believe that it is important that children are made aware of this information before they naturally become more aware and curious about how life begins, and may seek information from less reliable sources if we do not provide age-appropriate, **factual teaching**. We define sex education as learning about human reproduction therefore, by the end of primary school, our year 6 children will understand:

- sexual intercourse; conception; pregnancy and birth, including the emotional and practical responsibilities associated with parenthood. Sex education at Darell is not about different types of sexual activity. This is distinct from the statutory Health Education about puberty and menstruation, and from the Science curriculum content about life cycles and reproduction in mammals, from which children cannot be withdrawn.

Parents do have the right to request that their child be withdrawn from some or all of sex education

taught as part of PSHE/RSHE. Parents do NOT have the right to withdraw children from:

- Relationships Education **(statutory)**

- Health Education, including puberty education **(statutory)**
- Science curriculum content, including content about reproduction **(statutory)**

For information regarding withdrawal from sex education can be found in Section 12 of this policy.

Curriculum Links

PSHE/RSHE learning is reinforced through other curriculum subjects including:

- ***Science***: Learning about the human body, life cycles, health, drugs and their effects, puberty and reproduction.
- ***Computing***: Online safety, respectful online communication, understanding how technology works and is used.
- ***PE***: Physical health, benefits of exercise, teamwork, resilience, managing success and failure.
- ***Citizenship***: Rights and responsibilities, democracy, community involvement, understanding

diverse communities.

- ***Religious Education***: Moral questions, values, beliefs and world views, diversity and respect.
- ***Literacy***: Texts often provide opportunities to explore PSHE/RSHE themes including relationships,

diversity, moral dilemmas, change, loss and grief, resilience and identity.

Teachers actively make connections between PSHE/RSHE and other learning, reinforcing understanding and helping children to see how their knowledge and skills apply across different contexts.

6. The School's Delivery of RSHE

RSHE is taught within the PSHE education curriculum. All teachers and non-teaching staff at the School know that:

Knowledge alone is not sufficient; we aim to equip all pupils with the skills, confidence and judgement needed to make well-informed, safe and responsible decisions in real life situations.

We promote a whole-school approach to teach RSHE. We believe that this supports children on a personal level, but also as a school-wide community – linking RSHE to wider School policies such as safeguarding and behaviour – so that everything works together to create a safe and supportive learning environment. We ensure RSHE is inclusive and meets the needs of all pupils, including our children with English as an additional language (EAL), our SEND and vulnerable children.

The School will ensure that:

- core knowledge is sectioned into units of manageable size;
- the required content is communicated to pupils clearly, in a carefully planned, spiral and sequenced curriculum;
- a variety of learning approaches and teaching methods is used to encourage pupils to participate, engage, question and communicate;

- teachers ensure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils;
- teachers create a safe, inclusive environment where every child feels valued and able to discuss concerns without stigma or fear;
- the curriculum is designed to be inclusive of all pupils and to ensure that all children are actively engaged in learning.; and
- all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as SEND and the pupils with English as an additional language (EAL).

Teaching and learning outside - we use our School grounds and local outdoor spaces to enhance learning, providing opportunities for children to experience the wellbeing benefits of time in nature, to develop environmental awareness, and to apply their learning in varied contexts. Teachers plan regular opportunities to take learning outside where appropriate, and we encourage children to spend time outdoors during breaks and lunchtimes, recognising that unstructured outdoor play supports emotional regulation, creativity, and relationship-building. *This is in line with the DfE RSHE Guidance 2025, para 40-*

"Schools should emphasise the relationships between physical health and mental wellbeing, and the
benefits of physical activity and time spent outdoors."

As part of the School's **safeguarding duty**, we teach the children about being safe and looking after their bodies. We use The NSPCC's 'Talk PANTS' campaign throughout our School. This 'underwear' acronym rule is a simple and effective way to teach children about body safety and abuse protection.

Each letter in the acronym 'PANTS' represents an important rule for children:

P – Privates are private

A – Always remember your body belongs to you

N – No means no

T – Talk about secrets that upset you

S – Speak up, someone can help

This campaign helps children understand that their body belongs to them, and they should tell someone they trust if anything makes them feel upset or worried. We understand that this is a sensitive topic for some families but this is why we are using the NSPCC guidance to make sure we get it right. We feel that it is so important that children learn these rules from a young age and believe that early education plays an important role in safeguarding children. Parents are provided with information and online links before 'Talk PANTS' is taught in the early years.

Further information and resources that parents and carers can use to support their child's learning about this topic are available on the NSPCC website: https://www.nspcc.org.uk/advice-for-families/pants-underwear-rule/

Responding to Children's Questions

We recognise that children may ask questions beyond our planned curriculum. Teachers use professional judgement to respond, and will answer briefly and factually if age-appropriate, suggest the child speaks with their parent or carer, or acknowledge the question while explaining they'll learn more when older.

7. Assessment

There are no formal examinations in RSHE at primary school. We will ensure all our children at Darell are well informed, taught and prepared for the emotional, social and physical aspects of growing up whilst also enabling them to navigate the ever-changing digital online pressuresWe will find out what individuals know and will use this information to inform the future planning and delivery by:

- focusing on their development of skills such as communication (oracy), conflict resolution and decision making;
- ongoing teacher focus on the children's knowledge and understanding of key concepts;
- children's ability to apply learning to real situations;
- observation of discussions, role plays and collaborative activities;
- review of written work, children's self-reflections; and
- information from the SHEU survey (pupil voice) completed by Year 6 in May 2026 and Year 5 in June 2026.

8. Inclusivity

We are an inclusive school and our PSHE/RSHE curriculum is accessible to and respectful of all children and families. We ensure our curriculum and delivery:

- does not subject pupils to discrimination;
- promotes equality of opportunity; and
- develops good relations between people with protected characteristics and those without, these are – age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

At Darell, we respect the **religious backgrounds and beliefs** of all families in our School community. RSHE content is delivered in a factual, objective manner, presenting scientific and medical information accurately whilst being sensitive to diverse religious perspectives. Where relevant, we may discuss different views held by religious communities on particular issues, helping children to understand that people's beliefs inform their values and choices. This is done in a way that promotes respect for diversity of belief whilst being clear about the law and children's rights.

When teaching about **Families and Relationships** at the School, we ensure our curriculum presents families in all their forms, recognising that children come from diverse family backgrounds including:

- single parent families;
- same-sex parent families;
- families headed by grandparents or other relatives/carers;
- adoptive families;

- foster families;
- kinship care arrangements;
- blended families; and
- families from different cultural and religious backgrounds.

We will be sensitive that some children may have a different structure of support around them for example, looked after children, young carers or kinship carers. We ensure that no child is stigmatised based on their home circumstances and that all family structures are represented positively in our teaching and in our School.

Our inclusivity will:

- respect the dignity of every pupil;
- create a safe and supportive learning environment;
- promote positive self-esteem, identity and mental health;
- include opportunities to address homophobic, biphobic and transphobic (HBT) bullying; and
- teach about the diversity of relationships, families and communities, including Lesbian, Gay, Bisexual, Transgender, ("**LGBT**") people, in an age-appropriate manner and in a way that aligns with one of our core values '**equality**' and '**inclusion**'.

Challenging Stereotypes and Promoting Respect at Darell School

At the School, we are active in breaking down harmful stereotypes, including gender stereotypes that can limit children's aspirations, reinforce inequalities, or contribute to disrespectful behaviour, while helping children understand that everyone should be treated with dignity and respect and that some characteristics are protected under the Equality Act 2010.

In age-appropriate ways, children will encounter the concept of protected characteristics, understanding why certain groups have legal protection from discrimination and how this relates to treating all people with dignity and respect. For example, children learn that all people deserve respect regardless of protected characteristics, including sex, and we challenge outdated ideas about what people "should" be like, what they can achieve, or how they should behave. We help children understand that people can have diverse interests, strengths, and personalities, and that qualities like kindness, strength, nurturing, and courage are human qualities that everyone can demonstrate, not traits that belong only to particular groups or sexes.

Age-appropriately, we address how stereotypes, prejudiced and discrimination, including misogyny, can lead to unkind behaviour, bullying, and a lack of respect in relationships. We make clear that everyone –has responsibility for treating others with kindness and respect, and that harmful attitudes or language are never acceptable.

9. Safeguarding – managing disclosures, concerns and consent

At Darell, we have a crucial role in equipping children with the knowledge and skills to keep themselves safe and to seek help when needed. Through RSHE, children learn to:

- recognise when relationships or situations are unsafe;
- understand that abuse is never their fault;

- know a range of trusted adults they can talk to;
- develop vocabulary to express concerns clearly;
- build confidence to keep asking for help until they are heard;
- understand their rights over their own bodies and personal information;
- recognise emotional, physical and sexual abuse;
- identify risks online and in the physical world; and
- develop resilience and strategies for managing difficult situations.

RSHE lessons, particularly those addressing sensitive topics, may lead to disclosures from children. All staff are trained to:

- respond calmly and supportively to disclosures;
- never promise confidentiality (explaining that some concerns must be shared to keep children safe);
- listen carefully without asking leading questions;
- record concerns accurately and immediately; and
- report all concerns to the School's Designated Safeguarding Lead ("**DSL**") - **Emma Claridge**.

At the start of all RSHE lessons, children are informed how confidentiality works - that personal information shared by others during discussions will be treated with respect and care, but if a teacher is worried about a child's safety, they will need to share information with people who can help.

All staff delivering PSHE/RSHE are familiar with our **Safeguarding and Child Protection Policy** and procedures. Where external visitors contribute to PSHE/RSHE delivery, they are briefed on safeguarding
procedures before working with children.

Consent

Consent is an agreement that is given willingly and freely without exploitation, threat or fear, and by a person who has the capacity to give their agreement. With children, we often use the language "asking for permission." School-age children are never too young to learn this in ways that make sense to them. If one friend wants to borrow something from another friend, they must get permission. If one friend wants to hug their friend, they should check if their friend is ok with that first. Linking permission-seeking to physical contact is an important part of safeguarding children. They need to be taught about boundaries, saying no to unwanted touch and seeking help when they are worried or upset by anything they have been asked to do or by how they have been touched. Age-appropriate learning about consent, personal boundaries and seeking permission is embedded throughout the School curriculum, including through the NSPCC Talk PANTS programme. . Conversations around consent should be ongoing. At Darell, we incorporate consent into everyday conversations. For example, asking for consent to help them with their jumper or asking for consent before taking their temperature if they are unwell.

Signposting to support

At Darell, we encourage children to talk with their families about their worries and concerns; we recognise
that parents and carers are often the first and most important source of support. At the same time, we understand that for a small number of children, there may be times when they want or need to

seek support from other trusted adults, and we ensure children know how to do this when needed. In class, during lessons and in assemblies, children are regularly informed about sources of support both within School and externally:

- named trusted adults within School;
- External helplines relevant to their age (e.g. Childline); and
- Emergency services and how to access them.

It is positive and healthy for all children to have a range of trusted adults they can turn to for support - within their family, at School, and in the wider community. At Darell, we emphasise that seeking help is a sign of strength, not weakness, and that support is always available.

Teachers will not ask pupils to disclose personal experiences during RSHE lessons and pupils will never be expected to share information that they wish to keep private.

10. Supporting Teachers at Darell to deliver PSHE/RSHE

PSHE/RSHE education requires confident, well-supported teachers who have the knowledge, skills and resources to deliver sensitive content effectively. We ensure regular professional development and staff receive training on:

- teaching sensitive and controversial topics;
- managing difficult questions and discussions;
- safeguarding and responding to disclosures;
- creating safe, inclusive classroom environments;
- current issues affecting children (e.g. online safety and mental health);
- collaborative planning and review - to plan and share effective practice, discuss challenges, and
  to support each other in delivering sensitive content;
- senior leadership support - the PSHE Lead, Curriculum and Learning Lead and Senior Leadership Team provide ongoing support, including observing lessons where helpful, advising on complex situations, and ensuring staff wellbeing; and
- Access to specialist support - where needed, we access support from external specialists including
  School Nurses, PSHE advisors, mental health professionals and other local services to enhance
  staff knowledge and lesson delivery.

Creating Confident, Skilled Practitioners

We recognise that teaching PSHE/RSHE requires particular skills:

- creating safe, non-judgemental spaces for discussion;
- using distancing techniques when discussing sensitive content;
- facilitating participative, interactive learning rather than delivering information;
- responding to unexpected questions or disclosures;
- managing the balance between planned content and responsive teaching; and
- supporting children who may find topics triggering or upsetting.

Ongoing professional development helps our staff to develop and refine these skills, ensuring that PSHE/RSHE teaching is consistently effective across our School.

11. Use of external organisations and materials

At Darell, we will make sure that any external materials used are accurate, age and stage appropriate and are unbiased and in line with our legal duties around political impartiality. We will make sure they comply with:

- this RHSE policy;
- The Teachers' Standards;
- The Equality Act 2010;
- The Human Rights Act 1998; and
- The Education Act 1996.

We will ensure:

- the teacher is in the room during any sessions with external speakers;
- we inform all external organisations that the School is legally obliged to share all content with parents and carers.
- the School shares external materials with parents and carers.

We won't, under any circumstances:

- work with external agencies that take or promote extreme political positions;
- use materials produced by such agencies, even if the material itself is not extreme; or
- work with agencies who don't allow their material to be shared with parents and carers.

12. Roles and Responsibilities

Darell School governors

- The School's Governing board will review and approve this RSHE policy;
- ensure the school meets its statutory duties; and
- support the School's headteacher and staff.

The headteacher

- is responsible for ensuring that PSHE/RSHE is taught consistently across the School;
- ensure all relevant statutory requirements are met;
- support the School's PSHE Lead and teaching staff;
- ensure adequate resources and professional development;
- engage with parents, particularly regarding sensitive content;
- manage withdrawal requests from sex education; and
- ensure PSHE connects with whole-school safeguarding and behaviour approaches.

The Staff

- Will deliver high-quality PSHE/RSHE in line with this RSHE policy;
- reinforce PSHE/RSHE learning throughout School life;

- respond appropriately to disclosures and concerns - reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the School's DSL: **Emma Claridge**;
- model the values and behaviour promoted through PSHE/RSHE; and
- engage with professional development;

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher: **Joe Porter**.

The Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity. Pupils are expected to follow the School's RSHE ground rules:

● no one will be expected to answer a personal question;
● no one will be forced to take part in a discussion;
● the correct names for body parts will be used from Nursery to Year 6;
● the meanings of words will be explained in a sensible and factual way; and
● everyone will listen and respect each other.

The Parents and Carers

At Darell, we want to ensure parents and carers understand that effective RSHE is important for promoting and protecting the well-being of all the children. We hope and expect that the School's curriculum, will support the initiation of dialogue at home. Parents, carers and teachers need to engage with the children about the messages that they get from the media, and give them opportunities for discussion. Therefore, parents/carers will be informed and supported to understand the curriculum delivered at School and the part they can play in this. We recognise that the School has an important role to play in helping and supporting parents/carers to talk to their children and we will do so by providing a clear outline of our work in School newsletters and through this RHSE policy, and by request.

Parents/Carers and the Right to Withdraw from Sex Education

Parents/carers have the right to request that their child be withdrawn from some or all of sex education
taught as part of PSHE/RSHE. Parents/carers do NOT have the right to withdraw children from:

- Relationships Education **(statutory);**
- Health Education, including puberty education **(statutory)**; or
- Science curriculum content, including content about reproduction **(statutory).**

Before deciding to withdraw a child from sex education, we invite parents/carers to discuss their concerns with the headteacher. This discussion helps us to understand the request and enables us to clarify the nature and purpose of the School's curriculum; discuss the benefits of the education, and consider any potential impacts of withdrawal on the child. Requests for withdrawal should be put in writing using the form found in **Appendix 1** of this RHSE policy and addressed to the headteacher. Parents/carers of pupils who are withdrawn from these lessons will be given the resources and lesson slides to help aid the conversation at home.

Where a parent/carer requests withdrawal, we will:

- arrange a meeting to discuss the request and the curriculum content in detail;
- share relevant teaching materials so parents/carers can see exactly what will be taught;
- explain how we will support the child during withdrawal (ensuring they receive appropriate,
- purposeful education); and
- respect the parent's/carer's final decision whilst recording the request and any advice provided by the School.

We inform parents/carers about sex education content by: sending curriculum information letters at the
start of the School Summer Term and making all relevant materials available for viewing on request.

Consultation and Communication
We engage with parents and carers at appropriate times when developing and reviewing our RSHE policy, seeking their views on content, approach and resources. This includes:

- communication about the RSHE curriculum through newsletters, class communications and our website;
- gathering parent/carer views through ongoing communication and opportunities to share feedback;
- opportunities to view teaching materials; and
- parent/carer information sessions to explain curriculum content and answer questions.

Responding to Concerns
We welcome parents/carers' questions and concerns about RSHE education. Parents/carers who have concerns should contact their child's class teacher in the first instance, via the **School Office**.

We aim to address concerns through open, honest discussion, sharing curriculum materials, explaining the rationale for content, and demonstrating how teaching is age-appropriate and sensitively delivered. Where concerns relate to sex education, we will discuss the right of withdrawal and support parents/carers to make informed decisions.

13. Equality

At Darell, we are committed to meeting our duties under the Equality Act 2010. Our RSHE curriculum promotes equality, respect and inclusion, and reflects the diversity of modern Britain. Teaching is delivered in a way that supports pupils to understand and respect difference, challenges prejudice and discrimination, and fosters positive relationships between people from different backgrounds.

14. Monitoring Arrangements & Review of this RSHE Policy

The School's delivery of PSHE/RSHE is currently monitored by **Sarah James** (Curriculum and Learning Lead) and **Jess Craig** (PSHE Lead) and through: INSET training, learning walks, pupil voice, monitoring and having an open dialogue with class teachers and support staff.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This RSHE policy will be reviewed annually by the PSHE Lead (Jess Craig). At every review, the RSHE policy will be approved by the nominated governor with responsibility for RSHE (currently Misha Patel) - and the headteacher(Joe Porter).

15. Conclusion

At Darell, we believe that high-quality RSHE is an essential part of preparing children for their future life. Through a carefully planned, inclusive and age-appropriate curriculum, we aim to support every child to develop the knowledge, skills, confidence and values needed to build positive relationships, maintain their physical and mental wellbeing, and keep themselves safe.

We are committed to working in partnership with parents, carers, governors and the wider community to ensure that our RSHE provision reflects the needs of our pupils and promotes our School values of "*Equality, Responsibility, Enjoyment and Aspiration*".

Through this approach, we strive to ensure that every child leaves Darell as a respectful, resilient and responsible individual, ready for the next stage of their education and equipped to make a positive contribution to society.

APPENDIX 1 - REQUEST TO WITHDRAW A CHILD FROM SEX EDUCATION FORM

Parents and carers have the right to request that their child be withdrawn from some or all of the non-statutory sex education taught as part of the School's RSHE curriculum.

Parents/carers do not have the right to withdraw their child from:
- Relationships Education;
- Health Education; or
- National Curriculum Science content, including aspects of reproduction.

Before making a final decision, parents/carers are encouraged to discuss their concerns with the Headteacher.

CHILD DETAILS

Child's Name: _____
Class: _____

PARENT/CARER DETAILS

Name of Parent/Carer: _____
Relationship to Child: _____
Contact Number: _____
Email Address: _____

REQUEST FOR WITHDRAWAL

I wish to withdraw my child from the non-statutory sex education elements of the Darell RSHE curriculum.
Reason for request (optional):
Parent/Carer Signature: _____
Date: _____

SCHOOL USE ONLY
Date request received: _____
Meeting held with parent/carer: Yes / No
Date of meeting: _____
Attendees: _____
Outcome:
Headteacher Signature: _____
Date: _____

The School will retain a copy of this form in accordance with its records management procedures.