



Garras Community Primary School

Relationships, Sex and Health Education Policy

Audience:	School and academy staff, visitors and volunteers
Reviewed:	November 2024
Consulted:	November 2024
Adopted:	December 2024
Other related policies / procedures	<p>We recognise the clear link between PSHE and citizenship and the following policies and staff are aware of the need to refer to these policies when appropriate</p> <ul style="list-style-type: none"> • Behaviour Policy • Equality Policy • Accessibility Plan • Acceptable use and E-Safety Policy • Intimate Care Policy • RE Policy • SMSC Policy • Safeguarding Children Policy • Use of photography and equipment by Parents and Carers Policy • SEND Policy • Teaching and Learning Policy • Inclusion Policy • Equal Opportunities Policy • Anti-Bullying Policy
Owner	Garras Community Primary School
Policy / procedure model	All other members of the small school hub use this policy

Introduction

This is the policy of Garras School on the approach taken to Relationships, Sex and Health Education (RSHE), approved by the Local Governance Committee on [6th December 2024] following a consultation with parents and carers [13th December 2024].

Legal context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017*).

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty. In our school, we do not teach puberty before year 4.
- The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

Following this change in the law, the Department for Education published *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020)*. This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

This RSHE policy also supports legal requirements relating to the following:

- *The Equality Act 2010.*
- *The Education Act 1996.*
- *Statutory guidance, Keeping Children Safe in Education 2020.*

The following policies are also relevant to this Relationships and Health Education policy:

- Anti-bullying
- Safeguarding
- Managing drug-related incidents
- Spiritual, moral, social and cultural development
- Computing

Definition*

RSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal

with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

RSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

At Garras we have designed a vocabulary rich curriculum that connects learning by building an understanding of ideas, concepts, chronology and themes through the framework of '**here, there and then, now, next**'. These thinking threads link learning meaningfully to create opportunities to learn from the past and present as well as equipping children for an ever-changing and exciting future.

PSHE empowers students to make informed choices **here** and **now**, reflecting on lessons from **then**, and preparing for personal growth and responsible citizenship **next**, supporting well-being and relationships.

At Garras School we use Kapow resources to support our PSHE curriculum.

Kapow PSHE develops fully-rounded children who are healthy, sociable and emotionally literate. It covers key concepts and skills to help fulfil the statutory responsibility to support pupils' SMSC (moral, social and cultural) education, focusing on Health and Wellbeing, Relationships and Living in the Wider World.

Kapow PSHE prepares children for life in modern Britain today. It also helps pupils develop and apply skills and attitudes to allow them to become full and active citizens in our wider global community.

Aims

The aims of our RSHE programme:

- To provide accurate and age-appropriate information.
- Include all children.
- Help children make informed choices.
- Develop knowledge, skills and attitudes.
- Build confidence and self-esteem.
- Develop personal attributes.
- Prepare children for the next stage of education and adulthood.
- Develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the *Equality Act 2010*.

Roles and responsibilities

Trustees/governors

The local governing committee:

- Ensures all pupils make progress in achieving the expected educational outcomes. Ensures the curriculum is well led, effectively managed and well planned.
- Evaluates the quality of provision through regular and effective self-evaluation.
- Ensures teaching is delivered in ways that are accessible to all pupils with SEND.
- Provides clear information for families on subject content and their rights to request that their children are withdrawn.
- Makes sure the subjects are resourced, staffed and timetabled in a way that

ensures the school can fulfil its legal obligations.

Head of School and Executive Headteacher is responsible for:

- The overall implementation of this policy.
- Ensures staff are suitably trained to deliver the subjects.
- Ensures that parents are fully informed of this policy.
- Reviews requests from families to withdraw their children from the subjects.
- Discusses requests for withdrawal with families.
- Reports to the local governing committee on the effectiveness of this policy.
Reviews this policy.
- Provides training for the subject leader and staff, as required.
- Supports the subject leader to liaise with families.
- Deals with families who wish to withdraw a child from sex education.

The Subject leader:

- Leads the development and delivery of effective RSHE.
- Keeping up to date with the development of RSHE.
- Supports colleagues as required.
- Monitors and evaluates RSHE and providing necessary reports.
- Liaises with parents and carers.
- Keeps subject information up to date, including on the school website.
- Oversees resources used in RSHE.
- Ensures the subjects are age appropriate and high-quality.
- Ensures the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensures the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Works with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitors and evaluates the effectiveness of the subjects and provides reports to the head of school.

All staff are required:

- To understand and implement the policy.
- To teach RSHE in line with the agreed curriculum.
- To assess and monitor the progress of children.
- To respond to the needs of individual children.

Curriculum organisation*

The school adopts the following approaches to organise the curriculum to ensure high quality delivery of RSHE:

The best practice approach is for RSHE is to be covered as part of a wider programme of PSHE education.

It is recommended that lessons are delivered weekly or fortnightly.

Lessons should be of sufficient length to allow children to explore topics and reflect on their learning, with the suggestion that:

- for KS1 – lessons should be 40 - 45 minutes long;
- for KS2 – lessons should be 50 - 60 minutes long.

Cross curricular links are recognised in planning.

Confident and skilled staff are most effective to teach the lessons, particularly for sensitive and controversial topics. On some occasions, we may want to use specialist staff for some topics.

Teaching and learning

RSHE is delivered in line with the teaching and learning policy. However, as the subject deals with real-life themes, it is important to establish a safe and positive learning environment using the following approaches:

- Establishing clear ground rules in consultation with children. Ground rules should include confidentiality, respect for others, privacy and boundaries.
- Using distancing techniques including de-personalised discussions and role play.
- Using clear language to avoid misunderstandings.
- Avoiding prejudice and assumptions about children's abilities, desires, background and experiences.
- Dealing sensitively with unexpected questions and comments.
- Assessing and building on existing knowledge and experiences.
- Ensuring that learning is engaging, using a range of activities, including structured discussion and problem-solving.
- Providing a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes.
- Allowing time for reflection.
- Providing adapted learning.
- Using a variety of groupings to enhance learning.

Curriculum content

Long term planning

The school has chosen to use the [*Kapow Primary RSE scheme of work*](#), which provides full curriculum coverage, including all the statutory content, for each year group.

Resources

Teachers will select any additional resources carefully, and the subject leader will oversee the selection. Additional resources will be:

- Up to date, relevant to children and consistent with the aims and values of the school.

Equality

Under the *Equality Act 2010*, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age.
- Marriage and Civil partnership.
- Disability.
- Race.
- Religion and belief.
- Sexual orientation.
- Sex.
- Pregnancy and maternity.
- Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND). The RSHE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

Right to withdraw from sex education*

The family cannot legally withdraw their child from any aspect of the statutory relationships education or health education.

The family does have the right to withdraw their child from sex education unless what is being taught is part of the science national curriculum.

The suggested Kapow Primary lessons that are deemed to be sex education are:

- [Year 6: Safety and the changing body, Lesson 5: Conception](#)
- [Year 6: Safety and the changing body, Lesson 6: Pregnancy and birth](#)

The following process must be followed by the family if they wish to withdraw their child from sex education:

This is the process for withdrawing your child from the two lessons as stated above:

- The family are informed by letter/email/Google Classroom that RSHE is taking place.
- The family member should contact the Head of school via letter/email stating their concerns.
- The family will be invited to a meeting to discuss concerns.
- An alternative arrangement will be made for the child during the sex education lesson that the child does not attend.

Safeguarding

RSHE includes sensitive themes. It is, therefore, possible that discussions will prompt safeguarding disclosures. Safeguarding policies and procedures to deal with these appropriately. The subject leader/teacher should discuss with the designated safeguarding lead any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children if required.

Staff should consider the timing of lessons to ensure that children have the opportunity to report any concerns they may have either that day or the following day.

Support

RSHE should not be a time for children to make disclosures. It is important, however, to inform children of the support that is available to them if they are worried about anything raised in a lesson.

Monitoring and evaluating*

The head of school and subject leader will be responsible for monitoring and evaluating RSHE in line with other subjects.

- Scrutiny of planning.
- Lesson observations.
- Learning walks.
- Evidence of learning.
- Feedback from staff.
- Feedback from parents/carers.
- Feedback from children.

Professional development

The head of school and subject leader will assess the professional development needs of staff regularly. Appropriate development will be provided using internal or external expertise.

Communication of policy

This RSHE policy will be available to read on and downloaded from the school website and copies can be requested free of charge from the school office.

Review*

This policy will be reviewed every three years (or sooner in the light of statutory changes) from November 2024.