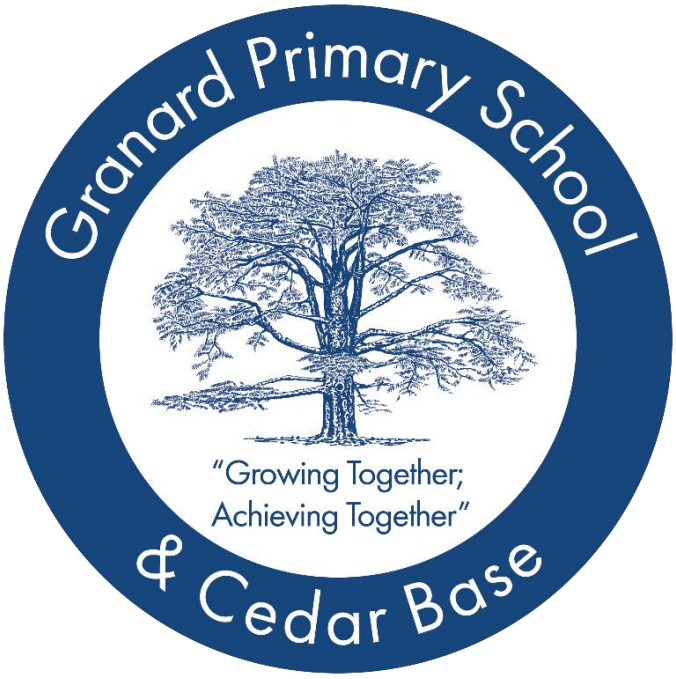
Granard Primary School



Relationships and Sex Education (RSE) and Health Education Policy

October 2025

Review Due: June 2026

This policy reflects the statutory guidance from the DfE issued under Section 80A of the Education Act 2002 and replaces the Sex and Relationship Education guidance (2000). It also reflects the DfE Relationships Education, Relationships and Sex Education and Health Education statutory guidance for Governing bodies, proprietors, Headteachers, principals, Senior Leadership Team, teachers.

Parties involved in the Policy's Development and Consultation

- PSHE Lead – Miss J Breeze
- SLT – Headteacher/Deputy Headteacher
- School Governor – Mrs S Hobson
- Parent consultation – 5 parents representing Years 1-6

All school personnel, parents/carers have been made aware of this policy. This policy is available to view via the school's website. Hard copies are also available upon request to the school.

Definition of RSE

RSE is learning accurate age and stage appropriate skills, attitudes and knowledge about the body, reproduction, sex and sexual health. RSE also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. Some aspects are taught in science, and others are taught as part of Personal, Social, Health and Economic education (PSHE).

Aims and Outcomes of RSE in the Curriculum

The overall aim of RSE 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.

RSE provides Opportunities for Children to:

1. Better understand the nature of human relationships.
2. 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.
3. 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.
4. Consider and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.
5. Reflect upon how to make good, informed and safe choices concerning relationships and healthy lifestyles.

Morals, Values, Equalities and Safeguarding

The RSE programme at Granard reflects our ethos, and demonstrates and promotes the following:

1. Learn the value of respect, care and love.
2. Valuing family life within stable, loving and committed relationships.
3. Respect for self and others.

4. Respect for rights and responsibilities within relationships.
5. Appreciate that different, successful family structures exist.
6. Understanding diversity regarding religion, gender, culture and sexual orientation.
7. Importance of striving to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion and gender.
8. Acceptance of difference and diversity.
9. Promote gender equality and equality in relationships.
10. Challenge gender stereotypes and inequality.
11. Develop spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the school's Safeguarding and Child Protection protocols.
12. Further information about the content of the school's RSE learning outcomes programme can be found in Appendices 1 and 2.

How Relationships and Sex Education is organised in the Curriculum

RSE is not delivered in isolation, but firmly embedded in all curriculum areas including PSHE education, Citizenship and Science. At Granard the main RSE content is delivered as part of a wider topic to provide a context for learning. We use the 'Kapow' scheme of work to support our planning.

- RSE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.
- PSHE ground rules are used in all PSHE and RSE lessons. These are set out at the beginning of the year and each theme. Pupils are reminded of them when teachers feel necessary. Appendix 3
- Children are able to ask anonymous questions which the teacher will assess and cover in the lessons. Those deemed beyond the curriculum will be shared with the PSHE Lead if the teacher feels the need for support in making a decision on whether to bring it up as a whole class or individually. Any concerning questions should be reported in the same way all safeguarding concerns are reported.
- Resources used are flexible in order to meet the needs of the children and curriculum.
- Correct scientific vocabulary will be used throughout the RSE and PSHE curriculum.
- RSE is delivered through a varied range of activities, which promote dialogue and understanding. These include: circle time, active teaching and learning, role play/scenarios, card sorting and discussions.
- All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance.

External Agencies/Visitors

- External agencies can be invited to support the delivery of RSE. These include: the school nurse and the police.
- External agencies and visitors are familiar with and understand the school's RSE and Health Education policy and Safeguarding and Child Protection policy and work within these documents.
- All visitors are supervised/supported by a member of staff at all times.
- The input of visitors is monitored and evaluated by staff. 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 PSHE and RSE programme. Parents are provided with the opportunity to find out about and discuss the school's programme through the year group's RSE curriculum news, Parents' Evening, in policy development, the school website, displays and an open-door policy.

To promote effective communication and discussion between parents and their children, we notify parents through information workshops, half termly curriculum news and the school website about when particular aspects of RSE will be taught. 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 from Sex Education lessons

Parents have the right to withdraw their children from parts of the curriculum which are designated as Sex Education, except for those parts which are included within the National Curriculum for Science and Health education.

Parents are also informed that the RSE curriculum is 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 children
- foster British values and prepare children and young people for the challenges, opportunities and responsibilities of adult life, along with the coverage of the National Curriculum for Science

Methods to communicate the school's approach to RSE are through the school's website and the RSE and Health Education policy.

Parents in Year 6 are given the right to withdraw their child from two lessons that are deemed not part of Statutory requirements. A letter is sent home to the Year 6 parents/carers giving them the right to withdraw their child from Lesson 3 (Conception and Pregnancy). Those parents/carers wishing to exercise the right to withdraw their child are asked to put this request in writing to the Headteacher via the return slip on the letter. They will be invited in to see the teacher and/or PSHE Lead who will explore any concerns and discuss any impact that withdrawal may have on the child**.**

It is then the responsibility of the parents/carers to deliver the content of the Sex Education lessons to their child as they see fit. Information and support materials are available for parents/carers to use and are offered by the staff.

Children withdrawn from Sex Education continue with individual learning tasks for other curriculum areas, which are carried out in another classroom. These will be set by the teacher and will be linked to the lessons in class.

If a conversation arises about sexual health issues in a non-RSE lesson with children present who have been withdrawn from this RSE lesson, the teacher will give an appropriate holding answer and revisit at an appropriate time.

Children Involvement

We involve children in the development of the RSE curriculum through the Teaching and Learning approach.

The RSE Lead interviews groups of children across the school and will ask School Council to share as part of the monitoring and evaluation process.

Surveys are also used for whole class feedback.

How the School responds to Specific Issues related to Relationships and Sex Education

Answering Difficult Questions

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught impartially. Topics are presented using a variety of views and beliefs so that children are able to form their own informed opinions but also respect others who may have a different opinion. Both formal and informal RSE arising from children's questions are answered according to the age and maturity of the children concerned and the limits of the year group topics. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned or believe any child to be at risk.

Ground Rules

RSE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of the RSE work, in addition to those already used in the classroom. Appendix 1

Inclusion

The RSE and Health Education policy reflects the school's Equality policy and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all children, including those with SEN and disabilities. Teachers understand the principles of the 'So Safe' programme and embed these into the curriculum. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all children feel valued and included, regardless of their gender, ability, disability, experiences and family background and paying due attention to the age and stage of development of the children in the class.

RSE strives to meet the needs of all children regardless of their developing sexuality and deals honestly and sensitively with sexual orientation, answers appropriate questions and offers support. Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated at Granard Primary School and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

Confidentiality and Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. RSE discussions may prompt a child to talk about related incidents of concern; for example, FGM, forced marriage, child exploitation or abuse. If the member of staff believes that the child is at risk or in danger or has concerns about any information shared, she/he should record the concern on the school's CPOMS system. The Designated Safeguarding Lead will take action as laid down in the Safeguarding and Child Protection policy. All staff are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. If a member of staff believes that a child has undergone FGM, they are to report this to the police.

The child concerned will be informed that confidentiality is being breached and reasons why this is important. The child will be supported by staff throughout the process.

How the Relationships and Sex Education Programme is Monitored, Evaluated and Assessed

We ensure that all children have equal access to the RSE programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration children's needs, maturity, age, ability and personal circumstances.

Class teachers assess children's understanding and progress through formative and summative processes. These include pre- and post-topic mind maps, drawings, task outcomes, questioning and observation. At the end of the year each year group reviews the RSE programme they have implemented and pass on any comments to the RSE Lead as part of her monitoring cycle.

A representative selection of children are interviewed and all parents are invited to provide feedback on the provision of RSE. The RSE and Health Education policy is reviewed every three years (or earlier in accordance with up-dated DfE guidance) taking into account the feedback from teaching staff, children and parents. Governors consider evaluations and recommendations before amending the policy. Governors remain ultimately responsible for the policy.

Professional Development for Staff

Staff are kept informed of developments in key aspects of RSE, including links with Safeguarding, Inclusion, Equality, Child Protection and Anti-bullying, through regular training provided at staff meetings and INSET days.

This RSE and Health Education Policy reflects other policies of the school, including:

Anti-bullying Policy
Behaviour Policy
Confidentiality Policy
Educational Visits Policy
Equality Policy
Health and Safety Policy
PSHE Policy
Safeguarding and Child Protection Policy
Sex and Relationship Education Guidance – Good Practice DfE

Reviewed: October 2025

Review Due: June 2026

Approved by: Headteacher: ……

Name: …….. Date: ……

Governor: ……

Name: …….. Date: ……..……..

Appendix 1

PSHE Ground Rules

- We join in and ask questions if we want to
- We make sure that everybody feels listened to
- We make sure everybody feels okay – we don't put people down
- We use the correct vocabulary when possible, if we are unsure we ask the teacher
- We keep the conversation in the room
- We know we can ask for further help or advice if we want to