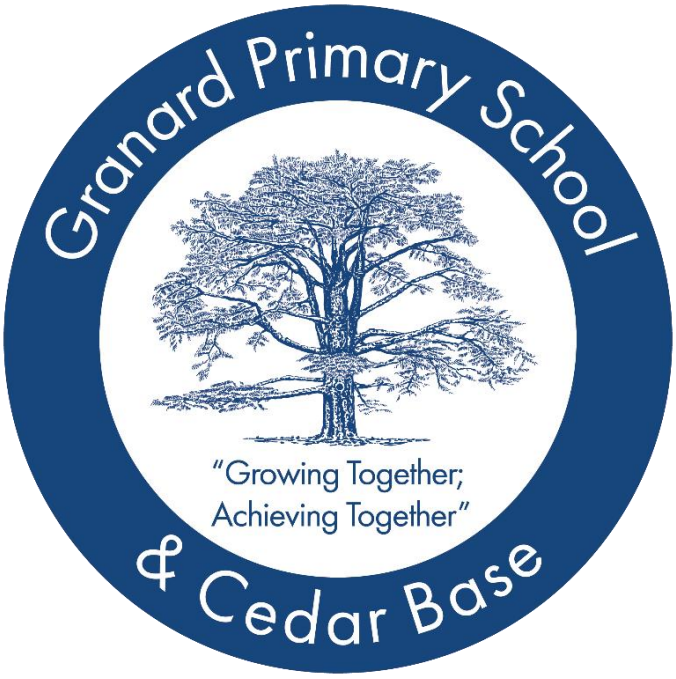
Granard Primary School



Relationships, Sex and Health Education Policy (RSHE)

September 2026

Review Due: September 2029

This policy reflects the statutory guidance from the DfE issued under Section 80A of the Education Act 2002 and includes the latest *Relationships, Sex Education and Health Education* guidance (2025). It also reflects the DfE *Relationships Education, Relationships and Sex Education and Health Education* statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams and 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 – five parents representing Years 1-6

All school personnel and parents/carers have been made aware of this policy. This policy is available to view on the school's website. Hard copies are also available upon request from the school at no additional cost.

Definition of RSHE

RSHE is the teaching of accurate, age- and stage-appropriate skills, attitudes and knowledge about the human body, personal safety, reproduction, sex, and both physical and mental health. RSHE also provides children and young people with essential skills for building positive, enjoyable, respectful and non-exploitative relationships, and for staying safe both online and offline. Some aspects of RSHE are taught in science, and others are delivered as part of Personal, Social, Health and Economic Education (PSHE).

Aims and Outcomes of RSHE in the Curriculum

The overall aim of RSHE is to foster a positive attitude towards lifelong learning about a child's physical, moral and emotional development, including how to maintain both physical and mental health. It supports the development of self-respect and empathy for others and provides the skills and understanding needed to manage conflict in a calm and respectful manner.

RSHE is also designed to support children in developing the ability to recognise and avoid all forms of exploitation and abuse in the 21st century, and to ensure that they know how to seek help when needed.

RSHE Provides Opportunities for Children to:

1. Better understand the human body and learn the scientific names of private body parts to support safeguarding and reduce stigma
2. Learn about relationships, including respectful communication and conflict management, and develop values such as respect, equality, responsibility, care and empathy, both online and offline
3. Reflect on the importance of stable and loving relationships for family life, including the raising of children, and explore different types of families (e.g. marriage, cohabiting relationships, blended families and same-sex families)

4. Understand the physical, emotional and mental changes that occur as they grow from childhood to adulthood
5. Make informed and safe choices, including understanding peer pressure, the risks associated with drugs and alcohol, and online safety
6. Develop an understanding of basic first aid and awareness of risks in everyday environments, including roads, railways, water and fire
7. Develop emotional literacy and learn strategies to support positive mental health, including how to seek help when needed
8. Understand the risks associated with online content, including social media, age restrictions, scams and AI-generated content, and develop media literacy
9. Develop an understanding of change and loss, including bereavement

Morals, Values, Equalities and Safeguarding

The RSHE programme at Granard reflects our ethos by demonstrating and promoting the following:

1. Understand the value of respect, care and love
2. Understand and value different types of family life within stable, loving and committed relationships
3. Show respect for self and others, both online and offline
4. Understand and respect the rights and responsibilities within relationships
5. Understand and respect diversity in religion, gender, culture and sexual orientation
6. Understand the importance of reducing intolerance and discrimination based on sexual orientation, disability, ethnicity, religion and gender
7. Show acceptance and tolerance of diversity
8. Understand and promote gender equality and equality in relationships
9. Challenge gender-based stereotypes and inequality
10. Develop spiritual, moral, social and cultural awareness

How Relationships, Sex and Health Education is Organised in the Curriculum

RSHE is not delivered in isolation but is embedded across the wider curriculum, including PSHE and science. At Granard, the main RSHE content is delivered as part of broader topics to provide meaningful context for learning. We use the Kapow scheme of work to support planning.

- RSHE is delivered by class teachers in mixed-gender groups, except where it is more appropriate for topics to be taught in single-sex groups (e.g. Year 6: Conception and Childbirth)
- PSHE ground rules are used in all PSHE and RSHE lessons. These are established at the beginning of the year and each topic, and pupils are reminded of them as needed (see Appendix 1)
- Pupils can ask anonymous questions using Post-it notes. These are reviewed by the teacher and addressed within lessons. Questions that fall outside the curriculum may be discussed with the PSHE Lead where support is required in deciding how best to respond. Any concerns will be reported in line with safeguarding procedures (via CPOMS or directly to the Safeguarding Lead)
- Resources are adapted as necessary to meet the needs of pupils and the curriculum
- Correct scientific vocabulary is used throughout RSHE and PSHE, and pupils are encouraged to use appropriate terminology when discussing the body

- RSHE is delivered through a range of teaching approaches that promote discussion and understanding, including circle time, active learning, role play (where appropriate), card sorting and group discussion
- All RSHE content forms part of the planned programme and is agreed with staff in advance

External Agencies/Visitors

- External agencies may be invited to support the delivery of RSHE. These include the school nurse, police and theatre/assembly providers such as Loud Mouth
- External agencies and visitors are familiar with and understand the school's RSHE Policy and Safeguarding and Child Protection Policy and work in accordance with these
- 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 these evaluations inform future planning

Parental Involvement

Granard Primary School is committed to working in partnership with parents. We recognise the importance of parental support for the PSHE and RSHE programme. Parents are given opportunities to learn about and discuss the school's provision through the school website, policy development, displays and our open-door approach.

To promote effective communication between parents and their children, we inform parents via workshops, messaging and the school website when specific aspects of RSHE will be taught. We also encourage parents to speak to staff so that any concerns can be addressed in a positive, sensitive and proactive manner.

Parental Right to Withdraw their Child from Sex Education Lessons

Parents have the right to withdraw their child from those parts of the curriculum designated as Sex Education (Year 6), except for content that forms part of the statutory National Curriculum for science (e.g. puberty).

Parents are informed that the RSHE curriculum supports the school's statutory duty to:

- Safeguard and promote the welfare of children
- Encourage their spiritual, moral, social and cultural development
- Promote British values and prepare pupils for the opportunities, responsibilities and experiences of adult life
-

The school's approach to RSHE is communicated through the website and this policy.

Prior to the delivery of Sex Education lessons, parents of Year 6 pupils are informed and given the option to withdraw their child from the non-statutory elements. A letter is sent outlining the specific lessons (e.g. Conception and Pregnancy; Pregnancy and Childbirth). Parents wishing to withdraw their child are asked to submit this request in writing to the Headteacher. Parents are also invited to meet with the class teacher and/or PSHE Lead to discuss any concerns and review lesson materials.
Where a child is withdrawn, it is the responsibility of the parent/carer to provide this aspect of education at home. The school will provide information and guidance to support this where appropriate.

Children who are withdrawn will complete alternative learning activities linked to the wider curriculum in another classroom. These activities will be planned by the class teacher.

If a topic related to sexual health arises incidentally in a non-RSHE lesson, the teacher will provide an appropriate, age-appropriate holding response and address it at a suitable time.

Children Involvement

We involve children in the development of the RSHE curriculum through a teaching and learning approach. The RSHE/PSHE Lead uses pupil voice as part of the monitoring and evaluation process. Surveys are also used to gather whole-class feedback.

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

Answering Difficult Questions

Staff recognise that views on RSHE-related issues may vary. However, while personal views are respected, all RSHE topics are taught impartially. Topics are presented using a range of perspectives so that children are able to form their own informed opinions while respecting those of others.

Both planned and responsive RSHE opportunities arising from children's questions are addressed in a way that reflects the age and maturity of the pupils, as well as the scope of the year group curriculum. Granard Primary School expects teachers to use their professional judgement, skill and discretion in this area, and to refer to the Designated Safeguarding Lead if they have any concerns or believe a child may be at risk.

Ground Rules

RSHE is taught in a safe and non-judgemental environment where both adults and children feel respected. Specific ground rules are established at the beginning of each RSHE unit, in addition to those already in place within the classroom (see Appendix 1).

Inclusion

This RSHE policy reflects the school's Equality Policy and ensures that the RSHE programme is inclusive, appropriate and relevant to all pupils, including those with SEND. Teachers understand the principles of the *So Safe* programme (particularly those working with ASD Base pupils) and incorporate these into the curriculum.
Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community and support all pupils to feel valued and included, regardless of gender, ability, SEND, experiences or family background. Careful consideration is given to the age and stage of development of all pupils.
RSHE aims to meet the needs of all pupils and is delivered in a way that is honest, sensitive and inclusive of different sexual orientations. Appropriate questions are answered sensitively, and support is provided where needed. Prejudiced language or behaviour (e.g. homophobic comments) is not tolerated at Granard

Primary School and is addressed in line with the school's commitment to inclusion, equality and the prevention of bullying.

Confidentiality and Child Protection Issues

PSHE and RSHE lessons are conducted within a safe and supportive environment that encourages open discussion. However, it is made clear to pupils that confidentiality cannot be guaranteed, particularly where safeguarding concerns arise.

If a member of staff has any concerns about information shared by a pupil, they must record this on the school's CPOMS system in line with safeguarding procedures. The Designated Safeguarding Leads will take appropriate action in accordance with the Safeguarding and Child Protection Policy.

All staff are familiar with this policy and know who the Designated Safeguarding Leads are. Where a concern requires immediate action, staff must inform a Designated Safeguarding Lead verbally as well as recording it on CPOMS.

If a member of staff has concerns that a child may have undergone Female Genital Mutilation (FGM), they must report this to the police as well as informing the Designated Safeguarding Leads, in line with statutory guidance.

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

At Granard Primary School, we ensure that all children have equal access to the RSHE programme through a thorough process of monitoring, evaluation and assessment. This process takes into consideration pupils' needs, maturity, age, ability and personal circumstances.

Class teachers assess pupils' understanding and progress using both formative and summative approaches. These include the use of mind maps at the beginning of each topic to inform planning. At the end of each topic, pupils are invited to revisit and add to their initial mind maps (in green pen) to demonstrate their learning.

As part of the monitoring cycle, a representative selection of pupils is interviewed and parents are invited to provide feedback on the RSHE provision. The RSHE Policy is reviewed every three years, or sooner if there are updates to DfE guidance, taking into account feedback from staff, pupils and parents. Governors consider evaluations and recommendations before making any amendments and retain overall responsibility for the policy.

Professional Development for Staff

Staff are kept informed of developments in key aspects of RSHE, including links with safeguarding, inclusion, equality, child protection and anti-bullying, through regular training at staff meetings and INSET days.

Links with Other Policies

This RSHE Policy should be read alongside other relevant school policies, including:

- Anti-bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Educational Visits Policy
- Equality Policy
- Health and Safety Policy
- PSHE Policy
- Safeguarding and Child Protection Policy

Policy Review

Last Reviewed: September 2026

Review Due: September 2029

Approval

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 correct scientific vocabulary when possible and ask the teacher if we are unsure
* We do not laugh or make jokes about any comments made by others
* We do not share our RSHE conversations outside of the classroom, unless it is with a trusted adult (like a teacher or a parent)
* We know that we can ask for further help or advice if we want to
* If something doesn't feel right, we speak to a trusted adult