



*Growing together, hand in hand*

# **Relationships Education, Relationships and Sex Education and Health Education Policy 2024/25**

<b>Audience:</b>	Staff/Governors/Public
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### 1. Aims

This policy covers our school's approach to Relationships Education, Relationships and Sex Education and Health Education. This policy will be available to families through the school website. A paper copy can be made available by written request. At Gorsemoor Primary School, we are committed to ensuring our children know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. Relationships Education and Health Education are not taught as subjects in their own right, but they are delivered as part of a carefully planned element in our PSHE (Personal, Social, Health and Economic) curriculum. They must be taught in a safe, respectful environment with sensitivity and inclusivity at the heart of the teaching.

### 2. Definitions

Relationships Education – The focus on teaching children the fundamental building blocks and

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characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Relationships and Sex Education (RSE) – A non-statutory tailored education programme individual to each primary school on whether it is delivered depending on the age and physical and emotional maturity of the children.

Health Education - Covers a range of health topics such as leading a healthy lifestyle, recognising and managing emotions, keeping both physically and mentally healthy and the physical changes of growing up.

### 3. Statutory Requirements

The Relationships Education, Relationships and Sex Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make **Relationships Education** compulsory for all pupils receiving primary education. They also make **Health Education** compulsory in all schools.

Further guidance from the government is available here:

[Relationships Education, Relationships and Sex Education and Health Education.](#)

### 4. Curriculum

#### 4.1 Relationships Education

The statutory guidance requires all children by the end of primary school to have been taught about:

- families and people who care for them
- the importance of and how to develop healthy and respectful relationships
- how to form healthy online relationships
- being safe (both on and offline)
- relationships with friends, family members, other children and with adults
- treating others with kindness, consideration and respect
- the importance of honesty, truthfulness, permission seeking and giving, and personal privacy (along with boundaries)

All subject content is taught in an age appropriate way whilst teaching pupils to treat others with consideration, respect and kindness. The teaching of Relationships Education forms an intrinsic part of providing the knowledge to safeguard children and their wellbeing.

#### 4.2 Relationships and Sex Education

Sex Education is **not** compulsory in primary schools.

Currently at Gorsemoor, we have chosen **not** to teach Sex Education as part of our curriculum. The Department for Education recommends that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils, therefore we will decide whether or not to teach this on a year-by-year basis.

#### **4.2(a) Science and Sex Education**

Under the National Curriculum, **the basics of Sex Education fall within the science curriculum.** The statutory content requires maintained schools to teach children about human development, including puberty, and reproduction. Please see the DfE Science Programme of Study below which includes specific content for each year group.

##### **In Key Stage 1, pupils will:**

Identify, name, draw and label basic parts of the human body (statutory) including naming external genitalia. Notice that animals including humans have offspring which grow into adults (statutory). They should raise and answer questions that help them to become familiar with the life processes that are common to all living things (non-statutory). They should be introduced to the process of reproduction and growth in animals; they should not be expected to understand how reproduction occurs (non-statutory).

##### **In Key Stage 2 pupils will:**

Describe the changes as humans develop to old age (statutory). Describe the life process of reproduction in some plants and animals (statutory). Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals (non-statutory).

[Science Programmes of Study: Key Stages 1 and 2](#)

#### **4.3 Health Education**

Health Education focuses on providing pupils with the knowledge they need to make informed decisions about their own health and wellbeing, whilst recognising issues in themselves or others around them and how to seek the necessary support if required.

By the end of primary school, pupils should have been taught the following in Health Education:

- how to manage their own mental health and wellbeing
- how to recognise internet harms and how to improve their online safety
- how to develop their physical health and fitness
- the importance of healthy eating
- facts and risks associated with everyday drugs, alcohol and tobacco
- basic first aid
- the facts regarding the changing adolescent body, including menstruation
- the importance of health and the prevention of illnesses
- different experiences and how they can affect us including loss and bereavement

#### **4.4. Early Years**

In Early Years (Nursery and Reception), PSHE lessons are taught discreetly. PSHE lessons Relationships Education, Relationships and Sex Education and Health Education Policy

cover topics including; relationships, valuing differences, keeping safe, rights and respect, having a healthy mind and body, and growing and changing. Under 'growing and changing', children in Early Years are taught the scientific names for external genitalia.

#### **4.5. Mental Health and Wellbeing**

The development of mental health and wellbeing in children is becoming increasingly significant. As part of our school ethos, we aim for mental wellbeing to become a part of daily life, in the same way that we regard physical health. It focuses not only on providing children with the necessary information on how to improve and maintain healthy mental health but also providing the vocabulary to articulate how they are feeling.

By the end of primary school all children should have been taught:

- that mental wellbeing is a normal part of daily life
- that there is a normal range of emotions and how to deal with them
- how to recognise and talk about their emotions with the relevant vocabulary
- how to judge whether what they are feeling and how they are behaving is appropriate
- the benefit of physical activity, time outdoors, calming techniques and community participation on mental wellbeing and happiness.
- that bullying (including cyberbullying) has a lasting and negative impact on mental wellbeing
- simple self-care techniques
- where and how to seek support
- that it is common for people to experience ill mental health

#### **4.6 Online Safety**

Here at Gorsemoor we recognise that our pupils are growing up in an ever-evolving and complex digital world. We are committed to ensuring that our curriculum reflects not only the positives that technology offers us, but also the challenges and dangers that children may face online. In order to do this, each year group will focus on one of the eight strands of online safety at least three times per half term through ProjectEVOLVE.

The eight strands of online safety taught are:

- Self-image and identity
- Online relationships
- Online reputation
- Online Bullying
- Managing online information
- Health, wellbeing and lifestyle
- Privacy and security
- Copyright and ownership

More information about online safety at Gorsemoor can be found in our Online Safety Policy.

## 5. Delivery

Relationships Education and Health Education is taught within the PSHE (Personal, Social, Health and Economic) scheme of learning. PSHE is taught through discreet lessons and also as part of a broader curriculum. At Gorsemoor, we teach PSHE through a fully comprehensive and resourced scheme called SCARF. SCARF is ran by the charity Coram Life Education who pride themselves on being one of the leading charities of relationships, health and wellbeing. Our PSHE curriculum is progressive from Nursery through to Year 6 and meets the Department for Education's statutory requirements. Discreet PSHE lessons are taught once a week and follow lessons based around a main 'big question' for the half term. Each lesson is also centred around a question which provides the learning objective for that lesson. All lessons fall under one of six main themes; Me and My Relationships, Valuing Difference, Keeping Safe, Rights and Respect, Being My Best and Growing and Changing. Each theme is taught every year from Nursery to Year 6.

For more information about SCARF, you can visit the website [here](#).

PSHE themes and objectives are also provided through:

- Assembly themes
- Circle time as and when issues arise
- Extracurricular activities e.g. visitors, themed weeks, health visitors, health days
- Story books and non-fiction texts
- Role play
- Promotion of the whole school ethos and values

Please see our **Progression of Skills Document** on the website for the complete coverage of PSHE at Gorsemoor from Foundation Stage to Year 6.

## 6. Roles and Responsibilities

### 6.1 The governing body

The governing body are responsible for approving this policy.

### 6.2 The Headteachers

The headteachers are responsible for ensuring that Relationships Education and Health Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (when applicable).

The Headteachers also:

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- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Monitor this policy on a regular basis and reports to governors on the effectiveness of the policy.

### 6.3 Staff

All staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE (when applicable).

Class teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. All questions will be handled sensitively and set within a general context. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

### 6.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

### 6.5 Parents/Carers

We wish to build a positive and supporting relationship with the parents/carers of children at our school through mutual understanding, trust and cooperation. In promoting this objective we:

- Inform parents/carers about the school's Relationships Education and Health Education policy and practice; this includes informing parents by letter or email before beginning to teach a unit of RSE (if applicable).
- Answer any questions that parents/carers may have about their child; this includes providing opportunities for parents/carers to view the resources that are used in PSHE lessons.
- Take seriously any issue that parents/carers raise with teachers or governors about this policy or the arrangements for RSE (when applicable) in the school.
- Parents/carers have the right to withdraw their children from the non-statutory components of sex education (when applicable).

## 7. Parents/Carers right to withdraw

Parents/carers **do not** have the right to withdraw their children from Relationships Education or Health Education as they are statutory. However, parents/carers **do** have the right to withdraw their children from the non-statutory components of Sex Education within RSE (when Relationships Education, Relationships and Sex Education and Health Education Policy

applicable). Alternative work will be given to pupils who are withdrawn from Sex Education and that child will go to another class for the duration of the lesson.

Currently at Gorsemoor, we have chosen **not** to teach Sex Education as part of our curriculum therefore parents/carers **cannot withdraw** their child from PSHE lessons. We will decide whether or not to teach this on a year-by-year basis.

## 8. Safeguarding

The teaching of PSHE education, which includes Relationships Education and Health Education, provides the learning opportunities for staff to equip pupils with the knowledge to keep themselves safe in school, outside of school and in the future. During the teaching of PSHE topics, teaching staff are aware that safeguarding issues or concerns may arise. We provide opportunities for discussion within a safe and respectable environment, where pupils are reminded of the ground rules of PSHE lessons at the beginning of the session. Through the teaching of PSHE, we use distancing techniques, such as role-play and story books, to allow pupils to relate to issues without considering their own circumstances directly. Although PSHE is most effective taught as a part of a whole school ethos, discreet lessons allow time for crucial issues to be addressed. Before teaching PSHE lessons, staff are encouraged to consider the personal circumstances of pupils within their cohort and tailor lessons to suit individual needs.

At Gorsemoor, we acknowledge that our safeguarding methods extend to curriculum approaches such as the teaching of PSHE education and take seriously our safeguarding responsibilities. Our PSHE curriculum contributes to safeguarding by teaching pupils about healthy relationships; addressing stereotypes; teaching the language and strategies to deal with risks; teaching children how to keep both physically and mentally healthy; enabling children to have an understanding of first aid; and teaching children the skills to stay safe online. As part of Relationships Education and Health Education, our pupils will also be taught about boundaries and privacy so that children can understand that they have rights over their own bodies and know how to seek advice when they suspect or know something is wrong. We aim to create an open and safe environment where pupils are encouraged to talk to school staff about any concerns they may have and are informed about support they can access outside of school, such as Childline.

All staff members receive up to date PREVENT training in order to support their safeguarding of vulnerable people from being radicalised, as well as up to date safeguarding training on a yearly basis.

All staff members are aware of safeguarding procedures within school and all concerns are reported to the DSL or DDSLs. Staff members handle concerns with sensitivity and in a supportive manner. DSLs will have an overview of the PSHE curriculum and topic themes will be placed on half termly curriculum overviews to ensure that safeguarding leaders and parents are aware of upcoming topics and discussions.

As a school, we have also signed up to Operation Encompass. This is a police initiated scheme where senior safeguarding leads are alerted to any incidents of domestic abuse at the

home address of a pupil. This information enables relevant staff to be informed that a pupil may need additional support.

## 9. Pupils with SEND

According to the DfE guidance, Relationships Education and Health Education should be accessible to all pupils and states *high quality teaching that is personalised to the needs of the child is the starting point to ensuring accessibility*. As far as the teacher deems appropriate, children with SEND should follow the same PSHE, Relationships Education and Health Education curriculum as other pupils. Individual pupils should be supported where required and/or learning may be tailored to meet specific children's needs where necessary. Staff must decide whether the individual child can access the curriculum successfully and adapt content to ensure it meets the need of pupils at different stages developmentally. Teaching of these subjects is required to be sensitive, age appropriate, developmentally appropriate and delivered in conjunction with government guidance.

## 10. Equal opportunities

All schools are required to comply with relevant requirements of the Equality Act 2010. The Equality Act of 2010, covers how the curriculum should be delivered and how teachers must ensure that issues are taught in a way that does not subject pupils to discrimination. Our provision of PSHE (including Relationships Education and Health Education) is in line with government guidance. All children have equal access to the PSHE curriculum and developmentally appropriate materials. Resources are differentiated where appropriate and are sensitive to the needs and backgrounds of the children and do not reflect gender or cultural stereotypes.

As stated in the DfE guidance, *the religious background of all pupils must be taken into account* and this is reflected in ensuring that all topics included in the core content are handled appropriately. All education providers are required to produce inclusive PSHE teaching, tackling any prejudgements and misconceptions whilst promoting respect and understanding.

Through the teaching of Relationships Education, schools are required to promote healthy and equal relationships and be taught in a way that fosters LGBT and gender equality, ensuring this content is fully integrated into the programme of study and taught at a timely point in the curriculum.

## 11. Evaluating and monitoring

Children's understanding, knowledge and skills during PSHE lessons are assessed through observation, discussion, questioning and participation. Work is recorded in class floorbooks where pieces of work from a variety of children in each lesson are selected and displayed in the book. A floorbook is a large book (similar to a scrapbook) for recording children's PSHE learning, individually and collaboratively. They are used as a strategy to record, develop and assess children's understanding of PSHE topics. All other children's work is kept in folders for record. PSHE scrapbooks are separated into six main sections, one for each half term. At the beginning of each section, teachers record the focus for that half term (Relationships, Health

and Wellbeing or Living in the Wider World). For each individual lesson, a lesson objective (centred around a key question) and a short caption explaining the focus of the lesson is recorded and then children's responses are added in a variety of ways. Records of lessons in PSHE scrapbooks are created either by the teacher, the teacher in conjunction with pupils, or by pupils themselves.

Evidence of PSHE lessons is gathered in a variety of ways such as:

- Photographs
- Samples of children's work
- Drawings
- Post it notes
- Written records of verbal discussions
- Thought bubbles
- Samples of children's responses
- QR codes (containing videos and voice notes)

The teaching of PSHE is monitored on a half termly basis, including book trawls of class floorbooks to ensure PSHE coverage and progression. Teachers are not expected to mark the PSHE learning but are encouraged to add comments or observations from the lesson to the scrapbook.

## **12. Assessment**

Due to the personal nature of PSHE, it is a subject that cannot be assessed in the same way as other curriculum subjects. However, it is possible to recognise children's knowledge and understanding of the skills and attributes that are developed through the teaching of PSHE. Teachers will make informal judgements as they observe the children and their participation through the lesson, and use this to inform their next steps of teaching.

At Gorsemoor, we use a variety of methods to assess pupils' development of these skills whilst allowing children to also assess their own progress. An initial activity is conducted at the beginning of a topic to assess children's prior knowledge and understanding. Then, where appropriate, another activity is conducted either at the end of a lesson or module to show progression against the baseline. This assessment can take any form that is appropriate, such as a mind map where children record their ideas or questions at the beginning of the topic and then revisit, and add to, the same mind map at the end.

## **13. The Learning Environment**

All pupils are encouraged to participate during PSHE lessons and pupils are reminded to treat others' values and opinions with respect and sensitivity. Pupils are encouraged to work independently and as part of a team in discussions and are encouraged to take it in turns when speaking in order to allow all pupils to voice their ideas and opinions.

'Tell Me' boxes are used for children to place their questions or thoughts in that they do not wish to share with the class. They are encouraged to share their thoughts during lessons and only use the thought box for sensible questions that they feel they cannot discuss in front of others. Teachers check thought boxes regularly and decide the most suitable way to deal with entries, whether this is individually with the child or as a class if necessary.

PSHE is taught inclusively regardless of race, religion and gender, whilst also addressing the need for equal opportunity. Staff ensure no judgement is made on the opinions, choices or lifestyle of others. If a safeguarding issue is raised, staff follow the correct safeguarding procedure and the safeguarding policy.

## **14. British Values**

The fundamental values of British Values are:

- democracy
- the rule of law
- individual liberty
- tolerance
- mutual respect

The teachings of these values are incorporated throughout the PSHE curriculum and as an integral part of our school ethos. Through our curriculum, children explore how they are similar and different to their peers and are encouraged to develop tolerant behaviours, for example, respecting different views to their own and sharing with others. Pupils are taught to tackle stereotypes whilst developing an understanding of why some may discriminate. Children are encouraged to have a voice and to take responsibility, in PSHE lessons but also throughout the school environment, e.g. pupil leadership teams, pupil voice.

## **15. SMSC**

SMSC stands for spiritual, moral, social and cultural. The objectives of SMSC are to enable children to:

- know and understand a healthy and active lifestyle
- be aware of safety issues
- understand what makes for good relationships with others and have respect for others and keep safe from bullying, harassment and discrimination
- be independent members of a community, such as school
- be positive and active members of a democratic society
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- develop good relationships with all members of the community (positive role models for success in life)

The development of SMSC objectives is engrained throughout all subjects and throughout school life. The teaching of these objectives develops the skills that pupils need to manage their lives now and in the future, to prepare them for life as a well-rounded citizen. SMSC objectives are promoted through a variety of ways at Gorsemoor, including; assembly themes, themed weeks (e.g. Anti-bullying Week), school clubs, school trips, achievement awards and school visitors. Also, our pupils are encouraged to play a positive role in contributing to the school and wider community.

## **16. Complaints Procedure**

Any complaints or concerns about the Relationships Education programme, the Relationships and Sex Education programme (when applicable) or the Health Education programme should be made to the class teacher in the first instance.

## **17. Useful Links**

Please see below useful links produced by the government for families:

[Understanding Relationships and Health Education - a guide for primary school parents \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Relationships education, relationships and sex education \(RSE\) and health education: FAQs - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

## **Policy information**

This guidance will be reviewed on a yearly basis to ensure that it is meeting the statutory requirements.

