



Baston CE Primary School

Relationships & Sex Education Policy

Iteration	Date Written	Date Approved	Changes
Original 1.1	June 2018	July 2018	
2.1	October 2024	December 2024	Complete rewrite based on Kapow and The Key Model Policies

Introduction

This is the policy of Baston CE Primary School on the approach taken to Relationships, Sex and Health Education (RSHE), approved by Education, Attainment and Quality of Teaching (EAQT) Committee on November 2024 following a consultation with parents and carers on 12th & 13th March 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.
- 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 (2019)*. 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.

There is no equivalent requirement for a health education policy but, in line with best practice, this RSHE policy also covers health 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:

- EYFS Policy
- Teaching & Learning Policy
- SEND Policy
- Child Protection and Safeguarding Policy
- Staff Code of Conduct Policy
- Drugs Policy
- E Safety Policy
- Anti Bullying Policy

Definition

At Baston CE Primary School, we believe that Relationships, Sex, and Health Education (RSHE) is fundamental to the personal development of our children and young people. It plays a crucial role in their spiritual, moral, social, and cultural growth, equipping them to navigate the real-life issues they will face as they grow up and as they transition into adulthood. Our aim is to foster informed decision-making regarding safety, physical and mental health, empowering our students to lead positive and fulfilling lives.

This policy outlines our comprehensive approach to Relationships and Sex Education (RSE), recognising the vital partnership between home and school in shaping our students' understanding of all types of relationships. By creating a supportive school ethos where every individual is valued, we promote positive relationships and ensure a safe learning environment.

We define Relationships and Sex Education as encompassing the connections we have with everyone in our lives. By prioritising RSHE, we ensure that our pupils are aware of the wider community and the importance of fostering healthy relationships.

Our strapline, "Preparing the Way," embodies our commitment to equipping students with the knowledge and skills they need to thrive in a diverse world.

Aims

The aims of our RSHE programme are:

- 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

An effective programme of RSHE requires support from the whole school community and the following people have specific roles and responsibilities:

Governors

The governors of Baston CE Primary School hold a vital role in providing strategic oversight for the school's approach to Relationships, Sex, and Health Education (RSHE). Their responsibilities include:

- Policy Development and Review: Ensuring that the RSHE policy is developed, reviewed, and updated in accordance with current legislation and best practices.
- Strategic Oversight: Monitoring the implementation of the RSHE curriculum to ensure it meets the needs of all pupils and aligns with the school's values and ethos.
- Community Engagement: Facilitating communication and collaboration between the school, parents, and the wider community to foster a shared understanding of RSHE.
- Training and Resources: Supporting staff training and the provision of adequate resources to effectively deliver RSHE.
- Evaluation and Accountability: Assessing the effectiveness of the RSHE programme and holding school leadership accountable for outcomes.

The EAQT Committee will oversee the implementation of the policy and ensure that the school remains committed to providing a comprehensive, inclusive, and effective RSHE curriculum.

Headteacher

The role of the headteacher includes the following:

- Overseeing the development and delivery of RSHE.
- Providing staff with the opportunity to contribute to the development of RSHE.
- Providing information to the trustees/governors.
- Providing training for the subject leader and staff, as required.
- Supporting the subject leader to liaise with parents and carers.
- Dealing with parents and carers who wish to withdraw a child from sex education.

Subject leader

The role of the subject leader includes the following:

- Leading the development and delivery of effective RSHE.
- Keeping up-to-date with the development of RSHE.
- Supporting colleagues as required.
- Monitoring and evaluating RSHE and providing necessary reports.
- Liaising with parents and carers.
- Keeping subject information up-to-date, including on the school website.
- Overseeing external visitors and resources used in RSHE.

All staff

The role of all staff includes the following:

- To understand and implement the policy of RSHE.
- 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:

- RSHE to be covered as part of a wider programme of PSHE education.
- The lessons are delivered fortnightly and are 40m in length, which is sufficient length to allow children to explore topics and reflect on their learning
- focus days, visits and visitors do not replace a taught lesson but are used to **enhance the** programme of study
- cross-curricular learning will be recognised in planning
- lessons will be taught by skilled staff and if a topic is considered particularly sensitive or controversial our most skilled staff will be present

Teaching and learning

RSHE is delivered in line with the teaching and learning policy. However, as the subject deals with real-life experiences, 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 differentiated 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.

Follow this link to view the [*Kapow Primary RSE curriculum overview*](#).

Resources

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

- High quality resources will support our RSE provision and will be up to date and relevant to children.
- Selected resources, such as books, film clips, will be used which support and promote understanding within a values context and underpin our school values.
- The resources reflect diversity by informing pupils on the wider community.

Visitors

Visitors can enhance children's learning. Teachers will select visitors in liaison with the subject leader. The following will be used to guide the use of visitors:

- The school will use visitors to enhance the lessons delivered by the class teacher; and information on where a visitor fits into the long-term plan will be shared with the visitor.
- The school will make visitors aware of the school policy for RSHE.
- The school will check the content of sessions delivered by visitors to make sure that it fits with the school's ethos and meets legal requirements.
- A member of staff will be present in sessions delivered by visitors.
- The school will make sure visitors undergo the necessary checks as required by the school safeguarding policies.

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

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education.

A parent or carer does have the right to withdraw their child from sex education unless what is being taught is part of the science national curriculum.

Following a consultation with the whole school community, the following content is deemed to be sex education:

- [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 if a parent or carer wishes to withdraw their child from sex education:

- Parents/carers will be informed about sex education by email one month before the first lesson
- Parents/carers should contact the school by email to withdraw their consent
- Parents/carers are likely to be invited in for a meeting which provides an opportunity for the school and the parent/carers to discuss concerns and to outline the impact on the children of missing sex education lessons.
- The decision on the withdrawal request will be minuted and sent to all necessary parties and will be recorded on our Management Information System.
- During the sex education lesson that the child will not attend, alternative PSHCE work will be provided and will be completed in another classroom.

Safeguarding and Support

RSHE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Reference should be made to 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.

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 headteacher and subject leader will be responsible for monitoring and evaluating RSHE in line with other subjects. Monitoring will take place through:

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

Professional development

The headteacher 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 annually by the EAQT Committee and every two years by the FGB. The next review date for EAQT is November 2025 and FGB November 2026.