



Gawber Primary School



Relationships Sex and Health Education Policy (RSHE)

March 2026

Review date March 2028

Person responsible for the Policy	Dawn Bradshaw
Date Agreed by Governors	March 2026
Review Date	March 2028
Is this Policy to appear on the school website	Yes

Headteacher's Signature	Dawn Bradshaw
Date	16.03.26
Chair of Governor's Signature	Emma Casimir
Date	16.03.26

Legislation

This policy has been written with regard to the Department for Education's guidance 'Relationships Education and Sex Education (RSE) and Health Education' published in June 2019. This is statutory guidance issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996. These regulations are made under sections 34 and 35 of the Children and Social Work Act 2017 and provide that children receiving primary education must be taught Relationships Education and Health Education. The policy is also influenced by a number of other statutory legislation and non-statutory guidance including the Equality Act 2010 and Keeping Children Safe in Education.

Definition of Relationships, Sex and Health Education

Relationships, Sex and Health Education is lifelong learning about physical, moral and emotional development. It is about understanding the characteristics of safe, positive and healthy relationships, which might be with friends, family or other adults. RSHE gives children the opportunity to learn about how to assess risks and keep themselves safe from harm. They develop the knowledge and skills to make positive, healthy choices, look after themselves and others, and importantly, to keep safe as they develop through life and into adulthood. It prepares children for the changes of adolescence and ensures they are equipped to manage these effectively. All of this is set within the morals and ethos of our school.

Why is RSHE important to our school?

At Gawber we firmly believe that it is part of our role to help prepare our children, as effectively as possible, to become the future adults that our community needs. Our children are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. Our aim is to ensure that in our safe and nurturing environment, children will learn how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. The topics covered within the RSHE curriculum are wide-ranging and at times parents and carers may have understandable concerns. This policy is designed to outline the purpose and content of RSHE, whilst ensuring that all of the compulsory subject content is age and developmentally appropriate. We aim to teach RSHE sensitively and inclusively, with respect to the backgrounds and beliefs of our children and parents/carers. As children progress through Gawber we want to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

Our core aims are:

- To work in partnership with parents and carers to develop the knowledge and skills of children in this important area
- To offer all children a planned programme of education about human development, healthy relationships of all kinds, sexuality and family life which is developmental and appropriate to the age and maturity of the child
- To learn about sexuality within a moral framework emphasising stable relationships and family life

- To encourage children to develop a positive view of themselves and to respect others
- To help children understand that they have rights over their bodies
- To help children recognise pressure in all its forms and have strategies to resist this
- To give children the knowledge and skills to recognise and manage risks and keep themselves safe, in real life and online
- To support children to understand what helps to keep their bodies and minds healthy and things they can do to improve their health and wellbeing
- To provide opportunities for all students to learn appropriate to their needs

Policy development, responsibilities, and review

The RSHE policy has been developed in consultation with parents, children, staff and governors. It will be reviewed annually by the governing body. When writing this policy our aims were to:

- Develop and implement the RSHE policy outlining the rationale and organisation of the RSHE programme, including information on parents' rights to withdraw from sex education and compliant with Equalities legislation.
- Ensure that parents/carers are consulted about the RSHE policy
- Ensure all staff comply with policy
- Make a copy of the policy available on the school website and to parents.
- Adequate resourcing available for subject
- Have a link governor to monitor RSHE/PSHE/wellbeing. This is Louise Botham.
- Monitor, review and evaluate the policy

The Headteacher (Dawn Bradshaw) will:

- Consult with key stakeholders about the RSHE policy
- Implement RSHE policy
- Monitor compliance to policy
- Work closely with the link governor (Louise Botham)
- Provide leadership and vision in respect of equality;
- Organise and attend quality training for the teaching staff so that they feel skilled and equipped to deliver effective RSHE
- Monitor the effectiveness of this policy and report annually to governors
- Provide guidance and support to all staff
- Provide training for all staff on induction and when the need arises;
- Keep up to date with new developments and resources
- Undertake risk assessments when required
- Review and monitor RSHE curriculum
- Monitor the effectiveness of this policy and report annually to governors
- Provide information to parents on what will be covered and when.

Review

The policy will be reviewed bi-annually. This review will be informed by pupil, staff and parent feedback. Assessment data and evidence of delivery will be used to evaluate

whether the curriculum is meeting the intended outcomes. The review process will also take account of emerging legislation and national and local good practice.

Dissemination

We will raise awareness of this policy via:

- The school website
- Communications with home such as weekly newsletters
- Reports such as the headteacher reports to governing body

Content of RSHE

We have adopted the One Decision Scheme as the core of our teaching in RSHE/ PSHE. However, as with all our subject areas we have then made it bespoke to our children and community by ensuring that we go beyond the National Curriculum so that our children can access a well-planned, small step, curriculum which builds on previous knowledge and experiences as our children progress through school. This curriculum is further enhanced by our wide and constantly evolving extra- curricular opportunities.

Children's University

We encourage our key stage 2 children to record their extra- curricular activities through 'Children's University'. This is a means of celebrating and enhancing the many opportunities and experiences our children have both in and out of school. Children log their extra-curricular activities so that over time they can create a detailed record of their wider personal development. This also helps school to identify further extra- curricular activities that children may need further experience of , for example, we are introducing an enterprise after school club for the first time this year.

Sex Education

Our provision of sex education in year 6 meets the developing needs our children. The content of the sex education can be discussed in more detail with either the headteacher or the year 6 teacher. In broad terms it takes a balanced and factual approach exploring healthy relationships, consent, reproduction, pregnancy and child-birth in an age-appropriate manner. Parents and carers are able to withdraw their child from this part of the curriculum if they would prefer to deliver this element of the curriculum themselves. However, we would welcome parents/carers discussing their concerns with us prior to making this decision. (see parent section below).

This element is optional at primary, although recommended by DFE.

Inclusion

RSHE and Personal, Social and Health Education (PSHE) should be accessible for all children. As a school, we promote inclusion for all and the celebration of difference. Every child and family have a right to feel included and valued in our school community. Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race,

religion or belief and sexual orientation. The Act allows schools to take positive action to deal with particular disadvantages affecting one group because of one of the characteristics listed above. An example of this in relation to RSHE and PSHE in our school is that we may need to provide additional learning opportunities for children with special educational needs and/or disabilities.

Children with Special Educational Needs and Disabilities

As with other subjects, pupil with SEND may need additional support to access the RSHE/PSHE curriculum. Teachers will assess the needs of each pupil and ensure that appropriate support is put in place. This may involve individual work with a TA and/or small group work. We will liaise with parents to ensure that each child's needs are met. Some children, for example those with Autistic Spectrum Disorders, may need a more explicit approach to some of the key concepts of RSHE/PSHE – this will be discussed with parents/carers to ensure a plan is put in place to support learning both at school and at home.

Diverse families

In our provision of RSHE and PSHE we will explore the diverse families that are represented in our school and in wider society, including same sex parents, single parents, adopted families, fostering, children living with grandparents and so on. Our resources and teaching will reflect this diversity to ensure every child feels included and valued.

Gender

We actively challenge stereotypes around gender through RSHE and our wider curriculum and school ethos. Our aim is for children to be respectful of all genders and recognise the equality of all.

Delivery

The planning and delivery of the programme is undertaken by class teachers. Teachers take a balanced, non-judgmental approach to delivery, acknowledging that there are many different views and values around relationships, sex, drugs and other issues. We carry out the main RSHE teaching through our Personal, Social, Health and Citizenship Education curriculum. At Gawber, RSHE is also delivered as part of our broader curriculum and will be taught in a variety of ways and as part of a range of subjects. These ways will include individual lessons, cross curricular lessons, assemblies, circle times, themed story times and sessions from visiting experts.

Teachers will use a range of teaching methods and age-appropriate resources to deliver RSHE that best meets the intended learning outcomes for each year group. Each year, cohorts vary so teachers will use their knowledge of the class and their professional expertise to select resources and activities that are most suitable.

Periodic training will be organised for all school staff so that they are kept up to date with new information and guidelines concerning RSHE, PSHE and related issues.

All teachers will deliver RSHE in a safe way ensuring that all children feel able to participate and contribute. To support this each class will create a group agreement outlining expected behaviour, rights and responsibilities within RSHE sessions.

Answering questions

As with any topic children are likely to be inquisitive and ask questions to further their knowledge and understanding. Questions asked by children may be outside the planned teaching content. To manage questions effectively with older children, teachers will use a question box strategy in sessions exploring more sensitive content. Any questions will be written down and placed inside the box. When choosing how to answer questions staff will consider age-appropriateness, whether to answer individually rather than as a whole class or to involve parents.

Assessment

As with all curriculum areas there will be assessment in RSHE to ensure that children are achieving the intended learning outcomes. Teachers will assess children's learning at the end of each term. This assessment will be in different forms and may involve quizzes, work samples, observation of role-play, pictures, and so on.

Confidentiality and safeguarding

Due to the content of RSHE where children are exploring sensitive issues this may lead to disclosures of a child protection concern. The boundaries around confidentiality will be explained to children through a group agreement. Children will be told that in sessions teaching staff will endeavour to respect a child's confidence unless they consider them or another child to be at risk. Where confidentiality has to be breached this will be explained to the child. Teachers cannot promise a pupil that they will 'keep a secret'.

Partnership with parents/carers

We see parents and carers as key partners in our provision of RSHE. To support the important role of parents we provide regular information about the content of our curriculum and when topics are delivered. Parents and carers are encouraged to talk with their child about the RSHE they receive at school in order to put this in the context of their family's own values and beliefs.

Our programme is regularly reviewed and is planned to meet the needs of all children. If a parent has questions about any aspect of the programme we ask that they speak with their child's class teacher in the first instance. Parents are welcome to view any of the materials we use in school and this can be arranged by asking their child's class teacher.

Right to withdraw from sex education

In line with legislation parents have a right to withdraw their child from any sex education content that we deliver outside of national curriculum Science, statutory Relationships Education and statutory Health Education. The only content of this kind is in the year 6 programme. If you would like to withdraw your child from these elements, please indicate this on the letter that will be sent out prior to this unit being taught. We actively encourage parents to discuss their concerns with us, as often any fears can be allayed. Children who are withdrawn will be given appropriate work to complete.

Policy links

This policy links closely with our safeguarding policy, wellbeing policy and E-safety policy