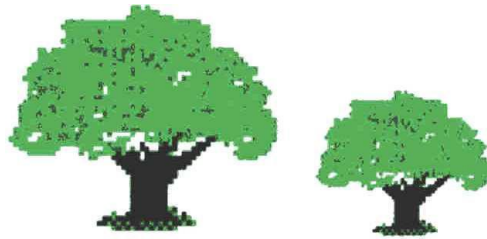


# Green Park Primary and Nursery School



## Relationships, Sex and Health Education Policy

Approved by the Governors on \_\_\_\_\_

Signed \_\_\_\_\_ Chair

September 2025

## **Green Park Primary and Nursery School**

### **Relationships, Sex Education (RSE) and Health Education Policy**

To be reviewed: September 2026

#### **Rational and Ethos:**

This policy covers our school's approach to Relationships and Sex Education within the curriculum. It was produced by the curriculum subject leaders through consultation with SLT and the governing body sub-committee. We define Relationships and Sex education as the fundamental building block and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. It is also about establishing personal space and boundaries, showing respect and understanding for themselves and others.

We believe Relationships and Sex Education is important for our pupils and our school because we want to equip our children with the knowledge and skills to become independent critical thinkers as they reach adulthood. It is their right to have information that will inform their own lives and choices. We view the partnership of home and school as vital in providing the context in which to address sensitive, yet important, messages about the world around them. Our school's overarching aim for all our pupils is to be equipped with knowledge in order to make their own life choices.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with Special Educational Needs and Disabilities (SEND), by providing extra adult support and various teaching methods to suit all learners. We ensure RSE fosters gender equality and LGBT equality by challenging all forms of discrimination and bullying. As such, we are respectful as to how pupils would like to identify themselves, understanding that their sexual orientation and gender may be 'emerging'.

#### **The intended outcomes of our programme are that pupils will:**

- Know and understand key facts about Relationships and Sex Education.
- Understand that they have a right to voice their opinions respectfully and ask questions.
- Understand they have a responsibility to respect themselves and others.
- Develop the skills of critical thinking and questioning of information they hear.
- Develop the attributes of understanding, empathy and independent thinking.

## **Roles and Responsibilities:**

The RSE programme will be led by the curriculum subject leaders and will be taught by class teachers. Where this is not possible, RSE will be taught by another teacher who has a relationship with the class or other professional agencies where appropriate. It will continually be developed through consultation with the governing body who will feed into a working group that will review the RSE policy. A working party will be made up of teachers, SLT and governors. Teachers will receive RSE training during CPD time to support pupils with their understanding and reinforce good practice.

## **Legislation:**

We are required to teach RSE as part of PSHE and this informs our content. Current regulations and guidance from the Department for Education state that from September 2020, all schools must deliver relationships (in primary schools) and Relationships and Sex education (in secondary schools). The parental right to withdraw pupils from RSE remains in primary and secondary education, for aspects of Sex Education which are not part of the Science curriculum. The RSE policy supports the following policies/curriculum areas.

### **Policies:**

- Anti-bullying policy
- Equality policy
- Digital Learning policy
- Child protection policy
- Mental health and wellbeing policy
- EYFS
- SEND
- Health and Safety
- Behaviour

### **Curriculum areas:**

- Computing
- English
- PSHE
- Science

### **Documents which inform the school's RSE policy include:**

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspectors Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education 2022 - Statutory
- Safeguarding guidance (2016)
- Children and Social Work At (2017)
- Parental engagement on Relationships and Health Education DFE (2019)
- Relationships education (Primary) Update 15th July 2025

**Curriculum Design:**

Our RSE programme is an integral part of our whole school PSHE education provision and will cover.

Year 1 - Bullying and Friendships. NSPCC PANTS. (Biological body parts including age-appropriate awareness of appropriate touch delivered through NSPCC campaign)

Year 2- Bullying, Friendships and Body Language. NSPCC PANTS. (Biological body parts including age-appropriate awareness of appropriate touch delivered through NSPCC campaign)

Year 3 - Body Language and Touch

Year 4 - Appropriate Touch

Year 5 - Puberty

Year 6 - Conception

Our RSE programme is inclusive of all children, needs and abilities. We will ensure RSE is matched to the needs of our pupils by listening to pupil voice and taking into account the needs and prior knowledge of every child through prior assessment. Our RSE programme will be planned and delivered through a programme called 1 Decision. Our RSE programme will be taught through a range of teaching methods and interactive activities, including:

- Images
- Puppets
- Stories (scenarios)
- Magazines
- Photographs
- Video clips
- Leaflets
- Statements
- Bags of 'artefacts' e.g. washing items/sanitary products

Active learning methods will include using real objects which relate to growing up, discussions and drama for example. Lessons will be differentiated by giving children age-related appropriate information that is relevant to ensure learning is inclusive for all. Some children may have teaching assistant support and emotional maturity of all pupils will also be taken into account. This requires an approach which is inclusive in terms of gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion or belief or other life experience.

High quality resources will support our RSE provision and will be regularly reviewed in accordance with government guidelines. Selected resources, such as books and film clips,

will be used to support and promote understanding of the morals and values which underpin our school values (compassion, happiness, collaboration, belonging, respect and success).

Learning about Relationships and Sex Education in PSHE education lessons will link to/complement learning in other lessons such as Science. Pupils will be encouraged to reflect on their own learning and progress by regularly sharing language and ensuring that children are given the necessary tools to become critical and independent thinkers as they grow.

Assessment in RSE will take the approach that teachers will take a prior assessment of the children's understanding at the beginning of learning. They will assess needs from lesson to lesson in order to provide good quality learning and complete a final assessment at the end of the unit in order to monitor progression of understanding and any future gaps/needs.

An overview of the learning in each year group can be found on the school progression maps located on our website.

#### **Safe and Reflective Practice:**

We will ensure a safe learning environment by displaying ground rules created in conjunction with the children at the beginning of each lesson and allowing the children time to ask questions and reflect. Children will be reminded that all of their opinions are valued although we cannot promise confidentiality because of safeguarding. Teachers and children will agree ground rules which are consistent throughout the school and discussed and referred to regularly.

Distancing techniques such as scenarios are used because of the sensitive nature of the topic. Pupils' questions will be answered by teachers where possible in class. If a member of staff is not sure about a question, they will ask the child to 'park' the question in an 'Ask It Basket' and advice will be sought from senior leadership. Sensitive issues will be handled discreetly and with consultation from management and parents if deemed necessary. Pupils will be able to ask questions anonymously by using the 'Ask It Basket' in class. All staff teaching RSE will be supported by the curriculum leads and SLT.

Safeguarding: Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. They are aware to inform the children that they cannot keep any disclosures confidential as SLT will need to be informed. Teachers will consult with the designated safeguarding leads and in their absence, a member of the SLT. Visitors/external agencies which support the delivery of RSE will be required to read this policy.

#### **Engaging Stakeholders:**

The policy will be available to parents through our school website or through contacting our school office at [officeemail@greenparkschool.net](mailto:officeemail@greenparkschool.net).

We will notify parents when Relationships and Sex education will be taught by sending a letter home. Parents have the legal right to withdraw their children from all or part of an RSE provided, with the exception of the biological aspects included in National Curriculum Science. This process will involve a meeting with the Headteacher to discuss options and further recommend parents as to why RSE is vital to their child's development before parents make any decisions and other provisions are put into place.

Governors will be informed of the RSE policy and curriculum through governors' meeting time and are invited to come into school to discuss lessons and any new developments with the curriculum leads and groups of children as a working partnership. As part of the curriculum, pupil voice will be used to review and tailor our RSE programme to match the different needs of pupils.

**Monitoring, Reporting and Evaluation:**

Teachers will critically reflect on their work in delivering RSE through feedback to the curriculum leads, who will monitor provision. Pupils will have opportunities to review and reflect on their learning during lessons through carefully planned assessment for learning activities which match their needs. Pupil voice will be influential in adapting and amending planned learning activities.

**Review Date:**

This policy will be reviewed in September 2026 to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.