



HANHAM PRIMARY FEDERATION

---

TWO DISTINCT SCHOOLS  
ONE **AMBITIOUS** JOURNEY



# Relationships and Sexual Education Policy

This document has been prepared to set out the Relationships, Sex and Health Education policy of Hanham Primary Federation. The document shall be reviewed bi-annually and approved by the Federation Governing Board.

| Table of Changes:- |               |         |         |            |
|--------------------|---------------|---------|---------|------------|
| Date               | Name          | Page No | Section | Change     |
| September 2025     | Gabby Howells | n/a     | n/a     | No changes |

|                                     |                            |                      |
|-------------------------------------|----------------------------|----------------------|
| Signed (Chair):                     | Name: Andy Watson          | Date: September 2025 |
| Signed (Head):                      | Name: Gabby Howells        | Date: September 2025 |
| Author: Gabby Howells – Headteacher |                            |                      |
| Last Ratified by LGB                | Date: September 2025       |                      |
| Review Date: September 2026         | Next Review Date: Sep 2026 |                      |

## Equality Impact Assessment (EIA) Part 1: EIA Screening

|                                    |                    |                  |                |
|------------------------------------|--------------------|------------------|----------------|
| Policies, Procedures or Practices: | Safe Eating Policy | DATE:            | September 2025 |
| EIA CARRIED OUT BY:                | Gabby Howells      | EIA APPROVED BY: | Gabby Howells  |

### Groups that may be affected:

| Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)        | Existing or potential adverse impact | Existing or potential for a positive impact |
|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|---------------------------------------------|
| Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)                        |                                      |                                             |
| Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication) |                                      |                                             |
| Gender reassignment                                                                                                                      |                                      |                                             |
| Marriage and civil partnership                                                                                                           |                                      |                                             |
| Pregnancy and maternity                                                                                                                  |                                      |                                             |
| Race                                                                                                                                     |                                      |                                             |
| Religion and belief (practices of worship, religious or cultural observance, including non-belief)                                       |                                      |                                             |
| Gender identity                                                                                                                          |                                      |                                             |
| Sexual orientation                                                                                                                       |                                      |                                             |

Any adverse impacts are explored in a Full Impact Assessment.

### Document Information

|                     |                  |
|---------------------|------------------|
| Review Cycle        | Bi-Annual        |
| Category            | <b>Statutory</b> |
| Effective Date      | April 2025       |
| Reviewing Authority | Federation Board |

### Introduction:

This is the policy of Hanham Primary Federation on the approach taken to Relationships, Sex and Health Education (RSHE), approved by the Federation Governing Body on 03.04.25 following a consultation with parents and carers 18.03.25.

### Legal context

The law was changed with effect from September 2020 so that primary Federations in England must teach relationships education and health education (*The Children and Social Work Act 2017*).

- The relationships education part of the curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.

Policy – RSHE

- The health education part of the 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 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 Federations 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:

- |                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Anti-bullying</li> <li>• Safe-guarding and Child Protection</li> <li>• Good Behaviour</li> </ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------|

### Definition

RSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them (both online and offline) to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

RSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment. At Hanham Primary Federation our values of respect and responsibility underpin this ethos, and it is for this incredibly important reason that these values are carefully woven into daily Federation life for all of our learners. Our Federation rule 'be respectful' helps to prioritise this essential value further by highlighting the importance of valuing ourselves, others and the world we live in from the moment children join our school.

## Aims

The aims of our RSHE programme are:

- To provide accurate and age-appropriate information to all of our learners.
- To deepen and extend the knowledge, skills and attitudes that our learners need to make informed choices now and in the future around their health, safety, wellbeing and relationships.
- To develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the *Equality Act 2010*.
- To build self-esteem in our learners, in order to help them to navigate the pressures that come with growing up in an age that is increasingly influenced by social media.
- To prepare children for the next stage of education and adulthood.

## Roles and responsibilities

### Governors

Our Federation governing body will be responsible for overseeing the impact of the RSHE curriculum at Hanham Primary Federation. The governing body are also responsible for ensuring that any policies relating to our RSHE curriculum offer are up to date, ratified and correctly implemented.

### Headteacher

Our Headteacher is responsible for overseeing the strategic development and delivery of RSHE and providing relevant information to the governors.

### Curriculum Leader

Our curriculum leader is responsible for overseeing the development and delivery of the RSHE curriculum across the Federation. This also includes working with the subject leader and the wider staff team to ensure they have the opportunity to contribute to the development of RSHE, providing training for the subject leader and supporting them to liaise with parents and carers. The curriculum leader is also responsible for ensuring that subject information is kept up to date, including on the Federation website.

### Subject leader

Our Federation subject leader for RSHE is responsible for leading the development and delivery of effective RSHE. They work alongside the curriculum leader to provide effective support and training for staff, will be required to keep up-to-date with the development of RSHE and to liaise with parents and carers as required. They are responsible for monitoring and evaluating our RSHE offer and the impact that it is having for our children, and work to ensure that all children are able to access and achieve in this curriculum area.

### All staff

Staff at Hanham Primary Federation are responsible for understanding and implementing the policy of RSHE. They are responsible for teaching RSHE in line with the agreed curriculum, and will assess and monitor the progress of the children they teach. They are also responsible for responding to the individual needs of learners, working to assure that any necessary adjustments are made to ensure that our curriculum offer is made accessible to all in their care and that all children are able to achieve highly.

## Curriculum organisation

The Federation adopts the following approaches to organising the RSHE curriculum, in order to ensure high quality delivery of RSHE:

- RSHE is covered as part of our wider programme of PSHE education, in line with recommendations of best practice.
- RSHE lessons are delivered weekly, by class teachers, for all learners. For KS1, sessions are approximately 45 minutes in length and this extends to around 50-60 minutes when the children are in KS2.
- Our learners in EYFS also have weekly PSHE sessions, and these are around 30 minutes in length.
- Federation wide focus days will be planned each academic year to enhance our RSHE offer, and could include (but are not limited to) events such as Differences Day, Diversity Day and Everyday Heroes Day which are designed to put learning into a real life context.

## 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 the children. This should take place in the first session of every academic year, and 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 misunderstanding and misconceptions.
- Avoiding prejudice and assumptions about children's abilities, desires, background and experiences.
- Dealing sensitively with unexpected questions or 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

At Hanham Primary Federation we have chosen to use the *Kapow Primary RSE scheme of work*, which provides full curriculum coverage, including all of the statutory content, for each year group. The Kapow Primary scheme is a whole school approach that consists of three areas of learning in EYFS, in line with the Early Learning Goals for the Personal, Social and Emotional Development prime area - self-regulation, building relationships and managing self.

Across KS1 and KS2 the scheme consists of five areas of learning, which are as follows:

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic well being

Each area is revisited to allow children to build on prior learning. The lessons also provide a progressive programme and are based upon the statutory requirements for Relationships and Health Education. Where lessons go beyond these requirements (primarily in the Citizenship and Economic well being areas) they refer to the PSHE Association programme of study, as recommended by the DfE. Sex education has been included in line with DfE recommendations and is covered in Year 6 of the scheme.

Policy – RSHE

The scheme supports the requirements of the Equality Act through direct teaching, for example learning about different families, the negative effects of stereotypes and celebrating differences, in addition to the inclusion of diverse teaching resources throughout the lessons.

## Resources

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

Additional resources will be:

- Up-to-date.
- Relevant to children.
- Consistent with the aims and values of the Federation.

## Visitors

Visitors can enhance children's learning across all areas of the curriculum, including in RSHE sessions. Teachers will select visitors in liaison with the subject leader. The following will be used to guide the use of visitors:

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

## Equality

Under the Equality Act 2010, the Federation 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 Federation must consider the needs of those with Special Educational Needs and Disabilities (SEND). Our RSHE programme will meet the needs of all children and 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. The following content delivered by the *Kapow Primary RSE scheme of work* is deemed to be classed as sex education:

- **Year 6 - Safety and the changing body, Lesson 5: Conception.** In this session children will learn about the biology of conception and will learn to sequence the steps involved in how a baby is conceived.
- **Year 6 - Safety and the changing body, Lesson 6: Pregnancy and birth.** In this session children learn about the development of a baby during pregnancy. They learn to describe how a baby develops in the womb during pregnancy and to identify some of the things a baby needs.

The following process must be followed if a parent/carers wishes to withdraw their child from sex education:

1. Parents/carers will be invited to an information session with the Phase leader, subject leader and curriculum leader for the Federation. They will have the opportunity to view all of the lesson content and resources that are shared with the children.
2. Parents/carers who wish to withdraw their child from the above sessions should contact the school in writing via email, for the attention of the curriculum leader.
3. The decision on the withdrawal request will be communicated with the child's parent and the child's class teacher by the Federation's curriculum leader, and will be recorded on Arbor, the school's MIS system.
4. A child who has been withdrawn from sex education lessons will instead attend a lesson in a different year group within their phase.

### **Safeguarding**

RSHE includes sensitive topics. It is therefore possible that discussions will prompt safeguarding disclosures. Staff should refer to Federation safeguarding policies and procedures to deal with these appropriately. Appropriate steps must be taken to provide additional support for children, if required. Staff will inform children of the support that is available to them if they are worried about anything raised in a lesson. The following support will be highlighted to children, as appropriate:

#### **In school support:**

- Class teachers
- Support staff
- The Federation leadership team

#### **External support:**

- Parents/carers
- Childline

### **Monitoring and evaluating**

The Headteacher, curriculum leader and subject leader will be responsible for monitoring and evaluating RSHE in line with other subjects. This will include (but is not limited to) the following:

- Lesson observations
- Learning walks
- Book looks
- Pupil Book Study sessions
- Pupil voice
- Evidence of learning
- Feedback from staff and parents/carers.

### **Professional development**

The Headteacher, curriculum leader 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 and download from the Federation website and hard copies can be requested free of charge from the school office.

### **Review**

Policy – RSHE



This policy will be reviewed every two years from the date of approval by the Federation Governing Body (insert date).