



**Columbia Grange**  
School

# Relationship and Sex Education Policy

Approved: March 2025

## **Statement of intent**

At Columbia Grange, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of later life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil. We understand that today's children and young people are growing up in an increasingly complex world which provides many positive and exciting opportunities, but also poses its challenges and risks. In order to be successful later in life, children need to know the key building blocks of healthy, respectful relationships, focusing on family and friendships in all contexts, including online.

Relationships education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships.

Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand it is our responsibility to deliver a high-quality, age-appropriate relationships and health curriculum for all pupils.

This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

## **Aims and Objectives**

The aims of the relationships and sex education at our school are:

- To enable pupils to learn about what makes health relationships, including with family, friends and online, how to recognise unhealthy behaviours in relationships and how to seek help if they feel unsafe.
- To support pupils to develop self-respect, confidence and empathy.
- To provide an environment in which sensitive discussions can take place.
- To prepare pupils for puberty and give them an appropriate understanding of sexual development and the importance of health and hygiene.
- To teach pupils the correct vocabulary to describe themselves and their bodies.

The teaching and delivery of this will be developmentally appropriate and will respect the diversity of families and faith in our community.

## **Legal Framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010

- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2021) 'Teaching about relationships, sex and health'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy including Anti-bullying statement
- Online Safety Policy
- Visitor Policy

### **Roles and Responsibilities**

The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.

The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The PSHE/RSE subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and are delivered through high-quality teaching.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, and health curriculum.
- Ensuring the relationships and health curriculum, as well as any optional sex education, is inclusive and accessible for all pupils.

- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The appropriate teachers are responsible for:

- Delivering a high-quality and age-appropriate PSHE and RSE curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Working with the PSHE/RSE subject lead to evaluate the quality of provision.

In line with the responsibilities outlined in the list above, all teachers and HLTAs will be delivering RSHE.

#### **Organisation of the Curriculum**

Every primary school is required to deliver statutory relationships education and health education. The delivery of relationships education and health education coincide with one another and will be delivered as part of the school's PSHE curriculum.

For the purpose of this policy:

- **“Relationships Education”** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- **“Health Education”** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

The relationships and health curriculum take into account the views of teachers, pupils and parents. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately. Relationship's education and Health education are both compulsory subjects to be taught at Columbia Grange.

We are dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.

We consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Focus groups
- Meetings
- Training sessions
- Newsletters and letters
- ClassDojo

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the Headteacher or Deputy Headteacher
- Emailing: [office@columbiagrango.org.uk](mailto:office@columbiagrango.org.uk)

### **Consultation with parents**

The school understands the important role parents and carers play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parent and carer views are in shaping the curriculum. This will include providing parents with frequent opportunities to understand and ask questions about the school's approach to relationships and health education.

The school will consult closely with parents when reviewing the content of the school's relationship and health curriculum, and will be given regular opportunities to voice their opinions and concerns. The school will use the views of parents to inform decisions made about the curriculum content; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be the schools to make.

Parents are provided with the following information:

- The content of the PSHE (including the teaching of RSE) curriculum.
- A medium-term plan which outlines what is being taught in their child's class each half term.
- The legalities surrounding withdrawing their child from the subjects.

The school aims to build positive relationships with parents by inviting them into school to address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum; including the use of visual supports and social stories. Parents are also consulted in the review of this policy, and are encouraged to provide their views at any time.

### **Relationships Overview**

Relationships education encompasses the following strands:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being Safe

## Health Overview

Health education encompasses the following strands:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

## PSHE Overview

The PSHE curriculum is broken down into the following areas:

- Self-awareness: Me, who I am, my likes, dislikes, strengths and interests.
- Self-care, Support and Safety: Looking after myself and keeping safe; aspects of Relationships and Sex Education.
- Managing Feelings: Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education.
- Changing and Growing: How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education.
- Healthy Lifestyles: Being and keeping healthy, physically and mentally.
- The World I Live in: Living confidently in the wider world.

There are clear links to the RSE curriculum embedded within the strands of the PSHE curriculum.

The school always considers the age and development of pupils when deciding what will be taught in each class/to each pupil. The school implements a progressive curriculum, in which topics are built upon prior knowledge taught in previous classes as pupils progress through school, with a view to providing a smooth transition to secondary school.

As a school, we use the PSHE Association as a starting point for the delivery of the Curriculum alongside EQUALS.

## Sex Education

The school nurse supports us with the delivery of Puberty Education. Sessions are tailored to the developmental level of our pupils. Children receive these sessions in Year 5 and Year 6 (unless there is an individualised need to deliver this at an earlier stage). School staff will provide support for parents with this if or when needed for individual children.

All pupils at Columbia Grange school have an Autism Diagnosis and severe/moderate learning difficulties. In order to ensure we equip the children with the knowledge needed to keep themselves safe we carefully plan learning opportunities appropriately matched to their developmental level.

For children who are working in the Rainbow, Red or Green Pathways, staff ensure they model appropriate actions and behaviours. We ensure we work with the children in a safe and appropriate manner promoting acceptable and safe behaviours. We support parents by providing them with the knowledge of how they can keep their children safe. Children working in the Blue Pathway will receive focused learning sessions which explore how to keep themselves safe in more detail, including keeping themselves safe online. Our children can be more vulnerable and may leave themselves at risk as they grow older.

### **Delivery of the Curriculum**

The curriculum is delivered proactively, ensuring that it addresses issues in a timely manner, in line with current evidence of children's physical, emotional and sexual development. The school will ensure that all teaching and teaching materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs. Lesson plans will provide appropriate challenge for pupils and will be differentiated for individual pupils' needs.

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make. If it is deemed appropriate, pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an developmentally-appropriate, inclusive and respectful way. We will endeavour to support all pupils to feel that the content is relevant to them and their developing sexuality.

We will ensure that LGBTQ+ content is fully integrated into curriculum, rather than delivered as a standalone unit or lesson. The school will ensure it is communicated to parents and stakeholders that LGBTQ+ relationships and content are not inherently sexual in nature, and parents do not have the right to withdraw their children specifically from lessons regarding LGBTQ+ issues.

PSHE may be taught in smaller groups or 1:1, dependent upon the nature of the topic being delivered at the time, the cultural background of pupils and the individual needs of pupils.

The school understands that pupils with special educational needs and disabilities are entitled to learn about sex and relationship education, and the curriculum will be designed to be inclusive of all pupils. The majority of the programme will be delivered through the personal, social, health and economic (PSHE) curriculum, with statutory aspects being taught, through the Science curriculum.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching accordingly. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil's stage of development.

Teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

Whilst there are no formal examinations for the relationships and health curriculum, the school will undertake informal assessments to determine pupil progress – these include the following: observations to inform Personalised Learning Plans and progress against the PSHE assessment tracker.

### **Working With External Experts**

External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs.
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.



## **Equality and Accessibility**

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:

- Age
- Sex
- Sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that relationships and health education programme is inclusive, and caters to the needs, of pupils with SEND or other support needs, such as those with SEMH needs.

Teachers will understand that they may need to adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other support needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which sets out expectations of pupils.

The school understands that relationships, sex, and health education may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager to discuss this.

## **Withdrawing From the Subjects**

Relationships and health education are statutory at primary school and parents do not have the right to withdraw their child from the subjects.

As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents have the right to request to withdraw their child from all or part of the sex education curriculum.

The headteacher will automatically grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum; however, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

The headteacher will keep a record of the discussion between themselves, the pupil and the parent. The parent will be informed in writing of the headteacher's decision.

Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

### **Behaviour**

The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.

Any bullying incidents caused as a result of the relationships and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises. These incidents will be dealt with following the processes in our Behaviour Policy.

The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

### **Staff Training**

All staff members at the school will undergo training on a regular basis to ensure they are up-to-date with the relationships and health education programme and associated issues. Members of staff responsible for teaching the subjects will undergo further training on a regular basis, led by the RSHE subject leader, to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

### **Confidentiality**

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible. Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

### **Monitoring and Review**

The PSHE/RSE subject leader is responsible for monitoring the quality of teaching and learning for the subjects. They will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Lesson observations
- Planning scrutiny
- Learning walks
- PLP scrutiny

The PSHE/RSE subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects. They will also work regularly and consistently with the headteacher, e.g. through termly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

This policy will be reviewed on an annual basis by the RSHE subject leader and headteacher. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.