



# THE GREETLAND ACADEMY

## RSHE Policy

<b>Approved by:</b>	LGB		
<b>Responsible department:</b>	SLT		
<b>Last review date:</b>	October 2025	<b>Last reviewed by:</b>	Laura Whiteley
<b>Last updated:</b>	October 2025	<b>Last updated by:</b>	Laura Whiteley
<b>Next review due :</b>	October 2026		

## **Introduction**

This policy covers The Greetland Academy's approach to teaching and learning of RSHE to reflect the latest Relationships Education, Relationships And Sex Education (RSE) and Health Education statutory guidance (updated July 2025 for implementation by September 2026). We are developing our RSHE curriculum to incorporate both statutory and non-statutory (i.e. including Health Education) content from September 2025, with the intention to have implemented it fully by September 2026 at the latest.

RSHE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by adapting teaching and learning to suit all children and all abilities. We ensure RSHE fosters equality of all the protected characteristics by ensuring the quality of an inclusive and diverse curriculum. Through the school values of being 'Healthy', 'Respectful' and 'United', we embed the fundamental principles of our RSHE curriculum. This policy will be monitored on a regular basis and the effectiveness of the policy will be reported to governors.

## **Relationships**

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Children will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, our school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful, kind relationships
- online safety and awareness
- being safe

## **Health**

Health Education aims to give children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, pupils will have been taught content on:

- general wellbeing
- wellbeing online
- physical health and fitness
- healthy eating
- drugs, alcohol, tobacco and vaping
- health protection and prevention
- personal safety
- basic first aid
- developing bodies

## **Roles and Responsibilities**

The PSHCE coordinator and Vice Principal for personal development are responsible for RSHE. It is their role to ensure parents and staff are informed about the RSHE policy, that the policy is implemented effectively and that members of staff are given sufficient training so that they can teach effectively and handle any difficult issues with sensitivity. The RSHE programme will be led by PSHCE coordinators in school and it will be taught

through PSHE by class teachers following curriculum overviews. Staff will receive RSHE training on the new guidance and how to deliver it effectively in the classroom.

### **Legislation (statutory regulations and guidance)**

We are required to teach relationships and health education as part of the National Curriculum. Documents that inform the school's RSHE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2023)
- Children and Social Work Act (2017)
- Relationship Education, Relationships and Sex Education (RSE) and Health Education (2020)

### **Curriculum**

Refer to individual school PSHCE (including RSHE) mapping documents/curriculum overview.

### **SEND**

Relationships Education and RSE can be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in planning and teaching these subjects. Teachers should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, and developmentally appropriate and delivered with reference to the law.

### **Safe and Effective Practice**

We will ensure a safe learning environment by teachers and pupils agreeing ground rules for class discussions. Pupils will be able to raise questions anonymously by the use of worry boxes around school and are aware of adults that they can approach for any sensitive issues that they may need support with. All staff teaching RSHE will be supported by the PSHCE lead and Senior Leadership in school where necessary.

### **Safeguarding**

When teaching any sensitive topic, such as RSHE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.

All school staff who deliver or are involved in any of our Relationship or Sex Education Programme, have annual statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.

If relevant, there may be conversations around protecting and supporting children for whom some of this work may make them vulnerable due to previous safeguarding concerns, past child protection investigations, ongoing concerns or changes in family or living situations if these may be triggered by scenarios or topics in their planned lessons.

We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, this type of work, whilst it may be sensitive, there may be needs to adapt the programme or offer

additional support. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in future.

### **The Role of Parents**

We believe that successful teaching around RSHE can only take place when parents and school work together. Especially, considering we both want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents.

We endeavour to be transparent and give parents information about all the programmes and lessons we deliver around RSHE as we recognise it can be a sensitive subject for some families for a number of reasons. We recognise the importance of parents knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values.

As part of our whole school approach to RSHE, parent guides are disseminated annually to allow parents to be fully aware of what is being taught. On parents' request, teaching materials and resources can be shared.

### **Right to Withdraw**

Parents **do not** have the right to withdraw their children from Relationship Education at any age.

A parent **does** have the right to withdraw their child from sex education if taught at primary school and content is not part of statutory National Curriculum Science. If parents do decide to withdraw their child, they should inform the principal who will find other provision for the child to engage in during the lesson. We will notify parents when sex education will be taught, by letter, and further details of the lessons will be provided to parents upon request.

### **External Contributors**

For example: External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to the RSHE programme. Their input should be carefully planned and monitored so as to fit into and complement the programme. Teachers **MUST** always be present during these sessions and remain responsible for the delivery of the RSHE and PSHCE programme.

### **Monitoring, Reporting and Evaluation**

The PSHCE co-ordinator and Vice Principal will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Termly subject monitoring

### **RSHE policy review date**

This policy will be reviewed annually 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.

## **Glossary of Terms**

### Definitions

- RSHE: Relationships education, relationships and sex education and health education.
- Health education: Physical health and mental wellbeing.
- Relationships education: The physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.
- Sex education: There is no agreed definition in the new RSHE guidance. In this policy the definition of sex education is 'how a baby is conceived and born' (reproduction and birth).
- PSHCE: Personal, Social, Health, Citizenship, and Economic (PSHCE) education. The RSHE policy may link to, or be part of, a wider PSHE ed policy.
- Protected characteristics: Age, Disability, Gender reassignment, Race, Religion or belief, Marriage or civil partnership, Sex, Sexual orientation, Pregnancy and maternity