



Colliers Green CofE Primary School

Colliers Green, Cranbrook, Kent. TN17 2LR

Document Control Sheet

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Document History

Date:	Summary of Changes:
July 2021	A new policy drafted in line with the changes to the RSHE curriculum, following a three-week consultation period with parents. Model policy adapted from Tenax trust.
July 2023	Minor changes to vision and dates only
July 2025	Minor changes around updated wording of school's vision.

Colliers Green C of E Primary School

Policy for Relationships Education, Health Education (and Sex Education)

Introduction

Our Christian Vision

Colliers Green is a family. We are a small rural school set in beautiful surroundings, where everyone feels welcomed and valued. We provide a caring, supportive and calm learning environment, rooted in our Christian values of aspiration, resilience and community. We encourage and nurture our children to flourish, and grow into their potential and achieve academic success, becoming compassionate individuals and valued citizens of God's world.

Jeremiah 17:8

They will be like a tree planted by the water
that sends out its roots by the stream.

It does not fear when heat comes;
its leaves are always green.

It has no worries in a year of drought
and never fails to bear fruit.

About this Policy

This policy is founded on the government's Statutory Guidance for Relationships, Sex and Health Education which can be found at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/80578/1/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

This policy should be read in conjunction with the School's Child Protection Policy which is available on the school's website:

This policy reflects the Equalities Act 2010. The School recognises its obligations under the Public Sector Equality Duty (PSED) (See Appendix A), and it also recognises that no direct or indirect discrimination may take place on the basis of any of the protected characteristics (see Appendix for definition).

This policy and will be reviewed every two years by the Governing Body.

Who this Policy is for

This policy is for parents, the Headteacher and all teaching staff and other staff who work directly with pupils at Colliers Green C of E Primary School.

The policy applies particularly to all teachers and others with responsibility for teaching these subjects. Teachers and others must consult this policy and ensure that their teaching is in line with its intent and its expectations.

Definitions, scope and intent

Colliers Green C of E Primary School teaches the content set out in the Statutory Guidance for Relationships Education (Primary) and in the Statutory Guidance for Health Education (Primary) in all year groups from year 1 to year 6. Some aspects of this content are taught in specific lessons, and others are taught and modelled through our expectations of behaviour towards each other, our overarching school ethos, or through events such as assemblies or collective worship or visiting speakers.

Aspects of PSHE are also taught as part of the EYFS curriculum.

This policy does not cover the Science National Curriculum content, where the science of animal and human reproduction are taught in Key Stage 1 and 2.

Relationships and Health Education may overlap in content terms with the School's work with pupils in Spiritual, Moral, Social and Cultural Education (SMSC), the promotion of Fundamental British Values (tolerance and respect for others, the rule of law, democracy and individual liberty), Religious Education and Citizenship.

Sex Education

Sex education is defined in as that which goes beyond what is set out in the Statutory Guidance for Relationships Education and Health Education, and which is not included under Key Stage 2 National Curriculum Science. Colliers Green C of E Primary School does not teach sex education.

Government guidance states that parents may elect to withdraw their child from aspects of sex education which are not set out in the Statutory Guidance for Relationships Education (Primary), Health Education (Primary) or the Science National Curriculum. No sex education falling into this category is taught by this school.

The school will signpost parents to the KS3 Statutory Guidance for RSHE so that the guidance can be discussed with children at home if parents feel that they wish to share it with their children before it becomes a statutory duty at secondary school.

Curriculum

The content set out for teaching in Relationships and Health Education is delivered in the following year groups and in the following modes. The topic is given at the earliest point at which it will be taught; many or most will subsequently be revisited in later year groups. When a topic is taught it may not always be called 'Relationships or Health Education' – at times topics will be encountered under other subject headings.

Example of how planned curriculum will look once finalised.

	Content taught in lessons (class teacher)
Year 1/2 cycle A	What is the same and different about us? Who is special to us? What helps us stay healthy? What can we do with money? Who helps to keep us safe? How can we look after each other and the world?
Year 1/2 cycle B	What makes a good friend? What is bullying? What jobs do people do? What helps us to stay safe? What can help us grow and stay healthy? How do we recognise our feelings?
Year 3/4 cycle A	How can we be a good friend? What keeps us safe? How do we treat each other with respect? What makes a community? Why should we eat well? Why should we keep active and sleep well?
Year 3/4 cycle B	What strengths, skills and interests do we have? How can we manage our feelings? How can our choices make a difference to others and the environment? What are families like? How can we manage risk in different places? How will we grow and change?
Year 5/6 cycle A	What makes up a person's identity? What decisions can people make with money? How can we help in an emergency? How can we keep healthy as we grow? How can friends communicate safely? How can drugs common to everyday life affect health? What jobs would we like?
Year 5/6 cycle B	How can we keep healthy as we grow? How can the media influence people? What will change as we become more independent. How do friendships change as we grow?

Special Educational Needs and Disabilities (SEND)

The School is committed to ensuring that all pupils, including those with identified SEND, experience Relationships Education and Health Education which is appropriate both to their needs and their readiness for learning. Where pupils have SEND which means they need a tailored approach either to ensure teaching is effective or to adapt or sequence content to meet their specific needs, the School will undertake to meet

their needs effectively. This will either be through appropriate differentiation or support in class, or in some cases may involve some teaching which happens outside the classroom context.

LGBT (Lesbian, Gay, Bisexual, Transgender)

It is our objective that Relationships Education helps to promote awareness of diversity and respect for it, and that the subject should feel relevant to all pupils, regardless of their identity or family circumstances. To this end, LGBT relationships are referenced at various points in the Relationships Education curriculum and in response to family situations in all year groups.

For example:

- pupils are made aware that some families may have single parents or LGBT parents, and children in these families are equally entitled to respect
- that bullying or name calling on the basis of actual or perceived sexuality or gender identity is wrong; that LGBT based stereotypes are wrong
- usually at the start of PSHE discussions in KS2: that LGBT couples under British law may marry or enter into civil partnerships and live happy and fulfilled family lives

The School recognises that all people are created in God's image and values and nurtures every child accordingly. Particular regard is had to the Church of England document *Valuing All God's Children*:

https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf

Religious backgrounds and perspectives

Colliers Green C of E Primary School is a Church of England school that recognises that a good understanding of our pupils' faith backgrounds makes an important contribution to successful Relationships Education. We teach pupils the perspectives of the main Christian traditions on Relationships alongside teaching pupils their responsibilities, rights and freedoms under British law. We also respectfully explain the perspectives on key issues of the main religious traditions represented in wider society. This is taught giving due consideration to age appropriateness.

Colliers Green recognises that careful framing of some issues will be needed to ensure the right balance is maintained. This is particularly the case on LGBT relationships. As a Church of England school we take our 'anchor text' on this issue from the Department for Education:

"The majority of people who follow the teachings of Christianity [and/or other faiths] may choose to live in families consisting of a man, woman and children. Some religious people will see this as a preferred way of living. The law in this country allows and respects the right of people to live in families such as this. However, the law also gives people the right to live in other families. You may come across families where two men or two women have chosen to live together or marry and bring up children together. That family is also allowed under the law in this country and we respect the rights of people to live in different families."

"If we meet children who live in different sorts of families to those we are familiar with, it is wrong to say bad things about them or to bully them. Like their parents and their families, they are entitled to the same respect as everyone else."

Visiting speakers

Where visiting speakers are invited or employed to address aspects of these subjects either in class or in other contexts, the School accepts full responsibility for what is said or taught. This responsibility will be discharged by careful due diligence on any visiting speakers in advance of any sessions, including reviewing texts and presentations to be used in advance. The School will ensure that appropriate safeguarding precautions are taken on such occasions, and that any visiting speakers know how to handle any disclosure which may arise or how to report any concerns they may have relating to safeguarding. The School reserves the right to terminate with immediate effect any session run by an external speaker which does not align with the School's ethos or approach.

Virtues and character education

Colliers Green C of E Primary School recognises that Relationships Education is most likely to be successful when aligned with a whole school ethos which is respectful, inclusive and consciously develops the character of its pupils.

We note the non-statutory guidance published by the Department for Education on Character Education and are committed to evaluating our strengths and identifying areas for development in the light of the Character Benchmarks identified in this guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/84965/4/Character_Education_Framework_Guidance.pdf

Assessment and evaluation

Assessment in these subjects is needed to ensure teachers know how well pupils have learnt what is intended for teaching. Assessment may take the form of pre-topic discussions in questioning in lessons, recording learning in written/drawn formats and class quizzes.

In cases where such assessment indicates less understanding or knowledge than intended, the teacher will put in place additional teaching or practice as required. Assessment can also be used in some cases to provide teachers with a 'baseline' at the start of a topic or lesson (identifying how much pupils already know before the teaching starts) which can be useful both for teachers and pupils. Assessment itself also supports pupils in the learning and application of essential knowledge: the act of recalling or thinking about an unfamiliar application of knowledge strengthens the cognitive function.

The outline curriculum plan in this policy informs stakeholders including parents of the subject matter covered. There will be no further reporting to parents on individual pupils' performance in these subjects, although their attitudes and conduct in lessons in these subjects may contribute to overall reporting on these issues.

Consultation on this Policy

A consultation exercise was carried out before this policy was first approved by the Governing Body. A draft Policy was made available for parents for a three-week period between 28/5/2021 – 18/6/2021. All comments received were noted and shared with the Local Governing Body before the final version of the Policy was approved.

The draft Policy for consultation was clear that LGBT content would be included in the curriculum [as set out above] and the majority of respondents supported this approach.

The draft Policy for consultation was clear that aspects of Sex Education would not be taught [as set out above] and the majority of respondents supported this approach.

Appendix A:

Obligations under the Public Sector Equality Duty (PSED)

- Schools are required to comply with relevant requirements of the Equality Act 2010. Chapter 1 of Part 6 of the Act applies to schools. As an example, Part 6 of the Act makes it unlawful for a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions or in how the school is run
- The content of the school curriculum is exempt from the duties imposed on schools by Part 6 of the Equality Act. Excluding the content of the curriculum ensures that schools are free to include a full range of issues, ideas and materials in their syllabus, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic
- State-funded schools are required, in discharging their functions, to have due regard to the need to:
 - eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act; and
 - advance equality of opportunity and foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
- Relevant protected characteristics are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation
- Whilst this does not mean that schools are required to teach about the Equality Act or the protected characteristics, they may choose to do so in teaching their pupils about respect for difference and in the context of other requirements, such as promoting fundamental British values and the spiritual, moral, social and cultural development of pupils
- Section 149 of the Equality Act sets out the public sector equality duty, which applies to all state funded schools. In summary, the PSED requires such schools, in their decision-making, to have due regard to the need to:
 - Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act
 - Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
 - Foster good relations between people who share a relevant protected characteristic and those who do not
- For the purposes of the second and third bullets, relevant protected characteristics are age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation

Please see the [PSED](#), for further detail as well as the guidance for schools:

[Public Sector Equality Duty Guidance for Schools in England \(2014\)](#)