



# RSHE (Relationships, Sex and Health Education) Policy

Date policy last reviewed: March 2025

Signed by:

Sandra Johnson

Subject Leader

Date: 13<sup>th</sup> March 2026

Charlotte Hopkins

Headteacher

Date: 13/03/26

Trevor Davies

Chair of governors

Date: 13/03/26

# Contents:

1. Legal framework
2. Roles and responsibilities
3. Organisation of the curriculum
4. Consultation with parents
5. Relationships education overview
6. Health education overview
7. Health and Relationships education per year group
8. Sex education
9. Delivery of the curriculum
10. Working with external experts
11. Equality and accessibility
12. Curriculum links
13. Withdrawing from RSHE
14. Behaviour
15. Staff training
16. Confidentiality
17. Quality of education
18. Monitoring and review

# Statement of intent

At Quinton Primary School, we will provide age-appropriate relationships, sex and health education (RSHE) to all pupils as part of the school's statutory curriculum. Our school aims to assure parents and pupils that all aspects of RSHE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to RSHE will be delivered in a sensitive manner as part of a whole-school approach where parents and teachers work in partnership.

RHE is compulsory in all primary schools in England and at Quinton we choose to deliver Sex Education as part of this. Parents are given the opportunity to discuss this policy at any time and staff will be provided with accurate training and further resources to deliver lessons to pupils.

We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which is required to be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and ensures can talk to a trusted adult if there is anything worrying them. Health education focusses on equipping pupils with the knowledge they need to make informed decisions about their own health and ensures they receive factual information about the changes they will experience emotionally and physically during puberty. At Quinton, Sex education focusses on teaching children the correct terminology for the parts of our bodies and draws upon the knowledge of the human lifecycle set out in the National Curriculum for Science. This consists of age-appropriate content which covers how a baby is conceived and born. Sex education does not go above and beyond the focus of reproduction.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based RSHE curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

## 1. 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
- Equality Act 2010
- Children and Social Work Act 2017
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2019 and 2026) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2025) 'Keeping children safe in education 2025'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Inclusion Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Staff Equality, Equity, Diversity and Inclusion Policy
- Child-on-child Abuse Policy
- Anti-bullying Policy
- Online Safety Policy
- School Improvement Plan (SIP)

## 2. Roles and responsibilities

The governing board will be responsible for:

- Playing an active role in monitoring, developing and reviewing the policy and its implementation in school.
- Appointing a link governor for RSHE who supports the school and monitors any aspects of RSHE included within the SIP.
- 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.
- Ensuring this is published on the school's website and provided free of charge to anyone who requests it.

- Ensuring that all staff receive ongoing training on issues relating to PSHE and RSHE and how to deliver lessons on such issues.
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSHE.

The headteacher will be responsible for:

- The overall implementation of this policy.
- Ensuring adequate time on school timetable to deliver RSHE as a statutory curriculum subject.
- Providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSHE to pupils; for example, if staff do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Ensuring that parents are fully informed of this policy and the RSHE resources are available to parents beforehand.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents (along with the subject lead).
- 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, alongside the subject lead.

The RSHE subject leader will be responsible for:

- Overseeing the delivery of the subjects.
- Ensuring that staff values and attitudes will not prevent them from providing a balanced RSHE in school.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- Ensuring the lessons are age-appropriate and high-quality and up-to-date.
- 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.
- Liaising and working in partnership with parents and carers to support further conversations at home and to share the resources ahead of teaching upon request.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The SENCO will be responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.
- Ensuring that the needs of vulnerable pupils are taken into consideration in designing and teaching these subjects.

All teachers will be responsible for:

- Delivering a high-quality and age-appropriate relationships and health 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.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the RSHE subject leader to evaluate the quality of provision.

Parents are responsible for:

- Enabling their children to grow and mature and to form healthy relationships.
- Supporting their children through their personal development and the emotional and physical aspects of growing up.
- Ensuring that they are aware of aspects of the curriculum, including when it is going to be delivered and the content.

- Supporting their children’s personal, social and emotional development, by working with the school to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE.
- Seeking additional support in this from the school where they feel it is needed.

### 3. Organisation of the curriculum

Every primary school is required to deliver statutory relationships education and health education. The delivery of the relationships education and of health education coincide with one another and will be delivered as part of the school’s PSHE Curriculum. At Quinton Primary School, we follow the Twinkl Life scheme of work which is fully compliant with statutory guidance on relationships and health education.

For the purpose of this policy:

- “**Relationships education**” is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.
- “**Health education**” is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.
- “**Sex education**” is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort.

The relationships and health curriculum takes 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 within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

The school is committed to ensuring our curriculum meets the needs of the whole school community. We encourage children to talk about issues in school and in the wider community during PSHE lessons. We aim to provide a safe and supportive environment where pupils feel comfortable sharing their thoughts and where these topics can be discussed and explored.

The school will consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Staff Meetings
- Training sessions
- Newsletters and the ‘Reach More Parents’ app
- Open sessions (Specifically for when Sex Education is taught)

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/subject lead.
- Emailing [admin2043@welearn365.com](mailto:admin2043@welearn365.com).

In Autumn 1 we also deliver our Protective Behaviours programme by Ann Seal 'Taking Care Project'. This is initially taught through a week, with a focus lesson each day based around 2 key statements.

*We all have the right to feel safe all the time.*

*We can talk with someone about anything, even if it feels awful or small.*

Through these statements the children are taught to consider these themes:-

- Their Early Warning Signs
- Safe and unsafe secrets
- Who is part of their trusted hand network
- The connection between rights and responsibilities
- The difference between feeling safe, feeling 'scared' for fun or feeling unsafe
- Deliberately choosing to take safe risks

Protective behaviours is then revisited throughout our PSHE curriculum in such a way that children continue to reflect on their initial learning and learn how it supports them in other areas of their personal, social and emotional development.

## 4. Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships and health and how important parents' views are in shaping the curriculum. The school will provide parents with frequent opportunities to understand and ask questions about the school's approach to RSHE with an open-door policy.

The school will permit parents access to all curriculum materials and the school will not enter into contracts with outside providers that seek to prevent parents from seeing materials.

Parents will be provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects

- The resources that will be used to support the curriculum

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns, and help parents in managing conversations with their children on the issues covered by the curriculum.

## 5. Relationships education overview

### Families and people who care for me

By the end of primary school, pupils will know:

- That families are important for them growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### Caring friendships

By the end of primary school, pupils will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

## Respectful relationships

By the end of primary school, pupils will know:

- The importance of respecting others – even when they are very different from them, make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

## Online relationships

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

## Being safe

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter, including online, who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

The school is free to determine, within the statutory curriculum content outlined in the [‘Relationships education overview’](#) section, what pupils are taught during each year group.

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

## 6. Health education overview

The focus of health education at primary level is teaching the characteristics of good physical health and mental wellbeing.

### Mental wellbeing

By the end of primary school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.

- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling, and how they are behaving, is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult.
- That bullying, including cyberbullying, has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support, including recognising the triggers for seeking support, extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### Internet safety and harms

By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why some social media, some computer games and online gaming are age-restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

- How to be a discerning consumer of information online, including understanding that information, inclusive of that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

### Physical health and fitness

By the end of primary school, pupils will know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school, if they are worried about their health.

### Healthy eating

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on health.

### Drugs, alcohol and tobacco

By the end of primary school, pupils will know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### Health and prevention

By the end of primary school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.

- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

### Basic first aid

By the end of primary school, pupils will know:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

### Changing adolescent body

By the end of primary school, pupils will know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle.

## 7. Health and Relationships education per year group

Twinkl Life combines both Relationships and Health education and ensures they are interlinked. Topics and themes are revisited every two years from year 1 and prior knowledge is built upon. Below is an overview of the themes that will be covered in each key stage.

### Reception

In Reception, Relationships, Sex and Health Education (RSHE) is embedded naturally within everyday learning and topic-based activities, in line with the EYFS Statutory Framework. Teaching is age-appropriate, inclusive and focused on developing children's personal, social and emotional wellbeing.

RSHE is primarily delivered through Personal, Social and Emotional Development (PSED) and is supported by Communication and Language, Physical Development and Understanding the World.

Reception children are supported to:

- Build positive relationships with peers and adults
- Understand and talk about their feelings
- Develop a sense of self and confidence
- Learn how to stay healthy and safe

## Incorporation Through Topics

RSHE is woven into classroom topics and daily routines through stories, discussions, role play and practical activities. For example:

- **Relationships and Feelings**  
Through topics such as *“All About Me”*, children explore friendships, family structures and emotions. Storybooks and circle time are used to discuss kindness, sharing, turn-taking and recognising feelings in themselves and others.
- **Respect and Inclusion**  
Topics that explore communities, celebrations and families help children understand that families and people may be different, but all are valued and respected.
- **Health and Wellbeing**  
During topics related to healthy living, growing or our bodies, children learn about personal hygiene, healthy eating, physical activity and the importance of rest. This includes learning how to wash hands properly, make healthy food choices and understand how exercise helps our bodies.
- **Safety and Boundaries**  
Through everyday routines and topic work, children learn about personal space, body awareness and the importance of telling a trusted adult if something makes them feel uncomfortable. Teaching uses correct but child-friendly language and reinforces the concept of consent in simple terms, such as asking permission before physical contact. Reception also take part in 'Protective Behaviours' work alongside the rest of the school.

## Teaching Approach

RSHE in Reception is taught through:

- Play-based and child-led learning
- Quality texts and storytelling
- Circle time and class discussions
- Modelling positive behaviour and language
- Clear routines and consistent expectations

All teaching is inclusive, sensitive and developmentally appropriate, ensuring children feel safe, valued and confident

## Key Stage 1

### Health and Wellbeing

- Keeping my body healthy
- Keeping my mind healthy
- How I grow and change

- Staying safe

### **Relationships**

- My family and special people
- Friendships
- Dealing with unkind behaviour
- Safe and healthy relationships
- Respect

### **Living in the Wider World**

- Rules and responsibilities
- Communities and groups we belong to
- Using the internet
- Staying safe online
- Spending and saving money
- The environment
- Jobs

## **Key Stage 2**

### **Health and Wellbeing**

- Keeping my body healthy
- Keeping my mind healthy
- How my body grows and changes
- Risks around drugs, alcohol and tobacco

### **Relationships**

- My family and special people
- Different types of relationships
- Friendships
- Ensuring safe and healthy relationships
- Respect and consent
- Respecting myself and others

### **Living in the Wider World**

- Rules and responsibilities
- Communities we belong to
- Differences and similarities between people
- Using the internet
- Staying safe online
- Spending and saving money
- The environment
- Jobs and skills

## 8. Sex education

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, we *do* teach pupils sex education beyond what is required of the science curriculum.

Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with the '[Organisation of the curriculum](#)' and '[Consultation with parents](#)' sections of this policy.

The age and development of pupils is always considered when delivering sex education. In the Twinkl Life scheme, Sex Education is delivered through the topic of 'Growing Up' in year groups 2, 4 and 6. Below outlines the 6 lesson titles for these year groups that are taught and the learning intention for each lesson. Highlighted lessons are ones in which parents can withdraw their child, as this learning goes beyond the Science objectives for sex education.

### Year 2

1. Our Bodies - *I can name the main parts of girls' and boys' bodies.*
2. Is It OK? - *I understand how to respect my own and other people's bodies.*
3. Pink and Blue - *I understand that we are all different and different people like different things.*
4. Your Family, My Family - *I can talk about my family and others' families.*
5. Getting Older - *I can describe how I will change as I get older.*
6. Changes - *I can describe things that might change in a person's life and how it might make them feel.*

### Year 4

1. **Human reproduction** - *I can describe male and female body parts and explain what these are for.*
2. Changes In Boys - *I can describe how boys' bodies will change as they go through puberty.*
3. Changes In Girls - *I can describe how girls' bodies will change as they go through puberty.*
4. Changing Emotions - *I can describe the feelings that some people experience as they grow up.*
5. Relationships and Families - *I understand that there are many different types of relationships and families.*
6. **Where Do I Come From?** - *I can describe how babies are made and how they are born.*

For lessons 2 and 3, we have made the decision that we split the boys and girls separately to teach them both lessons. This is to ensure that both sexes feel comfortable to ask any personal questions related to changes in their own body, in a safe and relaxed environment, surrounded by other pupils who will go through the same changes.

## Year 6

1. Changing Bodies - *I can describe the changes that people's bodies go through during puberty and how we can look after our changing bodies.*
2. Changing Emotions - *I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings.*
3. Just the Way You Are - *I recognise that many things affect the way we feel about ourselves and I understand that there is no such thing as an ideal kind of body.*
4. Relationships - *I understand what a loving relationship is and that there are many types of relationships.*
5. **Let's talk about sex** - *I understand what a sexual relationship is and who can have a sexual relationship.*
6. **Human reproduction** - *I can describe the process of human reproduction, from conception to birth.*

## 9. Delivery of the curriculum

The relationships and health curriculum will be delivered as part of our PSHE curriculum, following the Twinkl Life scheme of work.

The school will ensure that keeping children safe and preventative education remain at the heart of PSHE subjects.

Sex education will be delivered through the science curriculum and the PSHE curriculum.

Through effective organisation and delivery of the subject, the school will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

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

### Opportunities to teach safeguarding

Further to the prescribed curriculum for RSHE, teaching will focus on safeguarding and preventative education.

The school will ensure that, as part of relationships education, pupils are taught about how to keep themselves and others safe, including online.

Education will be tailored to the specific needs and vulnerabilities of individual pupils whilst taking account of pupils who may be victims of abuse and pupils who have SEND.

Preventative education will be adopted as a whole-school approach that prepares pupils for life in modern Britain and creates a zero-tolerance culture for sexism, misogyny/misandry, homophobia, biphobic and sexual violence or harassment.

The school has a clear set of values and standards which will be underpinned by the Behaviour Policy and pastoral support system, as well as by a planned programme of evidence based RSHE curriculum.

The teaching of safeguarding and preventative education will be fully inclusive and developed to be age and stage of development appropriate.

Our Protective Behaviours 'Taking Care project' is a safety awareness and resilience building programme which helps children and adults to recognise any situation where they feel worried or unsafe, such as feeling stressed, bullied or threatened and explores practical ways to keep safe. Protective Behaviours also looks at identifying support networks for times when we need someone to listen and help.

The programme is used in a wide range of settings by teachers, parents, women's refuge workers, the police, social workers, youth workers, health visitors and community workers. The approach therefore also provides a useful framework for working together to keep children safe. Protective Behaviours is a practical down to earth approach to personal safety. It is a process that encourages self-empowerment and brings with it the skills to raise self-esteem and to help avoid being victimised. This is achieved by helping individuals to recognise and trust their intuitive feelings (Early Warning Signs) and to develop strategies for self-protection. Protective Behaviours is a practical down to earth approach to personal safety. It is a process that encourages self-empowerment and brings with it the skills to raise self-esteem and to help avoid being victimised. This is achieved by helping individuals to recognise and trust their intuitive feelings (Early Warning Signs) and to develop strategies for self-protection.

### Curriculum organisation

Pupils will receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression. The RSHE programme is delivered through a variety of opportunities including:

- Designated PSHE time each week
- Circle times
- Use of external agencies and/or services
- School ethos
- Small group work

- Cross curricular links
- Assemblies
- Enrichment days and weeks
- Residential trips

## Terminology

In recognition of the fact that the use of code names for body parts can facilitate the normalisation of child sexual abuse, teaching staff will use and teach pupils the anatomically correct names for body parts.

## Dealing with difficult questions

The school will support teaching staff to feel comfortable to answer questions from pupils, by providing regular CPD training in how to deliver sex education, including sessions on confidentiality, setting ground rules, handling controversial issues, responding to 'awkward' questions and an introduction to the rationale of why teaching RSHE is so important. The school will encourage teaching staff to refer questions they feel ill-equipped to answer to the RSHE subject leader for advice or support in handling the question.

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.

## Assessment

Whilst there are no formal examinations for the relationships and health curriculum, teachers use their knowledge of the children and observational judgement during lessons to determine their level of understanding. Lessons are delivered using a variety of activities and learning techniques to aid this judgement, including:-

- Group/paired tasks
- Role-play
- Scenarios
- Questioning
- Written outcomes

## 10. Working with external experts

The school may invite guest speakers into school to talk on issues related to RSHE, e.g. an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons.

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.
- 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, including those with SEND.
- 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.

## 11. 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 based on their protected characteristics.

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that RSHE 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 RSHE 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 or the wellbeing lead to discuss this.

## 12. Curriculum links

The school seeks opportunities to draw links between RSHE and other curriculum subjects wherever possible to enhance pupils' learning. RHE will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHE/R.E and Worldviews** – pupils learn about respect and difference, values and characteristics of individuals.

## 13. Withdrawing from RSHE

RHE is statutory at primary 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 and subject lead 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 and subject lead 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 and subject lead 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 and subject lead will keep a record of the discussion between themselves, the pupil and the parent on our schools online system CPOMs.

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

## 14. Behaviour

The school aims to foster a culture based on mutual respect and understanding for one another, and as such, has a zero-tolerance approach to bullying. Any bullying incidents caused as a result of the RHE programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. These incidents will be dealt with following the processes in our Behaviour Policy and Anti-bullying Policy.

## 15. Staff training

All staff members at the school will undergo training on an annual basis to ensure they are up-to-date with the RSHE programme and associated issues.

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.

## 16. Confidentiality

The school will aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's Child Protection and Safeguarding Policy should be followed.

Pupils will be informed prior to delivery of RSHE lessons that confidentiality will remain unless school staff feel that a child is at risk of harm. This information will need to be passed on to the DSL and the pupils will be informed of the procedure. Staff who breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's Disciplinary Policy and Procedure.

## 17. Quality of education

The RSHE subject leader is responsible for monitoring the quality of teaching and learning for the subjects. This will include a mixture of the following on a termly basis:

- Pupil interviews
- Floor book monitoring

The RSHE subject leader will create subject monitoring forms based on their findings and evidence, that are handed in to the headteacher on completion of subject leader time. They will also work regularly and consistently with the headteacher and RSHE link governor, e.g. through regular review meetings, to evaluate the effectiveness of the subjects and implement any changes.

## 18. Monitoring and review

The governing board is responsible for approving this policy.

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.