



# Relationships, Sex & Health Education (RSHE) Policy

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## **Vision & Values**

### **Vision Statement**

Let your light shine.

Access and ambition for all to enjoy life in all its fullness.

### **Foundational Scripture**

Matthew 5: 16 In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

Our school values are rooted in the Sermon on the Mount and are the basis of all relationships, decisions and direction of our school.

### **School Values**

Our school values are at the heart of our everything we do in school. We aim to provide high quality learning opportunities which help foster these values within children. Our values are:

Friendship  
Thankfulness  
Hope  
Unity  
Compassion  
Forgiveness  
Justice  
Endurance  
Trust

**At Hoole Church of England Primary School, we aim to help children become:**

- **Enthusiastic, curious, independent thinkers – motivated, reflective and resilient learners** who persevere when faced with challenges and who celebrate their achievements and those of their friends;
- **Respectful, compassionate and kind friends** who are able to work with others, forgive, trust, support and communicate with others;
- **Confident, thankful individuals** who understand their own worth; how to stay safe and healthy and how to manage feelings and relationships;
- **Tolerant and responsible citizens** who show respect for others, and a commitment to appreciate and contribute positively to the world around them.

### **Statement of intent**

**“I have come so that they may have life – life in all its fullness.”**

**John 10:10**

Relationships, Sex and Health Education (RSHE) is an integral part of our school's PSHE curriculum.

**This policy should be read in conjunction with the school's Personal Social Health Education (PSHE) Policy.**

The school's policy has been formulated with due regard to statutory guidance relating to relationships and health education in primary schools.

At Hoole Church of England Primary School, we will provide age-appropriate relationships and health education (RHE) to all pupils as part of the school's statutory curriculum. Our school aims to assure parents and pupils that all aspects of RHE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to RHE 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. The key topics applicable for all key stages have been carefully planned in consultation with responses from parents, young people, schools and experts. Parents/carers 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.

At Hoole Church of England Primary School, sex education is taught in Year six using the Christopher Winter Project resources.

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.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health education (RSHE) for all our pupils.

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

Any sex education included within the curriculum consists of age-appropriate content which covers how babies are conceived and how they are born. Sex education does not go above and beyond the focus of reproduction.

State-funded primary schools are also required to teach health education.

## **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
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2023) 'Keeping children safe in education 2023'

## **2. Roles and responsibilities**

The governing board is responsible for:

- Playing an active role in monitoring, developing and reviewing the policy and its implementation in school.
- 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 the religious ethos of the school is maintained and developed through the subjects.
- 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 is 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/carers are fully informed of this policy and the RHE resources are available to parents/carers beforehand.
- Reviewing requests from parents/carers to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents/carers.
- 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 subject leader is 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.
- Ensuring the subjects 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, sex and health curriculum 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 Inclusion Leader is responsible for:

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

Teachers delivering RSHE lessons are 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 Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the Inclusion Leader to identify and respond to individual needs of pupils with SEND.
- Working with the RSHE subject leader to evaluate the quality of provision.

Parents/Carers 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

Relationships, Sex and Health Education is delivered as part of the school's PSHE curriculum.

The PSHE curriculum comprises of the following elements:

- Relationships education
- Health Education
- SCARF
- My Happy Mind
- Sex Education

Sex education is taught across school at the same time during the academic year across one blocked week. Parents/carers are informed of well in advance of the date when this unit of work will be covered so they have opportunity to review materials being used and discuss any concerns with staff.

Parents/carers are also informed in advance of the right of withdrawal. (See Section 14).

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.
- **“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/carers.

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, relevant circumstances, for example, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately and with sensitivity.

Any parent/carers, 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.
- Emailing [head@hooleceprimary.cheshire.sch.uk](mailto:head@hooleceprimary.cheshire.sch.uk).
- Submitting written feedback into the suggestions box in the school office.

#### **4. Consultation with parents/carers**

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

The school will consult closely with parents/carers when reviewing the content of the school's RSHE curriculum and will give them regular opportunities to voice their opinions. The school will use the views of parents/carers to inform decisions made about the curriculum content and delivery; however, parents/carers will not be granted a 'veto' on curriculum content, and all final decisions will be made by school.

The school will permit parents access to all curriculum materials.

Parents/carers will be provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships 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 will work closely with parents/carers in reviewing the sex education curriculum and will consult with them annually with regard to what is covered.

The school aims to build positive relationships with parents/carers by inviting them into school to discuss what will be taught, address any concerns, and help parents/carers in managing conversations with their children on the issues covered by the curriculum. Parents/carers will also be consulted in the review of this policy and encouraged to provide their views at any time.

## 5. RSHE Curriculum Overview

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.

The overview table shows how learning is organised to be progressive as children move through the school.

| Year /Half-termly unit | 1<br>Me and my Relationships                                                         | 2<br>Valuing Difference                                                                                                 | 3<br>Keeping Myself Safe                                                                                           | 4<br>Rights and Respect                                     | 5<br>Being my Best                                                    | 6<br>Growing and Changing                                                                                                              |
|------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>EYFS</b>            | What makes me special<br>People close to me<br>Getting help                          | Similarities and difference<br>Celebrating difference<br>Showing kindness                                               | Keeping my body safe<br>Safe secrets and touches<br>People who help to keep us safe                                | Looking after things: friends, environment, money           | Keeping by body healthy – food, exercise, sleep<br>Growth Mindset     | <b>Mental Wellbeing</b><br>Families and people who care for me<br>Respectful relationships<br>Caring Friendships, Families, Being kind |
| <b>Y1</b>              | Feelings<br>Getting help<br>Classroom rules<br>Special people<br>Being a good friend | Recognising, valuing and celebrating difference<br>Developing respect and accepting others<br>Bullying and getting help | How our feelings can keep us safe – including online safety<br>Safe and unsafe touches<br>Medicine Safety<br>Sleep | Taking care of things: Myself<br>My money<br>My environment | Growth Mindset<br>Healthy eating<br>Hygiene and health<br>Cooperation | <b>Growing and caring for ourselves</b><br>Different Friends<br>Growing and Changing<br>Families and Care                              |

|           |                                                                                                                       |                                                                                                                                   |                                                                                                                        |                                                                                                                                                            |                                                                                                                        |                                                                                                              |
|-----------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <b>Y2</b> | Bullying and teasing<br>Our school rules about bullying<br>Being a good friend<br>Feelings/self-regulation            | Being kind and helping others<br>Celebrating difference<br>People who help us<br>Listening Skills                                 | Safe and unsafe secrets<br><br>Appropriate touch<br><br>Medicine safety                                                | Cooperation<br>Self-regulation<br>Online safety<br>Looking after money – saving and spending                                                               | Growth Mindset<br>Looking after my body<br>Hygiene and health<br>Exercise and sleep                                    | <b>Differences</b><br>Differences<br>Male and Female Animals<br>Naming Body Parts                            |
| <b>Y3</b> | Rules and their purpose<br>Cooperation<br>Friendship (including respectful relationships)<br>Coping with loss         | Recognising and respecting diversity<br>Being respectful and tolerant<br>My community                                             | Managing risk<br>Decision-making skills<br>Drugs and their risks<br>Staying safe online                                | Skills we need to develop as we grow up<br>Helping and being helped<br>Looking after the environment<br>Managing money                                     | Keeping myself healthy and well<br>Celebrating and developing my skills<br>Developing empathy                          | <b>Valuing Difference and Keeping Safe</b><br>Body Differences<br>Personal Space<br>Help and Support         |
| <b>Y4</b> | Healthy relationships<br>Listening to feelings<br>Bullying<br>Assertive skills                                        | Recognising and celebrating difference (including religions and cultural difference)<br>Understanding and challenging stereotypes | Managing risk<br>Understanding the norms of drug use (cigarette and alcohol use)<br>Influences<br>Online safety        | Making a difference (different ways of helping others or the environment)<br>Media influence<br>Decisions about spending money                             | Having choices and making decisions about my health<br>Taking care of my environment<br>My skills and interests        | <b>Growing Up</b><br>Changes<br>What is Puberty?<br>Healthy Relationships                                    |
| <b>Y5</b> | Feelings<br>Friendship skills, including compromise<br>Assertive skills<br>Cooperation<br>Recognising emotional needs | Recognising and celebrating difference, including religions and cultural<br>Influence and pressure of social media                | Managing risk, including online safety<br>Norms around use of legal drugs (tobacco, alcohol)<br>Decision-making skills | Rights and responsibilities<br>Rights and responsibilities relating to my health<br>Making a difference<br>Decisions about lending, borrowing and spending | Growing independence and taking responsibility<br>Keeping myself healthy<br>Media awareness and safety<br>My community | <b>Puberty</b><br>Talking about Puberty<br>The Reproduction System<br>Puberty Help and Support               |
| <b>Y6</b> | Assertiveness<br>Cooperation<br>Safe/unsafe touches<br>Positive relationships                                         | Recognising and celebrating difference<br>Recognising and                                                                         | Understanding emotional needs<br>Staying safe online                                                                   | Understanding media bias, including social media                                                                                                           | Aspirations and goal setting<br>Managing risk                                                                          | <b>Puberty, Relationships and Reproduction</b><br>Puberty and Reproduction<br>Communication in Relationships |

|  |  |                                                                                                    |                                            |                                                                                                |                                |                                                            |
|--|--|----------------------------------------------------------------------------------------------------|--------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------|------------------------------------------------------------|
|  |  | reflecting on prejudice-based bullying<br>Understanding Bystander behaviour<br>Gender stereotyping | Drugs: norms and risks (including the law) | Caring: communities and the environment<br>Earning and saving money<br>Understanding democracy | looking after my mental health | Families, Conception and Pregnancy<br>Online Relationships |
|--|--|----------------------------------------------------------------------------------------------------|--------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------|------------------------------------------------------------|

## 6. Relationships Education Curriculum

### 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.

## **7. Health Education Curriculum**

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.

## **8. Sex Education Curriculum Overview**

The age and development of pupils is always considered when delivering sex education.

As a Church School we promote the Christian concept of loving sexual relations within the sanctity of marriage but respect that many of our pupils will come from different family structures.

We have based our school's sex and relationship education policy on the Government Department for Education guidance.

Sex and relationship education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'.

Sex and relationship education is part of the personal, social and health education curriculum in our school. While we use sex and relationship education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex and relationship education as a means of promoting any form of sexual orientation.

Through the teaching of sex and relationships we aim to help, support and prepare children through their physical, emotional and moral development. Using the Christopher Winter Project, we teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;

- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- the importance of family life;
- moral questions;
- relationship issues;
- respect for the views of other people;
- sexual abuse and what they should do if they are worried about any sexual matters.

|                                                                                                                                                                                         |                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b><u>EYFS:</u></b></p> <p><b>Family and Friendship</b></p> <p>Lesson 1: Caring Friendships</p> <p>Lesson 2: Being Kind</p> <p>Lesson 3: Families</p>                                | <p><b><u>Year 4:</u></b></p> <p><b>Growing Up</b></p> <p>Lesson 1: Changes</p> <p>Lesson 2: What is Puberty?</p> <p>Lesson 3: Healthy Relationships</p>              |
| <p><b><u>Year 1:</u></b></p> <p><b>Growing and Caring for Ourselves</b></p> <p>Lesson 1: Different Friends</p> <p>Lesson 2: Growing and Changing</p> <p>Lesson 3: Families and Care</p> | <p><b><u>Year 5:</u></b></p> <p><b>Puberty</b></p> <p>Lesson 1: Talking about Puberty</p> <p>Lesson 2: The Reproductive System</p> <p>Lesson 3: Help and Support</p> |

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| <p><b><u>Year 2:</u></b></p> <p><b>Differences</b></p> <p>Lesson 1: Differences</p> <p>Lesson 2: Male and Female Animals</p> <p>Lesson 3: Naming Body Part</p>                     | <p><b><u>Year 6:</u></b></p> <p><b>Puberty, Relationships &amp; Reproduction</b></p> <p>Lesson 1: Puberty and Reproduction</p> <p>Lesson 2: Communication in Relationships</p> <p>Lesson 3: Families, Conception and Pregnancy</p> <p>Lesson 4: Online Relationships</p> |
| <p><b><u>Year 3:</u></b></p> <p><b>Valuing Difference and Keeping Safe</b></p> <p>Lesson 1: Body Differences</p> <p>Lesson 2: Personal Space</p> <p>Lesson 3: Help and Support</p> |                                                                                                                                                                                                                                                                          |

## 9. Delivery of the curriculum

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

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.

### **Curriculum organisation**

PSHE education, including RSHE, will address both pupils' current experiences and preparation for their future.

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

- Core knowledge is sectioned into units of a 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 PSHE programme will be delivered by appropriately trained members of staff through a variety of opportunities including:

- Designated PSHE sessions
- Circle time
- Use of external agencies and services
- Cross-curricular links
- Assemblies/worship sessions

### **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 sensitive issues**

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 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.

## **10. Working with external experts**

The school may invite guest speakers into school to talk on issues related to RHE, e.g. an expert or experienced health professional. A teacher will be present throughout these lessons.

Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it. All resources used by guest speakers will be available to parents/carers to view prior to lesson delivery where deemed necessary by the headteacher.

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, 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 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. RSHE 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** – pupils learn about respect and difference, values and characteristics of individuals.

## 13. Withdrawing from the subjects

RHE are statutory at primary and parents/carers 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/carers 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/carer'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/carer 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/carer, the benefits or 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. This will be recorded via the CPOMS system.

Where a pupil is withdrawn from sex education, the headteacher 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 RSHE 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 and Anti-bullying 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.

#### **15. Staff training**

All teaching staff at the school will undergo training 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 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 Designated Safeguarding Lead and the pupils will be informed of the procedure.

### **17. Quality of education**

The RSHE subject leader is responsible for monitoring the quality of teaching and learning for the subjects, reporting to the leadership team and governors.

### **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. The next scheduled review date for this policy is November 2025.

This policy will also be reviewed in light of any changes to statutory guidance; feedback from parents/carers, 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 stakeholders.