Rosley CE School

Relationships &

Health Education Policy

We are kind and compassionate to one another and learn to forgive each other as God forgives us. We trust those around us to work together, aiming high in all we do.

ADOPTED AT A MEETING OF THE FULL GOVERNING BODY / COMMITTEE

SIGNED: Joanne Tinniswood
(Head teacher)

SIGNED: Rebecca Bird
(Chair of Governors / Chair of committee

DATE: July 2026

TO BE REVIEWED BY (DATE) September 2027

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Statement of intent

In keeping with the Church of England's vision and our own –

'we are kind and compassionate to one another and learn to forgive each other as God forgives us. We trust those around us to work together, aiming high in all we do' – *Ephesians 4:32*

- we believe that all pupils have a right to an education which enables them to flourish and fulfil their potential, without fear, in a community where differences of lifestyle and opinion are treated with dignity and respect.

At Rosley CE 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 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.

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:

- Education Act 1996
- Section 80A and section 403 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 'Science programmes of study: key stages 1 and 2'
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE 'Teaching about relationships, sex and health'
- DfE '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
- Equality Information and Objectives
- Child-on-child Abuse Policy
- Anti-bullying Policy
- Online Safety Policy

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.
- Appointing a link governor for RHE who supports the school and monitors RHE in 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 from sex education teaching.
- 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 RHE 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 RHE.

The headteacher/RHE lead will be responsible for:

- The overall implementation of this policy and delivery of RHE.
- Ensuring adequate time on school timetable to deliver RHE as a statutory curriculum subject.
- Providing support to staff members who feel uncomfortable/ill-equipped to deliver RHE to pupils.
- Ensuring parents are fully informed of this policy and RHE resources are available to parents.
- Discussing and reviewing requests from parents to withdraw their children from sex education.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Monitoring and evaluating the effectiveness of RHE and reviewing this policy on an annual basis.
- Ensuring that staff values/attitudes will not prevent them from providing a balanced RHE in school.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- 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 RHE curriculum.
- Ensuring the RHE curriculum, as well as any optional sex education, is inclusive and accessible for all.
- Working with other subject leaders to ensure the RHE 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.

Name	Job title
Mrs Tinniswood	Headteacher & RHE subject leader

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 these subjects.

The appropriate teachers will be responsible for:

- Delivering a high-quality and age-appropriate RHE 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 RHE subject leader to evaluate the quality of provision.

In line with the responsibilities outlined in the list above, the teachers who will be delivering RHE are outlined below:

Name	Job title
Mrs Watts & Miss Jardine	Reception & Class 1 teacher of RHE
Mrs Hayton & Mr Armstrong	Class 2 teacher of RHE
Miss Dixon	Class 3 teacher of RHE

Parents will be responsible for:

- Supporting their children through their personal development and the emotional and physical aspects of growing up.
- Ensuring that they are aware of curriculum content, organisation and delivery.
- Fostering an open home environment where pupils can engage, discuss and continue to learn about topics that have been taught in school.
- Liaising with the school to seek additional support if needed.

3. Organisation of the curriculum

The school understands that it is required to deliver statutory relationships education and health education, and that it has the freedom to determine how this will be taught in the context of a broad and balanced curriculum.

The school will organise the teaching of RHE as part of the PSHE curriculum.

For the purpose of this policy:

- "**Relationships education**" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- "**Health education**" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- "**Sex education**" is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, which 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 in line with the statutory requirement and 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 dedicated to ensuring the RHE curriculum meets the needs of the whole community; therefore, the curriculum is informed by issues in both the school, and the wider community, to ensure it is tailored to pupils' needs.

The school will teach pupils the knowledge they need to recognise and report abuse, including emotional, physical and sexual abuse. Teaching will focus on ensuring pupils understand boundaries and privacy with peers, families and others, in all contexts, including online.

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

- Questionnaires, Meetings or Workshops
- Letters

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

- Organising a meeting with the headteacher.
- Emailing admin@rosley.cumbria.sch.uk
- Submitting written feedback addressed to the headteacher via the school office.

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 consult closely with parents when reviewing the content of the school's RHE curriculum and will give them regular opportunities to voice their opinions. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents 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 and the school will not enter into contracts with outside providers that seek to prevent parents from seeing materials.

The school will be mindful of the personal circumstances of all pupils to ensure there is no stigmatisation of based on home circumstances, support networks or family needs.

Parents will be provided with the following information:

- The content and delivery of the RHE 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 in reviewing the sex education curriculum and will consult annually regarding content, organisation and delivery of 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. Parents will also be consulted in the review of this policy and encouraged to provide their views.

In line with statutory guidance, parents will be given the right to request that their child be withdrawn from the additional sex education sessions delivered as part of statutory RSE, which is further outlined in section 14.

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 (for example, physically, character, personality or background), or 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, how 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.

6. Relationships education per year group

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. At Rosley CE School, we use the SCARF scheme of work for planning and resources, covering the following lessons:

Nursery

- When I was a baby
- Girls, boys and families

Reception

- Life Stages – plants, animals & humans
- Life Stages – human life stage – who will I be?
- Where do babies come from?
- Getting bigger
- Me and my body – girls and boys

Years 1 & 2

- Then and now
- Taking care of a baby
- Keeping privates private
- Haven't you grown!
- My body, your body

Years 3 & 4

- My changing body
- My feelings are all over the place!
- All change!
- Preparing for changes at puberty

Years 5 & 6

- Growing up and changing bodies
- Changing bodies and feelings
- Help! I'm a teenager - get me out of here!
- Is this normal?
- Making babies

For a more detailed overview of the content covered in RHE lessons, please see Appendix A.

7. 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.

8. Health education per year group

The school is free to determine, within the statutory curriculum content outlined in 'Health 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. At Rosley CE School, we use the SCARF scheme of work for planning and resources, in addition to other resources across the curriculum, covering the following themes:

Nursery

- People who help me and keep me safe
- Safety indoors and outdoors
- What's safe to go into my body?
- What does my body need?
- I can keep trying

Reception

- My feelings
- What's safe to go into my body?
- People who help to keep me safe
- Keeping safe online
- Bouncing back when things go wrong
- Healthy body & healthy mind
- Move your body
- A good night's sleep

Years 1 & 2

- Super sleep
- Who can help?
- Good or bad touches?
- Keeping myself safe
- Keeping safe online
- Basic First Aid
- Healthy eating and healthy bodies
- Brushing our teeth
- Keeping clean and healthy
- Inside my wonderful body
- Five ways to wellbeing

Years 3 & 4

- Keeping ourselves safe
- Keeping safe online
- Dangers, risks and hazards
- Help or harm?
- Medicines – checking labels
- Alcohol and cigarettes: the facts
- Basic First Aid
- Healthy lifestyles
- Five ways to wellbeing

Years 5 & 6

- Keeping ourselves safe
- Keeping safe online
- Bullying and dealing with conflict
- Decision making
- Vaping: healthy or unhealthy?
- Drugs, tobacco and alcohol
- Dangers, risks and hazards
- Independence and responsibility
- Basic First Aid
- Five ways to wellbeing

9. Sex education

All pupils must be taught the aspects of sex education outlined in the primary science curriculum; however, the school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum, with our approach being that we do teach pupils sex education beyond what is required of the science curriculum in Years 5 and 6.

The sex education programme will be tailored to the age and the physical and emotional maturity of the pupils. It will ensure that both boys and girls are prepared for the changes that adolescence brings and will draw on knowledge of the human life cycle set out in the national curriculum for science on how a baby is conceived and born.

The school will recognise significant factors when determining the teaching approach and the materials used, including but not limited to, age, religious backgrounds, any special education needs or disabilities of pupils.

Parents will be 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. Parents will be given the opportunity to advise on what should be taught through sex education. Parents will be offered support in talking to their children about sex education and how to link this with the curriculum taught in school.

Please see Appendix A for further details of our sex education programme for children in years 5 and 6.

10. Delivery of the curriculum

The RHE curriculum will be delivered as part of the PSHE curriculum. The school will ensure that keeping children safe and preventative education remain at the heart of PSHE and RHE teaching.

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 will be delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional development.

Teaching of the curriculum will reflect requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow and the wider legal implications of the decisions they make.

The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, developmental stages and any additional needs, such as SEND. All learning resources will be selected with sensitivity, e.g. diagrams, videos, books and games, and inappropriate images, videos etc., will

not be used. Any resources or materials used will be formally assessed by the RHE subject leader before use to ensure they are appropriate for the age and maturity of pupils and sensitive to their needs.

The school will ensure that it meets the DfE's technology filtering and monitoring standards to ensure that pupils are unable to access inappropriate materials when using the internet to assist with their learning, as well as ensuring all members of the school community adhere to the provisions outlined in the school's Online Safety Policy.

Lesson plans and teaching will provide appropriate challenge for pupils and be differentiated for pupils' needs. Teachers will:

- Establish what is appropriate for 1:1 and whole-class settings.
- Alter their teaching according to pupils' age, stage, understanding and background.
- Listen and answer questions sensitively, honestly and appropriately.
- Encourage pupils to ask questions and engage in discussion.
- Ensure teaching focuses on boys and girls equally.
- Plan activities to matching pupils' differing learning styles.

Whilst there are no formal examinations for the relationships and health curriculum, teachers will conduct ongoing formative assessment of pupil's knowledge and awareness. Any concerns regarding a pupils' understanding will be raised with their parents.

Opportunities to teach safeguarding

Further to the prescribed curriculum for RHE, 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, biphobia and sexual violence or harassment.

The school is aware that pupils may raise topics such as self-harm and suicide. When discussing these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative. The school will have 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 RHE curriculum.

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

Curriculum organisation

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

- Designated PSHE time as part of a spiral curriculum
- Circle time
- Use of external agencies and/or services
- School ethos
- Small group work
- Cross curricular links
- Collective Worship
- Health & Wellbeing days
- 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. Please see Appendix A for an overview of the vocabulary taught at each phase.

Dealing with difficult questions

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

Teachers will stop full class discussions where pupils begin to reveal personal, confidential 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, the school will undertake informal assessments to determine pupil progress including the outcome of independent work and group tasks.

11. 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 who can challenge pupil's perceptions. 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 to view prior to lesson delivery.

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 can 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.

12. 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 protected characteristics are:

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

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that RHE 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 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 of 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 will implement a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which sets out expectations of pupils.

The school understands that RHE 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 the Headteacher to discuss this.

13. Curriculum links

The school seeks opportunities to draw links between RHE 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** – 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.

14. Withdrawing from certain subjects

RHE is statutory at primary and parents do not have the right to withdraw their child from these aspects.

Sex Education is an important part of our curriculum, vital for preparing our pupils for a safe and healthy life beyond primary school. We fully understand that parents and families often feel nervous about their child taking part in Sex Education lessons at school. As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents have the right to request to withdraw their child from all or part of the sex education curriculum.

The headteacher will automatically grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum. The headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

The headteacher will discuss with the parent, the benefits 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. The parent will be informed in writing of the headteacher's decision.

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

15. Staff training

Members of staff responsible for teaching the subjects will undergo further training on an annual basis, led by the RHE subject leader, to ensure they are fully equipped to teach the subjects effectively.

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

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.

The school is aware that confidentiality within the classroom is a critical component of RHE, and teachers will be expected to respect the confidentiality of their pupils as far as is possible and appropriate.

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 will be followed.

Pupils will be informed prior to delivery of RHE lessons about confidentiality, though will be informed that appropriate action will be taken if staff feel that a child is at risk of harm. Staff who breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so may face disciplinary procedures.

17. Monitoring and review

The governing board is responsible for approving this policy.

This policy will be reviewed on an annual basis by the RHE subject leader and headteacher. The next scheduled review date for this policy is September 2027. 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.

Appendix A – Relationships & Sex Education Long Term Plan

Early Years & Foundation Stage

Year	Growing and Changing lesson	Content	Key Vocabulary (statutory language in bold)
Nursery	**When I was a baby**	Children talk about how babies change as they grow, what they need and how this changes as they grow. They share their own experiences and listen to those of the others.	grow, change, bigger, taller, breastfeeding, adoption, special needs
	Girls, boys & families	Children notice the similarities and differences between males and females. They begin to play inclusively with their friends, regardless of their sex (if not already doing so). They think differently and more openly about what a family may look like.	private parts, penis, vulva, bottom or anus, make a baby, dolls and cars are for everyone
Rec	**Life Stages – plants, animals & humans**	Children understand that animals and humans change in appearance over time. They use relevant vocabulary such as egg, seed, baby, grow, change, old, and young (and the names for young animals). They make observations and ask questions about living things.	growing, life cycles, seed, egg, baby, grow, change, old, young
	Life Stages – human life stage – who will I be?	Children use the language and describe the different life stages of: baby, child, teenager, adult, older age, and talk about their own experience of growing up.	baby, child, teenager, adult, old age
	Where do babies come from?	Children are introduced to the basics of human reproduction (not sexual intercourse). They understand that a baby is made by a woman and a man, and grows inside a woman's tummy/womb. They recognise that every family is different and talk about the similarities and differences between themselves and others.	family, baby, love, care, tummy, pregnancy, egg, adoption, same-sex parents, one-parent families
	Getting bigger	Children reflect on how they have changed as they have grown. They can explain the differences between babies, children, and adults, and understand that we are all unique.	baby, child, teenager, adult, grow, families of different beliefs, adoption
	Me and my body – girls and boys	Children learn the names of parts of the body (including reproductive parts) using the correct vocabulary. They can explain which parts of their body are kept private and safe - and why. They know to tell or ask an appropriate adult for help if they feel unsafe.	private parts, **penis**, **vulva**, **testicles**, **vagina**, eggs, privacy, my body is mine, dolls and cars are for everyone, **bottom or anus**

Key Stage 1

Year	Growing and Changing lesson	Content	Key Vocabulary
Years 1 & 2	**Then and now**	Children will start to identify things they could do as a baby and toddler as well as things they can do now. They can identify the people who help or helped them at these different stages.	change, growing, size, height, needs, help
	Taking care of a baby	Children will understand some of the tasks required to look after a baby, and how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, and feeding.	caring, love, needs attention, help
	Keeping privates private	Children will be able to identify parts of the body that are private and ways in which they can be kept private. They can identify people that it's ok to talk to about their private parts.	Privates, private, **penis**, **vulva**, hygiene, sore, help, change, doctor, private activity, my body is mine
	Haven't you grown!	Children can identify different stages of growth (e.g. baby, toddler, child, teenager, adult) and describe some of the things that people are capable of at these different stages.	growing, food, rest, sleep, care, learning, change, forward looking, making choices, asking permission
	My body, your body	Children will recall which parts of their body are private. They will understand that genitals help make babies when we are older, and know that we mostly have the same body parts, but how they look is different from person to person.	unique, special, **penis**, **testicles**, **vulva**, **nipples**, private parts, my body is mine, eggs, ovaries, womb, pregnancy, **bottom or anus**, breasts, **vagina**

Lower Key Stage 2

Year	Growing and Changing lesson	Content	Key Vocabulary
Years 3 & 4	**My changing body**	Children recall that babies come from the joining of an egg and sperm; and are introduced to some puberty changes, including menstruation, using the correct vocabulary.	egg, sperm, puberty, fallopian tube, ovary, uterus (womb), lining, **vagina**, period/menstruation pad, period, tampon, menstruation cup, breasts, genitals, **testicles**, womb, **penis**, mammals, fertilise, birth, hips, periods, spots, sweat, pubic hair, cervix, menstrual cycle, menstruation, fertilised egg, pregnant
	My feelings are all over the place!	Children understand how the onset of puberty can have an emotional as well as physical impact, recognise that this may lead to conflict with parents and learn how to compromise.	compromise, hormones, puberty, feelings, independence, conflict
	All change!	Children recall parts of the body that males and females have in common and those that are different, using the correct terminology for genitalia, and explain why puberty happens.	ovaries, **vulva**, clitoris, labia, semen, marriage, facial hair, body odour, pleasure, masturbation, deeper voice, spots, reproduction, testosterone, mood swings, sexual feelings, romantic/sexual, interest, privacy, hair removal, wider hips, endometrium (uterus lining), headache, stomach ache, cramps, foetus *If using the film clips: underarm hair, sweat, growth spurt, acne, breast growth*
	Preparing for changes at puberty	Children will explain how human reproduction (not sexual intercourse) occurs, know how and why periods occur, and how to manage them successfully.	menstrual cycle

Upper Key Stage 2

Year	Growing and Changing lesson	Content	Key Vocabulary
Years 5 & 6	**Growing up and changing bodies**	Children apply their knowledge of the various puberty changes, including menstruation, and identify some products that they may need during puberty, and why.	puberty, genitalia, menstruation, semen, period period/menstruation pad, tampon, managing feelings, oral health
	Changing bodies and feelings	Children will increase their vocabulary for the external sexual organs, as well as debunk some of the myths associated with various puberty changes.	pubic hair, clitoris, vaginal opening, urinary opening, lips (labia), **penis**, menstruation cup, period protection, sweat, washing, body, confidence, emotions, spots, hair removal, body autonomy, vaginal discharge, involuntary erections, wet dreams, body odour, hormones, hydration, exercise, sleep, breast development, height gain, hips widen, periods, menstruation, genitalia, deodorant, shower gel, tissues, washing powder, spot cream, facial wash, period products, and *if using the film clips: taking care of your body, chemicals, oil glands, good hygiene, showers, soap, shampoo, clean, underwear, acne, pimples, zits, acne cream, medication, doctor, hair growth, under arm, chest hair, healthy food*
	Help! I'm a teenager - get me out of here!	Children recall that puberty is an emotional as well as a physical change, how and why mood swings occur & how to manage strong feelings.	Hormones, compromise, respect, mood swings, conflict, puberty, emotional changes
	Is this normal?	Children will apply their knowledge of the physical and emotional changes experienced during puberty and list strategies that would help someone who felt challenged by these changes.	physical changes, rights, mood swings, spots, voice deepening, period products, **vulva** and *if using the film clips: identity, manage emotions, hormones, feeling funny sexually, sexual reaction, friends, more independence*

	Making babies	Children learn the variety of ways in which a couple can create a family (including through sexual intercourse), and how it can be prevented. They learn the legal age of consent and what it means.	Egg, ovaries, sperm, testicles, puberty, **vagina**, **penis**, orgasm, embryo, womb, sexual intercourse, consensual, surrogacy, adoption, age of consent, miscarriage, conception, consensual relationship, hug, cuddle, kiss, erection, excited, pleasurable feeling, implantation, pregnancy, birth, caesarean, cut, labour, muscles, cervix, hips widen, wet dreams, loving relationship Some of the different ways couples can create babies: Same-sex couple, LGBTQ+, stepchildren, foster parents, blended family, derogatory, homophobic *If using film clips: cells, semen, ejaculate, hormones, menstrual cycle, ripen, lining of womb, mature egg, ovulation, fallopian tube, fertilisation, uterine lining, period, vaginal childbirth, breastfeeding*