

Whitechapel Primary School



Relationships and Health Education Policy

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Statement of intent

At Whitechapel 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 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 and health education, which must 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 to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health 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 legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE 'Science programmes of study: key stages 1 and 2'
- DfE 'Teaching about relationships, sex and health'
- DfE 'Keeping children safe in education'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Primary PSHE Policy
- Child Protection and Safeguarding Policy
- Teaching and Learning Policy
- SEND Policy
- Behaviour Policy
- Single Equalities Policy
- Anti-bullying Policy
- SEMH policy
- Online safety Policy

2. Roles and responsibilities

The governing body is responsible for:

- Appointing a link governor for RHE who supports the school and monitors any aspect of RHE included within the SIP.
- Playing an active role in monitoring, developing and reviewing the policy and its implementation within 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.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.
- Ensuring that all staff receive ongoing training on issues relating to PSHE and 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 is responsible for:

- The overall implementation of this policy.
- Ensuring adequate time on the school timetable to deliver RHE as a statutory curriculum subject
- Providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RHE 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 staff are suitably trained to deliver the subject.
- Ensuring that parents are fully informed of this policy and the RHE resources are available to parents beforehand
- Reviewing requests from parents to withdraw their children from the subject.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing body on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The PSHE lead (Mrs M White) is responsible for:

- Overseeing the delivery of the subject.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- Ensuring the subject is age-appropriate, high quality and up to date..
- Ensuring teachers are provided with adequate resources to support teaching of the subject.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex 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, sex 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 and governing body.
- Evaluating the quality of provision.

The appropriate teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex 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 education.
- Responding to any safeguarding concerns in line with the Child protection & 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.

The SENCO is responsible for:

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

Parents are responsible for:

- Supporting their children through their personal development and the emotional and physical aspects of growing up.
- 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, that will be determined in response to the needs of the relevant cohort.

The relationships and health curriculum takes into account the views of teachers, pupils and parents. The school has selected a scheme of work that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

The school 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.

We consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Meetings
- Newsletters and letters

Any parent or teacher wishing to provide feedback about the curriculum can do so at any time during the academic year by organising a meeting with the headteacher.

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 opportunities to voice their opinions. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, all final decisions will be made by school. The school will permit parents access to all curriculum materials upon request.

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 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 in reviewing the sex education curriculum, and will consult with them with regards to what is covered.

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 are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

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 at section 14 of this policy.

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 safe and happy because they can provide love, security and stability.
- The characteristics of safe and happy family life, such as 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 the families of other children, 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 are at the heart of safe, happy families, and are important for children's security as they grow up.
- That marriage and civil partnerships represent 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

Through the curriculum, pupils will be taught:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded.
- Skills for developing caring and kind friendships.
- That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
- The characteristics of friendships that lead to happiness and security, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened.
- How to recognise when a friendship is making them feel unhappy or uncomfortable and how to get support when needed.
- How to manage conflict, and that resorting to violence is never right.

Respectful, kind relationships

Through the curriculum, pupils will be taught:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.

- How to pay attention to the needs and preferences of others, including in families and friendships-including discussions around how to balance the needs and wishes of different people in relationships and why this can be complicated.
- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- How to communicate effectively and manage conflict with kindness and respect.
- How to be assertive and express needs and boundaries.
- How to manage feelings, including disappointment and frustration.
- The difference between being assertive and controlling, and the difference between being kind to other people and neglecting personal needs- including opportunities to discuss such issues.
- 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 practical steps they can take and skills they can develop 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- including opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity through developing skills and interests.
- About the different types of bullying, including online, 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, or lead to bullying and how to challenge a stereotype.
- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Through the curriculum, pupils will be taught:

- That people should be respectful in online interactions, and that the same principles apply to online relationships as face-to-face relationships, including where people are anonymous.
- How to critically evaluate their online relationships and source of information, including awareness of the risks associated with people they have never met.
- How to recognise harmful content and contact online, and how to report these.
- That there is a minimum age for joining social media sites which protect children from inappropriate content or unsafe contact with older social media users who may be strangers, including other children and adults.
- About the importance of exercising caution about sharing any information about themselves online.
- About online risks, including that any material provided online might be circulated, and that once a picture or word has been circulated there is no way of deleting it everywhere and no control over where it ends up.
- That people sometimes behave differently online, including pretending to be someone they are not.

- That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with 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 online.
- About the concept of privacy and the implications of it for both children and adults, including 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 when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard, and where to get advice, e.g. family, school or other sources.
- How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about an adult and the vocabulary and confidence needed to do so.

6. Relationships education per year group

The school is free to determine, within the statutory curriculum content outlined in section 5, 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 to provide a smooth transition to secondary school.

The Coram SCARF PSHE programme of study is used to teach the key areas of the relationship and health curriculum. This is supplemented with visits to / from key speakers and the use of Pol-Ed resources to support interventions.

The Christopher Winter Project is utilised in the summer term to teach the school's RSE curriculum alongside the teaching of safeguarding using the Kidsafe UK programme.

The following strands of the SCARF curriculum contain the majority of the taught relationship curriculum. However, relationship education does appear in other SCARF strands.

	Me & My Relationships	Valuing Difference	Rights & Respect
Reception	What makes me special People close to me Getting Help	Similarities & Difference Celebrating Difference Showing Kindness	Looking after things: friends, environment, money

	Me & My Relationships	Valuing Difference	Keeping Safe
Year One	Feelings Special People Being a good friend	Developing respect and accepting others Bullying & Getting Help Celebrating Difference	Taking care of things: Myself My money My environment
Year Two	Bullying & Teasing Being a good friend Feelings / Self-regulation	Being Kind & Helping Others People who help us Listening Skills Celebrating Difference	Cooperation Self-regulation Online safety Looking after money – saving & spending
Years Three & Four	Cooperation Online rules & behaviours Respectful friendships Healthy Relationships Listening to feelings Bullying Assertive Skills	Recognising & Respecting Diversity & Difference Respect & Tolerance My Community Understanding & challenging stereotypes	Helping & being helped Looking after the environment Managing & spending money Developing critical thinking Making a difference Media influence & digital literacy
Years Five & Six	Feelings Friendship Skills Compromise Assertive Skills Cooperation Recognising emotional needs Positive relationships Safe & unsafe touches	Online bullying & self-esteem Recognising & celebrating Difference Reflecting on prejudice Bystander Behaviour Gender Stereotyping	My health rights, respect & duties Making a difference Decisions about lending, borrowing, saving & spending money Media manipulation Artificial Intelligence Understanding media bias Digital critical thinking Caring: communities & the environment Understanding democracy

7. Health education overview

Health education will start with the benefits and importance of physical activity, good nutrition and sufficient sleep, and support pupils to develop emotional awareness. The school will emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors. Care will be taken to avoid exposing pupils to concepts which are not appropriate for them.

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

General wellbeing

Through the curriculum, pupils will be taught:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
 - That there is a range and scale of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
 - That worrying and feeling down are normal and affect everyone at different times.
 - How to recognise feelings and use a varied vocabulary to talk about their own and others' feelings.
 - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
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- The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness.
 - Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
 - That isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
 - That bullying, including cyberbullying, has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
 - That changes and loss, including bereavement can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
 - 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 early support can help.

Internet safety and harms

Through the curriculum, pupils will be taught:

- That for most people, the internet is an integral part of life.
- About the positive and negative aspects of the internet.
- To have discussions about how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the impact of their online behaviours on others, and how to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why social media, some apps, computer games and online gaming, are age restricted.
- About the risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
- How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.

- That abuse, bullying and harassment can take place online and that this can impact wellbeing, alongside how to seek support from trusted adults.
- How to understand the information they find online, including from search engines, and how information is selected and targeted.
- That they have rights in relation to sharing personal data, privacy and content.
- Where and how to report concerns and get support with issues online.

Physical health and fitness

Through the curriculum, pupils will be taught:

- 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

Through the curriculum, pupils will be taught:

- What constitutes a healthy diet, including 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.

Drugs alcohol and tobacco

Pupils will be taught about the facts relating to legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This will include the risks of nicotine addiction, which are also caused by other nicotine products.

Health and prevention

Through the curriculum, pupils will be taught:

- 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, the amount of sleep recommended for their age, and practical steps for improving sleep.
- The impact of poor sleep on 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.

Personal safety

Through the curriculum, pupils will be taught

- About hazards that may cause harm, injury or risk and ways to reduce risks.
- How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

Through the curriculum, pupils will be taught:

- 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.

Developing bodies

By the end of primary school, pupils will know:

- About growth and other ways the body can change and develop, particularly during puberty.
- The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples, and that all of these parts of the body are private and how to express their own boundaries around these body parts.
- The facts about the menstrual cycle, including physical and emotional changes.

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 they progress through school to provide a smooth transition to secondary school.

The following strands of the SCARF curriculum are used to teach the health curriculum. In addition, elements of water safety and road safety are taught as stand-alone topics.

	Keeping Safe	Being my Best
Reception	Keeping my body safe Safe secrets & touches People who help to keep us safe	Keeping my body healthy – food, exercise, sleep Growth Mindset
Year One	How our feelings can keep us safe – inc. online /sun safety Safe & unsafe touches Medicine Safety Sleep	Growth Mindset Healthy eating Hygiene & health Cooperation

	Keeping Safe	Being my Best
Year Two	Safe & unsafe secrets Appropriate touch Medicine safety	Growth Mindset Looking after my body Hygiene & health Exercise & sleep
Years Three & Four	Managing risk inc online Decision-making skills Drugs & their risks Staying safe online Digital literacy Understanding the norms of drug use (cigarette & alcohol use) Influences Online safety & behaviours	Keeping myself healthy & well Celebrating & developing my skills Developing empathy Having choices & making decisions about my health Taking care of my environment My skills & interests
Years Five & Six	Online safety Bullying inc. online Norms around use of legal drugs (tobacco, alcohol) Decision-making Understanding emotional needs Digital footprint	Growing independence & taking ownership Keeping myself healthy Media awareness & safety My community Aspirations Managing risk Looking after wellbeing Digital literacy & critical thinking skills

9. Sex education

Although it is not statutory to deliver sex education outside of the science curriculum at primary level, the DfE recommends that *all* primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

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

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

Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with section 3 and section 4 of this policy. Parents are given the opportunity to discuss what is taught through sex education.

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

At Whitechapel Primary School, we use the Christopher Winter Project materials to help deliver our RSE curriculum.

Year Group	Focus
Reception My Body, my relationships	Caring friendships Being kind Different families My body, my choices
Year One Growing up, staying safe	Different friends Growing and changing Body safety (Online & off) Families and care
Year Two Differences	Gender stereotypes Male and Female Naming body parts My body belongs to me
Year Three Valuing difference and keeping safe	Body differences Personal space and consent Families and people who help us Staying safe and getting help online
Year Four Growing up with respect	Changes What is puberty Healthy friendships Valuing difference
Year Five Puberty and personal boundaries	Talking about puberty The reproductive system Puberty help and support Respect boundaries and being an upstander
Year Six Puberty, relationships and reproduction	Puberty and reproduction Communication and consent in a relationship Families, conception and pregnancy Communication and respect in relationships and Online

10. Delivery of the Curriculum

The relationships, health and sex curriculum will be delivered as part of our PSHE curriculum and science curriculum. The school will ensure that keeping children safe and preventative education remain at the heart of PSHE subjects.

Through effective organisation and delivery of the subject, we 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 adapted to their needs.

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, biphobic and sexual violence or harassment. 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.

Equality

The school will comply with the relevant requirements of the Equality Act 2010, including the Public sector equality duty when teaching the curriculum. The school will ensure topics are taught in a way that does not discriminate against pupils or amount to harassment.

Law

It is important for pupils to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. The school curriculum will include teaching pupils about a range of important facts, including, but not limited to, the rules regarding personal information, pictures, videos and other material using technology. This will help pupils to identify what is right and wrong in law, but it can also be useful in providing a good foundation of knowledge for deeper discussion about all types of relationships.

Pupils will be made aware of the relevant legal provisions when topics are being taught, including but not limited to:

- Marriage, including forced marriage and civil partnerships
 - Consent, including the age of consent
 - Domestic abuse
 - Sexual abuse and exploitation
 - The Online Safety Act
 - Online behaviours- including image and information sharing
 - Pornography
 - Protected characteristics
 - Alcohol, smoking and vaping
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- Gambling
- Carrying weapons
- Extremism and radicalisation
- Hate crimes
- The age of criminal responsibility
- Medical consent

Pupils will be taught about LGBTQ+ as part of the relationships, sex and health curriculum. This curriculum promotes equality, respect and dignity for all, and pupils will learn about the protected characteristics.

All content will be delivered sensitively, taking account of the religious backgrounds of pupils and ensuring compliance with the Equality Act 2010, including recognising religion or belief as a protected characteristic.

The development and maturity of pupils will always be considered when teaching this topic. Classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.

Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.

Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

Any resources or materials used to support learning will be formally assessed by The PSHE lead (Mrs M White) before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.

At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

Whilst there are no formal examinations for the relationships, sex and health curriculum, the school will undertake assessments to determine pupil progress.

Pupils with SEND

The school will develop and deliver RSE in a way that is accessible for pupils with SEND and will support them to prepare for adulthood, in line with the SEND Code of Practice (0 to 25 years).

The school will recognise that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other related risks. RSHE will therefore be particularly important for these pupils, including those with social, emotional and mental health needs or learning disabilities, and teaching will be planned to provide appropriate support, safeguarding, and opportunities to build understanding and confidence.

Addressing sexual harassment and sexual violence

The school will address sexual harassment and sexual violence through a planned RHE curriculum that promotes kindness, care and respect in all relationships and makes clear that harmful behaviour is never acceptable.

Teaching will emphasise boundaries, consent, respectful communication and awareness of power dynamics, while supporting pupils to recognise risk, seek help and report concerns.

The school will ensure learning is accessible for all pupils, including those with SEND who may be more vulnerable to abuse, exploitation or bullying, and will use safeguarding procedures and sensitive teaching approaches to create a safe and supportive environment for discussion.

Dealing with difficult questions

The school will ensure that staff delivering RSHE will feel confident and supported to lead lessons and respond appropriately to pupils' questions.

The school will recognise that where a staff member does not feel confident leading discussion, this may affect pupils' engagement and learning.

The school will provide regular professional development to support effective delivery of RSHE, including training on confidentiality, establishing ground rules, handling sensitive or controversial issues and responding to awkward or difficult questions.

Pupils may ask questions that go beyond the RSHE curriculum content covered by the school, or that relate to sex education from which they have been withdrawn. In these situations, the school will ensure that staff will respond in a way that supports the pupil and maintains an appropriate learning environment. Where staff feel a question is not suitable to address in class, they may defer it and seek advice from the Headteacher or the safeguarding lead.

Where appropriate, pupils may be encouraged to speak with their parents/carers or a trusted adult, and the school will signpost to internal or external support services when needed. The school will recognise that unanswered questions may lead pupils to seek information from unreliable or inappropriate sources, including online, and will ensure that staff will receive guidance and training on how to handle such situations safely and sensitively.

If a pupil asks a question or makes a comment that raises a safeguarding concern, the school will respond in line with its Child Protection and Safeguarding Policy. Staff will not promise confidentiality and will explain, where appropriate, that they may need to share information with the DSL to keep the pupil safe. Any concern, disclosure or indication that a pupil may be at risk of harm (including sexual abuse, exploitation, harmful sexual behaviour, or self-harm) will be reported to the DSL without delay and recorded in accordance with the school's safeguarding policy.

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. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it.

Before delivering the session, the school will:

- Ensure the lesson the expert has planned fits with the school's planned curriculum and this policy.
- Ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum, in line with the Safeguarding Policy.
- Before delivering the session, the school will 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.

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 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 particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support pupils if there was evidence of gender stereotyping.

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 Behavioural Policy, as well as a Safeguarding Policy, which set 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 their line manager or the wellbeing lead 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.

Relationships, sex and health education 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.

14. Right to request withdrawal from sex education

The school will always recognise that parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. The school will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

The headteacher will automatically grant a request to withdraw a pupil from sex education, other than content that is taught as part of the science curriculum.

Pupils who are withdrawn from sex education will receive appropriate, purposeful education during the full period of withdrawal.

Parents will not have the right to withdraw their children from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

15. Behaviour

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

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.

16. Staff training

All staff members at the school will undergo training on an annual basis to ensure they are up-to-date with the RHE programme and associated issues. Members of staff responsible for teaching the subjects will undergo further training 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.

17. Confidentiality

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

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

Pupils will be informed prior to delivery of RHE lessons that confidentiality will remain unless school staff feel that a child is at risk of harm. This information should be recorded and passed on to the DSL and the pupils informed of the procedure.

Staff who breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's Disciplinary Policy and Procedure.

18. Monitoring quality

The PSHE lead (Mrs M White) is responsible for:

- monitoring the quality of teaching and learning for the subjects.
- conducting subject assessments which will include a mixture of the following:
 - Self-evaluations
 - Pupil Voice
 - Lesson observations
 - Learning walks
 - Work scrutiny
 - Lesson planning scrutiny

The PSHE lead (Mrs M White) will work regularly and consistently with the headteacher and RSE link governor (J Seed), to evaluate the effectiveness of the subjects and implement any changes.

19. Monitoring and review

This policy will be reviewed every two years by the PSHE lead (Mrs M White) and headteacher. The next scheduled review date for this policy is May 2028.

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.
