



# RSHE Policy

## (From 1<sup>st</sup> September 2026)

Our vision is to enable all to flourish.

Review cycle: Annual

Responsible group: Trust Board Standards and Ethos Committee

Review date: April 2026

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## Statement of intent

At St Lawrence, 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.

At our school, we believe it is important to teach Relationships and Sex Education (RSE) to support pupils' personal development and wellbeing as they grow and mature. Teaching SRE helps children to understand adolescence, the physical and emotional changes they will experience, and to develop a respectful understanding of their own bodies and those of others. It also provides age-appropriate knowledge about how human life begins, building directly on the science curriculum. In line with Department for Education guidance, we have chosen to provide a sex education programme for pupils in Years 5 and 6 so that they are well prepared for the next stage of their education and feel confident, informed, and supported.

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.

## 1. Vision and values

St Lawrence Church of England Primary School's Vision

*Achieving together † Learning for life:*

**Our shared vision is to be a joyful and loving school community; rooted in clear Christian values, where every child participates, celebrates achievement and cares for the people and world around them.**

***We are inspired by John 10:10, where Jesus said 'I have come that you may have life in all its fullness' (John 10:10). He calls us to a full life in mind, body, heart and spirit. Therefore, we believe the purpose of this school is to nurture and enable every child to be respectful and thrive in in an ever-changing world.***

### 1.1 Flourishing for All

In line with the National Society for Education guidance *Flourishing for All* (April 2025), our approach to Relationships, Sex and Health Education is rooted in the Christian vision that every person is of inherent worth and dignity and is entitled to live and learn without fear of bullying, discrimination or harm. Our RSHE curriculum contributes to a culture of welcome, belonging and compassion, where pupils and adults are able to live and learn without fear of bullying, discrimination or harm. Through inclusive, preventative teaching, RSHE seeks to challenge prejudice, address bullying in all its forms, and promote respectful relationships across difference, enabling all members of the school community, especially the most vulnerable, to flourish.

### 1.2 Guiding principles for the delivery of RSHE

These guiding principles reflect both the statutory expectations of the DfE statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2026) and the Church of England National Society's Flourishing for All framework, ensuring that inclusion, dignity, safety and belonging are integral to RSHE teaching and practice. RSHE at our school is underpinned by the following guiding principles We commit:

#### 1. Engagement with parents and carers

We work in partnership with parents and carers and are committed to open, ongoing dialogue throughout the development, review and delivery of our RSHE programme. This includes sharing information about curriculum content, discussing the resources used to teach pupils, and supporting parents and carers to contribute to learning at home. While parents' views are welcomed and carefully considered, it is recognised that, in law, decisions about what is taught and how it is taught rest with the school and its governing body.

2. Professional, planned and well-sequenced delivery  
RSHE is delivered professionally as a clearly identifiable part of the school's PSHE curriculum. It is appropriately led, resourced and reported to parents in the same way as other curriculum subjects. Teaching is carefully planned and sequenced to build knowledge progressively over time. Staff receive regular and appropriate training to ensure confident, accurate delivery. Any external visitors or speakers are used to enhance, not replace, teacher-led provision and are required to work in line with the school's published RSHE policy.
3. Safeguarding and pupil wellbeing  
RSHE plays a vital role in safeguarding and in supporting pupils' physical, emotional and mental wellbeing. The curriculum is designed to help pupils develop resilience, recognise risks, understand how to keep themselves safe, and know how and where to seek help. Teaching encourages pupils to reflect critically on influences such as peers, media, the internet, faith and culture, and supports them to develop the skills and confidence needed to make informed and responsible decisions.
4. Respect, inclusion and dignity  
RSHE is delivered in a way that promotes dignity, respect and inclusion for all members of our diverse community. Teaching does not discriminate against any protected characteristic under the Equality Act 2010 and is sensitive to the faith backgrounds and beliefs of pupils and their families. Pupils are supported to understand and respect difference, to appreciate the lived experiences of others, and to develop the skills to disagree thoughtfully and respectfully, enabling them to live well together.
5. Age-appropriate, developmentally appropriate judgement  
Curriculum content and teaching approaches are always informed by professional judgement about pupils' age, stage of development and readiness. RSHE addresses real-life issues relevant to pupils' lived experiences, including friendships, families, faith, consent, exploitation, relationship abuse and online safety, in a careful, proportionate and age-appropriate way. Teachers remain alert to pupils' responses and adapt teaching accordingly, consulting parents and carers where appropriate.
6. Accuracy, honesty and clarity  
RSHE is based on honest, medically accurate and factually reliable information, including clear teaching about the law and pupils' rights. The curriculum distinguishes between factual knowledge, beliefs, values and opinions, enabling pupils to understand their bodies, relationships and health in ways that are appropriate to their age and maturity. Sensitive topics are handled carefully, using appropriate language and evidence-based resources.
7. Inclusion and meeting individual needs  
Particular care is taken to meet the needs of all pupils, including those with special educational needs and disabilities (SEND). Teaching and resources

are adapted to ensure accessibility and relevance, recognising both the potential vulnerabilities and the rights of pupils with SEND to high-quality relationships and sex education. Support is provided in collaboration with the SENCO and relevant staff to ensure that all pupils can engage meaningfully with the curriculum.

#### 8. Pupil voice and relevance

Pupils' views are actively sought and used to inform the development and delivery of RSHE, ensuring that learning is relevant to their lives and experiences. Opportunities are provided for pupils to ask questions, reflect on learning and develop confidence in expressing their views within a safe and supportive environment.

### 2. Legal framework

2.1 This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2026) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2020) 'Teaching about relationships, sex and health'
- DfE Keeping Children Safe in Education.

2.2 This policy operates in conjunction with the following school policies:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- SEND/Inclusion Policy
- Equal Opportunities Policy

### 3. Roles and responsibilities

3.1 The local governing board is responsible for:

- 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.
- Ensuring that all staff receive ongoing training for RSHE to enable them to deliver teaching and learning with confidence.
- 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.

3.2 The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring adequate time within the school timetable to deliver RSHE as a statutory curriculum subject.
- Ensuring staff are suitably trained to deliver the subjects and providing support where it is needed.
- Ensuring that parents are fully informed of this policy and that the resources are made available to them on request.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.

3.3 The relationships, sex and health education subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate, high-quality and up-to-date.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- 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 share the resources ahead of teaching upon request.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

3.4 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 and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO and the DSL to ensure that lessons are adapted for the needs of vulnerable pupils including those with SEND.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.
- To request any training as may be required to support delivery of the curriculum.

3.5 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 when designing lessons within this curriculum subject.

4. Organisation of the curriculum

4.1 The school understands that it is required to deliver statutory relationship 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.

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.

For the purpose of this policy, “**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.

For the purpose of this policy, “**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.

4.2 The relationships and health curriculum takes into account the views of teachers, pupils and parents. The school has organised a curriculum that is

appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that topics are required to be covered are taught appropriately.

- 4.3 The school is dedicated to ensuring that our curriculum meets the needs of the whole-school community, therefore, the curriculum is informed by issues in the school and wider community to meet pupils needs.
- 4.4 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 that pupils understand boundaries and privacy with peers, families and others, in all contexts, including online.
- 4.5 We consult with parents, pupils and staff in the following ways:
  - Questionnaires and surveys
  - Meetings
  - Training sessions
  - Newsletters and letters
- 4.6 Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:
  - Organising a meeting with the headteacher.
  - Emailing [admin@st-lawrence.dgat.org.uk](mailto:admin@st-lawrence.dgat.org.uk)
  - Submitting written feedback into the suggestions box in the school office.

## 5. Consultation with parents

- 5.1 The school understands the important role parents and carers play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum.

The school will consult closely with parents and carers when reviewing the content of the schools RSHE curriculum and will give opportunities for parents 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 as this is largely statutory with the exception of sex education, and all final decisions will be made by the school. The school will give 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 that there is no stigmatisation, based on home circumstances, support networks or family needs.

- 5.2 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.
- 5.3 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 conversation with their children on the issues covered by the curriculum.

Parents will be provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

Parents will also be consulted in the review of this policy and be encouraged to provide their views at any time. In line with statutory guidance parents will be given the right to request that their child is withdrawn from the additional sex education sessions delivered as part of statutory RSE. This is further outlined at section 12 of this policy.

## 6. Relationships education overview

### 6.1 Families and people who care for me

Through the curriculum, pupils will be taught:

- 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 and 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.

### 6.2 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, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
- How to manage conflict, and that resorting to violence is never right.
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed

### 6.3 Respectful relationships

Through the curriculum, pupils will be taught:

- 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 they can expect to be treated with respect by others, and the importance of respecting others, including those who are different, make other choices, or have different preferences or beliefs.
- About the practical steps they can take and skills they can develop in a range of different contexts to improve or support their 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, 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.

#### 6.4 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 to face-to-face relationships, including where people are anonymous.
- How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met.
- How to recognise harmful content or harmful contact, and how to report this.
- That there is a minimum age for joining social media sites which protects 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 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.

#### 6.5 Being safe

Through the curriculum 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 report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
- 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

## 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 curriculum will emphasise the relationships between physical 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.

### 7.1 General wellbeing

Through the curriculum, pupils will be taught:

- About the benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness.
- About simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- About the range and scale of emotions that they might experience in different situations.
- That worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
- How to recognise feelings and use 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.
- That isolation and loneliness can affect children, and the benefits of seeking support.
- How isolation and loneliness can affect children, and the benefits of seeking 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 change 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 their own or someone else's mental wellbeing or ability to control their emotions.
- That it is common to experience mental ill health and early support can help.

## 7.2 Internet safety and harms

Through the curriculum, pupils will be taught:

- That for almost everyone 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 limiting 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 behaviour on others, and how to recognise and display respectful behaviour online.
- Why social media, some apps, computer games, and online gaming, including gambling sites, 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 consent.

- Where and how to report concerns and get support with issues online

### 7.3 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.

### 7.4 Healthy eating

Through the curriculum, pupils will be taught:

- 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 diet or health.

### 7.5 Drugs, alcohol and tobacco

Through the curriculum, pupils will be taught:

- The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This will include the risk of nicotine addiction which are also caused by other nicotine products such as nicotine pouches.

### 7.6 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.
- About the importance of sufficient good-quality sleep for good health, the amount of sleep recommended for their age, and practical steps for improving sleep.
- About 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.

- About the facts and science relating to immunisation and vaccination, aligned with when vaccinations are offered to pupils

#### 7.7 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.

#### 7.8 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.

#### 7.9 Changing adolescent body

By the end of primary school, pupils will know:

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

#### 7.10 Developing bodies

By the end of primary school, pupils will know :

- About growth and other ways, the body can change and develop, particularly during adolescence.
- 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. 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 for Years 5 and 6 in line with content about conception and birth curriculum content in science. 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.]**

- 8.1 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.
- 8.2 The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.
- 8.3 At our school, we do teach pupils sex education beyond what is required of the science curriculum.
- 8.4 Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with [section 4](#) and [section 5](#) of this policy.
- 8.5 The age and development of pupils is always considered when delivering sex education.

## 9. Delivery of the curriculum

- 9.1 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.
- 9.2 The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children’s physical, emotional and sexual development.
- 9.3 Pupils will be taught what the law says about sex, relationships and young people as well as broader safeguarding issues. The 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 materials using technology. This will help pupils 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.
- 9.4 The school will teach a broad and inclusive RSHE curriculum which promotes equality, respect and dignity for all. Pupils will learn about protected characteristics, including sexual orientation and gender reassignment, and will be supported to understand different types of healthy, stable relationships, including same-sex relationships, in an integrated and age-appropriate way.
- 9.5 RSHE 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 school will support balanced discussions within the teaching of this subject.

- 9.6 The school will ensure that RSHE is delivered in a way that is accessible for pupils with SEND and in line with the SEND code of practice. Teaching will take account that pupils with SEND will be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other related risks. RSHE will be particularly important for these pupils including 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.
- 9.7 The school will address sexual harassment and other related issues through a planned RSHE curriculum, that promotes kindness, care and respect in all relationships and make 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.
- 9.8 The school will ensure that staff delivering RSHE will feel confident and supported to lead lessons and respond appropriately to pupils' questions. Professional development will support staff in being able to confidently respond to questions as they arise. This training will include confidentiality, establishing ground rules, handling sensitive or controversial issues and responding to awkward or difficult questions. Pupils may ask questions that go beyond the curriculum content the school covers or relates to sex education from which they have been withdrawn. In these situations, the school will ensure that staff responds in a way that supports the pupils, whilst maintain an appropriate learning environment. When staff feel that a question is not suitable to address in class, they will defer it and seek advice from the RSHE lead, or the Designated Safeguarding Lead (DSL). Where appropriate, pupils will be encouraged to speak to their parents and carers, and the school will signpost to additional support services if needed. The school will recognise, that unanswered questions may lead pupils to seek information from unreliable sources including online. Therefore, handling questions sensitively is important.
- 9.9 Any question or comment made during these sessions, that raises a safeguarding concern will be dealt with in line with the schools safeguarding policy. Staff will not promise confidentiality and will explain where appropriate that they may need to share information with the DSL in order to keep the pupil safe. Any concern, disclosure or indication that a pupil may be at risk of harm will be reported to the DSL without delay and recorded in accordance with the schools safeguarding policy. Staff will follow the school's child protection and safeguarding procedures at all times. Teaching will focus on safeguarding and preventative education; it 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. It will be fully inclusive and developed to be age and stage of development appropriate.

## 10. Working with external experts

- 10.1 The school may invite external experts into school to talk on issues related to the RSHE curriculum for example a health professional. A teacher will be present throughout these sessions. Visitors will be given a copy of this policy and expected to comply with the guidelines set out within it.
- 10.2 The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy .
- 10.3 The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- 10.4 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.
- 10.5 The school will also 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.
- 10.6 The school will 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.
- 10.7 The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

## 11. Curriculum links

- 11.1 The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.
- 11.2 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.

## 12. Right to request withdrawal from sex education.

- 12.1 Relationships and health education are statutory at primary and parents do not have the right to withdraw their child from the subjects.
- 12.2 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.
- 12.3 The headteacher will automatically grant withdrawal requests in accordance with point 13.2; however, 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.
- 12.4 The headteacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.
- 12.5 The headteacher will keep a record of the discussion between themselves, the pupil and the parent.
- 12.6 The headteacher will 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.
- 12.7 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.
- 12.8 The parent will be informed in writing of the headteacher's decision.
- 12.9 Where a pupil is withdrawn from sex education, parents must ensure that their child is in school and the headteacher will ensure that the pupil receives appropriate alternative education.

## 13. Behaviour

- 13.1 The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.
- 13.2 Any bullying incidents caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents either within or outside of the school.

13.3 Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises.

13.4 These incidents will be dealt with following the processes in our Safeguarding and Child Protection Policy, Behaviour Policy and Anti-Bullying Policy. This includes any decision to refer to the police as a result of this behaviour.

#### 14. Staff training

14.1 All staff members at the school will undergo training to ensure they are up-to-date with the relationship, sex and health education programme and associated issues.

14.2 Members of staff responsible for teaching the subjects will undergo further updates, led by the relationships, sex and health education subject leader, to ensure they are fully equipped to teach the subjects effectively.

14.3 Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as the sharing of indecent images including nudes and semi nudes, including through sexting, which may need to be addressed in relation to the programme.

#### 15. Confidentiality

15.1 Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

15.2 Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

15.3 Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.

15.4 Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

#### 16. Monitoring quality

16.1 The relationships, sex and health education subject leader is responsible for monitoring the quality of teaching and learning for the subjects.

16.2 The relationships, sex and health education subject leader will conduct subject assessments on an annual basis, which will include a mixture of the following:

- Learning walks
- Work scrutiny
- Lesson planning scrutiny

- Pupil Voice
- Discussion with teachers

16.3 The relationships, sex and health education subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects.

## 17. Monitoring and review

17.1 This policy will be reviewed on an annual basis by the Deputy CEO.

17.2 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.

17.3 Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.