

ST JOHN'S C of E (V.A.) PRIMARY SCHOOL

Relationships, Sex and Health Education Policy



That all may Love, Learn, Flourish

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Statement of intent

So God created humankind in his image, in the image of God he created them.
(Genesis 1:27, NRSV)

At St. John's, everything we do is underpinned by our vision ("That all may Love, Learn, Flourish.") We treat all members of our school community with dignity, kindness and respect, remembering that all people are made in the image of God and loved equally by God. This policy statement on relationships, sex and health education is rooted in Christian values and reflects the diverse and inclusive nature of our school. As part of RSHE (Relationships, Sex and Health Education), pupils are taught about the nature and importance of marriage for family life and bringing up children, and the significance of stable relationships as key building blocks of community and society. RSHE is about understanding the importance of respect, love, care, and promoting the values of tolerance and respect. We do not use RSHE as a means of promoting any form of sexual orientation.

At St. John's, we will provide age-appropriate RSHE to all pupils as part of the school's statutory curriculum. Our school aims to assure parents, carers and pupils that all aspects of RSHE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. RSHE is firmly rooted within the framework for Personal, Social and Health Education (PSHE) and the National Curriculum. It is taught within a moral, family-oriented, and Christian context. Sensitive topics relating to RSHE will be delivered in a sensitive manner as part of a whole-school approach where parents, carers and teachers work in partnership. Our school's approach to RSHE will be balanced, and take into account different viewpoints, but will not be subject to the bias of individuals or groups.

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, carers, young people, schools and experts. Parents and carers are given the opportunity to discuss this policy at any time and staff will be provided with accurate training and further resources to deliver lessons to pupils.

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

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and ensures that they can talk to a trusted adult if there is anything worrying them. Health education focusses on equipping pupils with the knowledge they need to make informed decisions about their own health and ensures they receive factual information about the changes they will experience emotionally and physically during puberty.

We understand our responsibility to deliver a high-quality and age-appropriate RSHE curriculum for all our pupils. This policy sets out the framework for our RSHE curriculum, providing clarity on how it is informed, organised and delivered. Any sex education included within the curriculum consists of age-appropriate content which covers how babies are conceived and how they are born. Sex education does not go above and beyond the focus of

reproduction, how the baby develops and is born. State-funded primary schools are also required to teach health education.

We believe that it is important to teach sex education in the safe and trusting environment that is our school. We feel that the children are best placed to learn about sex education in primary school with adults and peers with whom they have created respectful and trustworthy friendships and where the children are able to ask questions about this topic rather than rely on internet searches and discussions with other peers. Whilst sex education in our school means that we give children information and facts about puberty and reproduction, we do this with an awareness of the moral code and values which underpin all our work in school. We also do this in partnership with parents and carers and will communicate with parents and carers when these topics are going to be taught. We teach sex education in the belief that:

- Sex education should be taught in the context of loving, adult relationships including marriage.
- Sex education is part of a wider social, personal, spiritual and moral education process.
- Children should be taught to have respect for their own bodies and those of others.
- Children should learn about their responsibilities to others.
- It is important to build relationships with others involving trust and respect.

We teach sex education in the context of the school's Christian ethos and values. To that end:

- We emphasise respect, compassion, loving care, and forgiveness
- RSHE is taught in light of the belief in the absolute worth of all people and the unconditional, infinite love of God
- RSHE is grounded in the understanding of the importance of marriage for family life, stable and loving relationships, respect, love, and care
- RSHE should be sensitive to circumstances of all children and be mindful of the expressions of family life in our culture
- Issues regarding human sexuality should be addressed sensitively
- The exploration of reproduction and puberty within the Science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief
- Whilst pupils are given the opportunity to explore their own attitudes, values, and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others.

1. Legal framework

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

- Section 80A of the Education Act 2002
- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2025) 'Keeping children safe in education 2025'
- Relationships and Sex Education (RSE) and Health Education guidance 1st September 2026

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Pupil Equality, Equity, Diversity and Inclusion policy
- Staff Equality, Equity, Diversity and Inclusion policy
- Child-on-child Abuse Policy
- Anti-bullying Policy
- Emotional health and wellbeing policy
- Online Safety Policy
- Visitor Policy

2. Roles and responsibilities

The governing board is responsible for:

- Playing an active role in monitoring, developing and reviewing the policy and its implementation in school.
- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the Christian ethos of the school is maintained and developed through the subjects.
- 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 are up to date with policy changes, and familiar with school policy and guidance relating to RSHE.
- Ensuring that the curriculum content and teaching materials are aligned with the statutory guidance

- Making sure that clear information is given to parents/carers on the subject content, teaching materials and external providers, and on the right to request their child is withdrawn from sex education

The headteacher is responsible for:

- The overall implementation of this policy.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring that parents and carers are fully informed of this policy and the RHE resources are available to parents beforehand.
- Providing clear information for parents and carers on subject content and their rights to request that their children are withdrawn.
- Reviewing requests from parents and carers to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents and carers.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The RHE subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring that staff values and attitudes will not prevent them from providing a balanced RHE in school.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- Ensuring resources used to teach these subjects are age-appropriate, high-quality and up-to-date.
- Ensuring the school meets its statutory requirements in relation to the relationships and health curriculum.
- Ensuring the relationships and health curriculum, as well as any optional sex education, is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Liaising and working in partnership with parents and carers to support further conversations at home and to share the resources ahead of teaching upon request.
- With support from SLT, monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.
- Providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSHE to pupils; for example, if staff do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Ensuring that if the school's materials come from an external provider, the school can tell the provider they are legally obliged to share all content with parents/carers.

The Inclusion Managers are responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of Teaching Assistants (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.

Teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the Inclusion Managers to identify and respond to individual needs of pupils with SEND.
- Working with the RSHE subject leader to evaluate the quality of provision.
- Actively challenging everyday sexism, misogyny, homophobia and stereotypes.

Parents and carers are responsible for:

- Enabling their children to grow and mature and to form healthy relationships.
- Supporting their children through their personal development and the emotional and physical aspects of growing up.
- Ensuring that they are aware of aspects of the curriculum, including when it is going to be delivered and the content.
- Supporting their children's personal, social and emotional development, by working with the school to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE.
- Seeking additional support in this from the school where they feel it is needed.

3. Organisation of the curriculum

Every primary school is required to deliver statutory relationships education and health education. The delivery of the relationships education and of health education coincide with one another and will be delivered as part of the school's PSHE curriculum.

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

The school is dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils’ needs.

Any parent, carer, 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 RHE subject leader or headteacher via the school office.

4. Consultation with parents

The school understands the important role parents and carers play in enhancing their children’s understanding of relationships and health and how important parents’ and carers’ views are in shaping the curriculum. The school has consulted with parents and carers when reviewing the content of the school’s RSHE curriculum. The school will use the views of parents and carers to inform decisions made about the curriculum content and delivery; however, parents and carers will not be granted a ‘veto’ on curriculum content, and all final decisions will be made by school. The school will permit parents and carers access to all curriculum materials and the school will not enter into contracts with outside providers that seek to prevent parents and carers from seeing materials.

Parents and carers will be provided with information on the RSHE curriculum (including the legalities surrounding withdrawing their child from the subjects) via:

- Letters from the class teacher
- The class curriculum web (available on the website)
- The school newsletter

The school will work closely with parents and carers in reviewing the sex education curriculum and will consult with them with regard to what is covered.

The school aims to build positive relationships with parents and carers by informing them about what will be taught, allowing them to view any resources being used, to address any concerns and answer any questions that they might have, and help parents in managing conversations with their children on the issues covered by the curriculum. Parents and carers will also be consulted in the review of this policy and encouraged to provide their views at any time.

5. Relationships education overview

At St. John's, we follow the Croydon RSHE scheme, supplemented with lesson plans and activities from the PSHE Association, as well as the NSPCC PANTS programme. The Croydon scheme has been sensitively adapted for our school context and the needs of the children in our school. Please see Appendix 1 for the year group in which content is taught.

Families and people who care for me

By the end of primary school, pupils will know:

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

Caring friendships

By the end of primary school, pupils will know:

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

Respectful relationships

By the end of primary school, pupils will know:

- The importance of respecting others – even when they are very different from them, make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.
- What consent means and how it is needed in different situations.
- The links between sexism and misogyny and violence against women and girls at an age appropriate level.
- How to identify and learn from positive male role models
- Ethical behaviour in relationships, beyond respecting boundaries and consent.

Online relationships

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.
- The law and harms associated with sharing naked images or online sexual content if it is affecting pupils, or if the school knows that pupils have seen pornography

Being safe

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter, including online, who they do not know.

- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

6. Health education overview

The focus of health education at primary level is teaching the characteristics of good physical health and mental wellbeing. Please see Appendix 1 for the year group in which content is taught.

Mental wellbeing

By the end of primary school, pupils will know:

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

Internet safety and harms

By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.

- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why some social media, some computer games and online gaming are age-restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information, inclusive of that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.
- The law and dangers associated with the sharing of naked images or online sexual content.

Physical health and fitness

By the end of primary school, pupils will know:

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

Healthy eating

By the end of primary school, pupils will know:

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

Drugs, alcohol and tobacco

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

Health and prevention

By the end of primary school, pupils will know:

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

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

Basic first aid

By the end of primary school, pupils will know:

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

Changing adolescent body

By the end of primary school, pupils will know:

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

7. Sex education

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

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, we do teach pupils sex education beyond what is required of the science curriculum. This is done in the safe environment of the classroom with trusted adults known to the children. These lessons provide a safe platform for the children to learn about human sexual reproduction, how babies develop and are born. The children will have opportunities to ask questions and share information about their own births. It is crucial that this learning is conducted during Year 6 at primary school so that the children are fully equipped for future sex education lessons at secondary school without relying on the internet or discussions with friends to educate them on this sensitive topic.

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

The age and development of pupils is always considered when delivering sex education. Please see Appendix 1 for the year group in which content is taught.

8. Delivery of the curriculum

The relationships and health curriculum will be delivered as part of our PSHE curriculum.

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

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

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

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

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

Terminology

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

Dealing with difficult questions

Pupils are encouraged to ask questions during all lessons; pupil questions will be answered within the context of a lesson. Pupils can also post questions anonymously in a question box. Responses can then be prepared by teachers in advance, or questions deemed inappropriate can be put aside to be given to parents. The school will support teaching staff to feel comfortable to answer questions from pupils, by providing CPD training in how to deliver sex education, including sessions on confidentiality, setting ground rules, handling controversial issues, responding to 'awkward' questions and an introduction to the rationale of why teaching RSHE is so important. The school will encourage teaching staff to refer questions they feel ill-equipped to answer to the RSHE subject leader for advice or support in handling the question.

At the beginning of a sex education lesson, teachers will develop a Code of Conduct with their class to set clear boundaries and ground rules for the lesson. This may include but is not limited to:

- We take turns to speak.
- We use kind and positive words.
- We listen to each other.
- We have the right to pass.
- We only use names when giving compliments or being positive about others.
- We respect each other's privacy.
- We use the scientific names for parts of our body.
- We acknowledge that some of us may know a lot about sex education and others may know little.

- We can discuss the content of this lesson in the classroom or at home with trusted adults.

Teachers will not respond to questions which:

- Are asked for amusement or effect. (The class ground rules will be reinforced).
- Reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.
- Are genuine but age-inappropriate (beyond the scope of the year group RSHE curriculum). In these cases, teachers must use their professional judgement and knowledge of the child to respond in one of the following ways:
 - Explain that the question cannot be answered in the lesson, as it is not covered in the child's year group. Advise the child if/when the issue will be covered (this may be at secondary school).
 - Suggest that the child speaks to their parent or carer about this.
 - Acknowledge the question with a promise to return to it later. Speak to parents/carers and agree a way forward with them (parents/carers may prefer the class teacher to address it with the child – if this is the case, agree what information they are happy for teachers to share with the child).

The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

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

9. Working with external experts

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

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

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.

- Ask the external provider to share the content of their lessons/talk with parents/carers.
- 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. Equality and accessibility

The school understands its responsibilities in relation to the Equality Act 2010; specifically, that it must not unlawfully discriminate against any pupil based on their protected characteristics.

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that RSHE programme is inclusive, and caters to the needs, of pupils with SEND or other support needs, such as those with SEMH needs.

Teachers will understand that they may need to adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other support needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which sets out expectations of pupils.

The school understands that RSHE may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the wellbeing lead to discuss this.

All RHE lessons, including sex education lessons, will be taught in mixed gender classes by a teacher. Opportunities will be provided for more in-depth discussions in single sex classes where children can discuss areas in more detail e.g. girls could be shown how to use a sanitary towel.

11. Curriculum links

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

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.

- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

12. Withdrawing from the subjects

RSHE is statutory at primary school and parents and carers do not have the right to withdraw their child from the subjects.

As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents and carers have the right to request to withdraw their child from all or part of the sex education curriculum. Any parent or carer wishing to do this should make the request in writing to the headteacher.

The headteacher will automatically grant a parent or carer's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum; however, the headteacher will discuss the request with the parent or carer and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will discuss with the parent or carer the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded. The headteacher will keep a record of the discussion between themselves, the pupil and the parent or carer.

Where a pupil is withdrawn from sex education, the headteacher will work with class teachers to ensure that the pupil receives appropriate alternative education.

13. 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 and harassment in any form. Any bullying incidents caused as a result of the RSHE programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. Any occurrence of these incidents off school site will be reported to a member of school staff, who will then discipline the pupil once they are on school premises. These incidents will be dealt with following the processes in our Behaviour Policy and Anti-bullying Policy and parents or carers will be involved..

14. Staff training

Teaching staff will undergo ongoing training to ensure they are up-to-date with the RSHE programme and associated issues. Training of staff will also be scheduled around any updated

guidance on the programme and any new developments, e.g. relating to online behaviour, which may need to be addressed in relation to the programme.

15. Confidentiality

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

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

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

16. Quality of education

The RSHE subject leader is responsible for monitoring the quality of teaching and learning for the subjects. They will conduct subject assessments as appropriate, which will include a mixture of the following:

- Pupil voice
- Work scrutiny
- Lesson planning scrutiny

The RSHE subject will work with the headteacher to evaluate the effectiveness of the subjects and implement any changes.

17. Monitoring and review

The governing board is responsible for approving this policy.

This policy will be reviewed on an annual basis by the RSHE subject leader and headteacher. The next scheduled review date for this policy is Autumn 2025. 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.

Appendix 1: School overview of RHE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Mental health and well-being	Myself and others NSPCC underwear rule (Pants)	Family networks	Body awareness	Hygiene Staying safe in the sun	Road safety Online safety
Year 1	Understanding emotions	Caring friendships	Online relationships	Road safety	Body awareness	Keeping clean
Year 2	Understanding families Families and how they care for us	Looking after our teeth. Harmful substances	Online relationships	Decision making	Private parts and personal space (activities 1-4) Staying safe in the sun	Road safety First aid
Year 3	Courtesy and good manners Private parts and personal space (activities 4-6)	Understanding differences Differences and similarities	Online relationships	Online contacts -who is my friend?	Understanding hygiene	Road safety Body parts and differences
Year 4	Self-esteem Mental well-being	Understanding and expressing emotions	Online relationships Making choices	Bullying Harmful substances	Secrets Staying safe in the sun	Road safety First aid Babies and where they come from
Year 5	Online relationships	Sharing online images	Changes	Assertiveness Road safety	Different relationships	Puberty
Year 6	Resolving conflict in relationships.	Stereotyping Prejudice and discrimination	Online relationships Peer pressure	Getting help and support First aid	Understanding periods Reproduction and pregnancy	Mission Transition – Daniel Spargo-Mabbs Road safety