

Broadwood Primary **School**



Relationships, Sex and Health Education Policy

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Statement of intent

At Broadwood Primary School, we recognise the importance of providing our pupils with an education that prepares them for the opportunities, responsibilities, and experiences of adult life. A fundamental aspect of this preparation is relationships education, which is mandated to be delivered to every primary-aged pupil. While primary schools have the discretion to decide whether to teach sex education, all state-funded primary schools are required to include health education in their curriculum.

Relationships education is designed to equip pupils with the knowledge necessary to make informed decisions regarding their wellbeing, health, and relationships, thereby fostering their self-efficacy. Health education complements this by providing pupils with the understanding required to make sound decisions about their own health and well-being.

We acknowledge our responsibility to deliver a high-quality, age-appropriate, and evidence-based relationships, sex, and health curriculum for all our pupils. This policy outlines the framework for our relationships, sex, and health curriculum, ensuring clarity regarding its development, organisation, and delivery.

Through this policy, we aim to create a safe and supportive environment where pupils can explore these essential topics, engage in meaningful discussions, and develop the skills necessary to navigate their personal relationships and health choices effectively.

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
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2021) 'Teaching about relationships, sex and health'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Inclusion Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Staff Equality, Equity, Diversity and Inclusion Policy
- Peer-on-peer Abuse Policy
- Pupil Confidentiality Policy
- Anti-bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Online Safety Policy
- Visitor Policy

2. Roles and responsibilities

The governing body plays a pivotal role in the oversight and strategic direction of the RSE policy. Their responsibilities include:

1. The governing body must ensure that all pupils make progress in achieving the expected educational outcomes related to RSHE.
2. It is the responsibility of the governing body to ensure that the RSHE curriculum is well led, effectively managed, and meticulously planned. This includes regular reviews and updates to the curriculum to reflect best practices and current educational standards.
3. The governing body must evaluate the quality of provision through regular and effective self-evaluation. This process should involve gathering feedback from staff, pupils, and parents to inform future improvements.
4. Ensuring that teaching is delivered in ways that are accessible to all pupils, including those with Special Educational Needs and Disabilities (SEND), is a key responsibility. This may involve providing additional resources or training for staff.
5. The governing board must provide clear information for parents regarding the subject content of the RSHE curriculum and their rights to request that their children be withdrawn from specific lessons.

6. It is essential that the subjects are adequately resourced, staffed, and timetabled to ensure that the school can fulfil its legal obligations concerning RSHE.
7. The governing board is responsible for creating and maintaining an up-to-date written statement of the RSHE policy. This statement must be published on the school's website and made available free of charge to anyone who requests it.

The headteacher is central to the successful implementation of the RSHE policy. Their responsibilities include:

1. The headteacher is responsible for the overall implementation of the RSHE policy, ensuring that it is integrated into the school's ethos and practices.
2. It is crucial for the headteacher to ensure that staff are suitably trained to deliver the RSHE subjects effectively. This may involve professional development opportunities and ongoing support.
3. The headteacher must ensure that parents are fully informed about the RSHE policy, including its objectives, content, and any changes that may occur.
4. The headteacher is tasked with reviewing requests from parents to withdraw their children from RSHE subjects, ensuring that these requests are handled sensitively and in accordance with legal guidelines.
5. Where necessary, the headteacher must organise alternative education for pupils who are withdrawn from RSHE lessons, ensuring that this provision is appropriate and purposeful.
6. The headteacher is responsible for reporting to the governing board on the effectiveness of the RSHE policy, providing insights into its impact on pupils' learning and wellbeing.
7. The headteacher must review the RSHE policy on an annual basis, ensuring that it remains relevant and effective in meeting the needs of the school community.

The RSHE subject leader plays a crucial role in overseeing the delivery of the RSHE curriculum. Their responsibilities include:

1. The RSHE subject leader is responsible for overseeing the delivery of the RSHE subjects, ensuring that they are age-appropriate and of high quality.
2. It is essential that the RSHE subject leader ensures that teachers are provided with adequate resources to support the teaching of RSHE subjects, including lesson plans, materials, and training.
3. The RSHE subject leader must ensure that the school meets its statutory requirements in relation to the relationships and health curriculum, including any optional sex education.
4. The curriculum must be inclusive and accessible for all pupils, and the RSHE subject leader is responsible for ensuring that it reflects the diversity of the school community.
5. The RSHE subject leader should work collaboratively with other subject leaders to ensure that the relationships and health curriculum complements, but does not duplicate, content covered in the national curriculum.
6. The RSHE subject leader is responsible for monitoring and evaluating the effectiveness of the RSHE subjects, providing regular reports to the headteacher regarding their impact and areas for improvement.

Teachers play a vital role in delivering the RSHE curriculum. Their responsibilities include:

1. Teachers must deliver a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements, ensuring that all pupils receive a comprehensive education.

2. Utilising a variety of teaching methods and resources is essential to provide an engaging curriculum that meets the diverse needs of all pupils.
3. Teachers must ensure that they do not express personal views or beliefs when delivering the RSHE programme, maintaining a neutral stance to foster an inclusive environment.
4. It is important for teachers to model positive attitudes towards relationships, sex, and health, setting a standard for pupils to follow.
5. Teachers must respond to any safeguarding concerns in line with the Child Protection and Safeguarding Policy, prioritising the safety and wellbeing of all pupils.
6. Acting in accordance with planning, monitoring, and assessment requirements for the subjects is crucial for ensuring that learning objectives are met.
7. Teachers should liaise with the SENCO to identify and respond to the individual needs of pupils with SEND, ensuring that appropriate support is provided.
8. Working with the RSHE subject leader, teachers are responsible for evaluating the quality of provision and contributing to ongoing improvements in the curriculum.

The Special Educational Needs Coordinator (SENCO) has specific responsibilities in supporting pupils with individual needs within the RSE curriculum. Their responsibilities include:

1. The SENCO must advise teaching staff on how best to identify and support pupils' individual needs, ensuring that all pupils can access the RSE curriculum effectively.
2. The SENCO should provide guidance on the use of Teaching Assistants (TAs) to meet the individual needs of pupils, ensuring that support is tailored and effective.

3. Organisation of the curriculum

Every primary school in England is mandated to deliver statutory relationships education and health education, which are integral components of the Personal, Social, Health and Economic (PSHE) curriculum. At Broadwood Primary School, we utilise the SCARF curriculum—an acronym for Safety, Caring, Achievement, Resilience, and Friendship—which is designed to be progressive and adaptable to meet the diverse needs of our pupils. This curriculum encompasses the Relationships, Sex and Health Education (RSHE) framework, ensuring that our approach is both comprehensive and tailored.



Definitions:

- **Relationships Education:** This involves teaching pupils about healthy and respectful relationships, with a focus on family dynamics and friendships across various contexts, including online interactions.
- **Health Education:** This component educates pupils about physical health and mental wellbeing, emphasising the interconnectedness of the two and empowering students to make informed lifestyle choices.
- **Sex Education:** This aspect addresses the development of healthy sexuality, covering topics that extend beyond the science and health curricula, tailored to the specific needs of each cohort.

The organisation of our relationships and health curriculum is informed by the perspectives of teachers, pupils, and parents. We ensure that the content is age-appropriate and

considers the developmental stages of pupils across year groups. Additionally, we are mindful of the religious backgrounds of all students, ensuring that sensitive topics are approached with respect and appropriateness.

Our commitment to a responsive curriculum means that we actively consider issues pertinent to both the school and the wider community. For instance, should there be a local increase in specific sexually transmitted infections, our curriculum would adapt to address these concerns effectively.

To facilitate ongoing consultation, we engage with parents, pupils, and staff through various methods, including:

- Questionnaires and surveys
- Meetings
- Newsletters and letters

Feedback is encouraged at any time during the academic year, with options for parents, teachers, or pupils to:

- Arrange a meeting with the headteacher
- Email office@broadwoodprimary.co.uk
- Submit written feedback via the suggestions box located in the school office.

4. Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' views are in shaping the curriculum. This will include providing parents with frequent opportunities to understand and ask questions about the school's approach to relationships and health education.

The school will consult closely with parents when reviewing the content of the school's relationships and health education curriculum, and will be given regular opportunities to voice their opinions and concerns. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be the schools to make.

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

5. Relationships education overview

Families and People Who Care for Me

By the end of primary school, pupils should recognise that families play a crucial role in their development, providing love, security, and stability. This understanding is foundational for children as they grow, fostering a sense of belonging and emotional safety. Educators should emphasise the following key points:

1. Children should appreciate that families are essential for their growth, offering emotional support and a stable environment. This includes understanding that families can take many forms and that the love and care provided are what truly matter.
2. should learn about the traits of healthy family dynamics, such as commitment, protection, and care for one another. It is important to highlight the value of spending quality time together and sharing experiences, which strengthens family bonds.
3. Children should be taught to respect the diversity of family structures they may encounter in school and the wider community. This includes recognising that while families may look different, they are all characterised by love and care.
4. Pupils should understand that stable and caring relationships, regardless of their form, are central to the happiness and security of families. This knowledge helps children appreciate the various types of relationships they may observe in their lives.
5. By the end of primary school, children should have a basic understanding of marriage as a formal commitment between two people, intended to be lifelong. This concept can be explored in a way that highlights the values of commitment and partnership.
6. It is crucial for children to learn how to identify when family relationships are making them feel unhappy or unsafe. Educators should provide guidance on how to seek help or advice from trusted adults when needed.

Caring Friendships

Friendships are a significant aspect of a child's social development. By the end of primary school, pupils should be equipped with the knowledge and skills to foster healthy friendships:

1. Children should understand that friendships contribute to their happiness and security. They should learn how friendships are formed and the qualities that make them strong.
2. Educators should highlight the traits of positive friendships, such as mutual respect, trust, loyalty, and kindness. These characteristics are essential for building supportive relationships.
3. Pupils should be made aware that friendships can experience ups and downs. They should learn strategies for resolving conflicts and understand that violence is never an acceptable solution.
4. Children should develop the ability to discern whom to trust and how to manage conflicts effectively. This includes recognising when a friendship is causing discomfort and knowing how to seek help.

Respectful Relationships

Respect is a cornerstone of all interactions. By the end of primary school, pupils should grasp the importance of respecting others:

1. Children should learn the significance of respecting individuals who may differ from them in various ways, including choices and beliefs.
2. Educators should provide practical strategies for fostering respectful relationships in diverse contexts, including the classroom and beyond.
3. Pupils should understand the concept of self-respect and its connection to their overall happiness. This understanding empowers them to value themselves and others.
4. Children should be educated about the different forms of bullying, including cyberbullying, and the responsibilities of bystanders. They should know how to report bullying and seek help.
5. It is important for pupils to learn about stereotypes and how they can be harmful. This knowledge encourages critical thinking and empathy.
6. Children should be taught the importance of seeking and giving permission in their interactions with peers and adults, fostering a culture of respect and consent.

Online Relationships

In an increasingly digital world, understanding online relationships is essential. By the end of primary school, pupils should be aware of the following:

1. Children should recognise that individuals may behave differently online, including misrepresenting themselves. They should learn to apply the same principles of respect online as they do in face-to-face interactions.
2. Educators should teach pupils the rules for maintaining safety online, including recognising harmful content and knowing how to report it.
3. Pupils should develop the ability to critically assess their online relationships and the information they encounter, understanding the risks associated with interacting with unknown individuals.
4. Children should learn about how information is shared and used online, fostering a sense of responsibility regarding their digital footprint.

Being Safe

Safety is paramount in all relationships. By the end of primary school, pupils should understand:

1. Children should learn about appropriate boundaries in friendships, including in digital contexts.
2. Educators should explain the importance of privacy and its implications for both children and adults.
3. Pupils should understand when it is not appropriate to keep secrets, especially if they relate to safety.
4. Children should learn that their bodies belong to them and recognise the difference between appropriate and inappropriate contact.
5. Pupils should be equipped with the skills to seek help when they feel unsafe, including knowing how to report concerns or abuse and where to find support.

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, with a view to providing a smooth transition to secondary school.

Year 1

In Year 1, students will begin to explore the concept of relationships through the lens of family and friends. The curriculum will cover:

- Students will learn about different types of families and the roles of family members.
- Emphasis will be placed on what makes a good friend, including sharing, taking turns, and resolving conflicts.
- Children will identify basic emotions and discuss how they can express their feelings appropriately.

Year 2

Building on the foundation laid in Year 1, Year 2 will introduce more complex ideas about relationships. Key topics will include:

- Lessons will focus on the importance of treating others with respect and kindness, recognising the impact of words and actions.
- Students will learn about different cultures and backgrounds, promoting inclusivity and understanding.
- An introduction to the concept of personal space and consent, helping children understand their own boundaries and those of others.

Year 3

In Year 3, the curriculum will expand to include more nuanced discussions about relationships. The focus will be on:

- Students will learn effective communication techniques, including active listening and expressing themselves clearly.
- Strategies for resolving disagreements and understanding different perspectives will be introduced.
- Activities will encourage students to consider the feelings of others and develop empathy.

Year 4

Year 4 will delve deeper into the dynamics of relationships, with an emphasis on:

- Students will learn the characteristics of healthy versus unhealthy relationships, including respect, trust, and support.

- Discussions will address common friendship issues, such as jealousy and peer pressure, and how to navigate them.
- An introduction to online friendships and the importance of maintaining respectful interactions in digital spaces.

Year 5

In Year 5, students will begin to explore more complex themes related to relationships. The curriculum will include:

- Students will discuss how relationships can change over time, including friendships and family dynamics.
- Lessons will focus on understanding and respecting differences in others, including gender, culture, and beliefs.
- Students will learn about making informed choices in relationships, including the importance of consent and personal values.

Year 6

Year 6 will prepare students for the transition to secondary school and the more complex social dynamics they will encounter. Key topics will include:

- Students will learn strategies for coping with challenges in relationships, including dealing with rejection and maintaining self-esteem.
- An introduction to the concept of romantic relationships, focusing on respect, consent, and communication.
- Discussions will address the impact of social media on relationships, including the importance of digital citizenship and online safety.

7. Health education overview

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

Mental wellbeing

By the end of primary school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling, and how they are behaving, is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.

- How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult.
- That bullying, including cyberbullying, has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support, including recognising the triggers for seeking support, extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why some social media, some computer games and online gaming are age-restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information, inclusive of that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Physical health and fitness

By the end of primary school, pupils will know:

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

Healthy eating

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.

- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on health.

Drugs, alcohol and tobacco

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

Health and prevention

By the end of primary school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

Basic first aid

By the end of primary school, pupils will know:

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

Changing adolescent body

By the end of primary school, pupils will know:

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

8. Health education per year group

The school is free to determine, within the statutory curriculum content outlined in [section 7](#), what pupils are taught during each year group.

The school always considers the age and development of pupils when deciding what will be taught in each year group. The school implements a progressive curriculum, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

Year 1: Understanding Relationships

In Year 1, students will begin to explore the concept of relationships. The curriculum will cover the following key areas:

- Children will learn to identify different types of relationships, including family, friends, and classmates. They will discuss the importance of these relationships in their lives.
- Children will be introduced to basic feelings and emotions, learning to recognise and express their own feelings and those of others. Activities will include role-playing scenarios to help them understand empathy.
- The concept of personal space will be introduced, helping children understand the importance of respecting others' boundaries and their own.

Year 2: Building Friendships

In Year 2, the focus will shift to building and maintaining friendships. Key topics will include:

- Students will learn about the qualities of a good friend and how to make new friends. They will engage in group activities that promote teamwork and cooperation.
- The curriculum will introduce conflict resolution strategies, teaching children how to handle disagreements with friends in a constructive manner.
- Children will further develop their emotional vocabulary and learn to express their feelings appropriately in various situations.

Year 3: Understanding Diversity in Relationships

Year 3 will focus on understanding diversity within relationships. The following areas will be covered:

- Students will learn about the variety of family structures, including single-parent families, blended families, and same-sex families, fostering an appreciation for diversity.
- The importance of respecting differences in others will be emphasised, encouraging students to celebrate diversity in their communities.
- Children will begin to understand the characteristics of healthy relationships, including trust, respect, and communication.

Year 4: Developing Communication Skills

In Year 4, the emphasis will be on developing effective communication skills within relationships. Key topics include:

- Students will learn about the different ways to communicate, including body language, tone of voice, and facial expressions. Activities will help them practice these skills in various contexts.
- The curriculum will introduce active listening techniques, teaching children how to listen attentively and respond appropriately in conversations.
- Children will learn how to express their needs and set personal boundaries in relationships, fostering assertiveness and self-advocacy.

Year 5: Exploring Emotional Wellbeing

Year 5 will focus on emotional wellbeing and its impact on relationships. The following areas will be addressed:

- Students will delve deeper into complex emotions, such as jealousy, anxiety, and happiness, and how these feelings can affect their relationships.
 - The curriculum will introduce coping strategies for managing difficult emotions, including mindfulness techniques and positive self-talk.
 - Children will learn about resilience and how to bounce back from setbacks in relationships, promoting a growth mindset.
- **Year 6: Preparing for Adolescence**

In Year 6, students will prepare for the transition to secondary school and the changes that come with adolescence. Key topics will include:

- Students will discuss how friendships may change during adolescence and the importance of maintaining healthy relationships during this time.
- The concept of consent will be introduced, helping children understand the importance of mutual agreement in relationships and respecting others' choices.
- As technology plays a significant role in young people's lives, students will learn about online relationships, including the importance of digital safety and respectful communication in online spaces.

9. 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.

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 advise on what should be taught through sex education.

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

Year 5

In Year 5, the curriculum begins to incorporate more specific aspects of sex education:

- Understanding the physical and emotional changes that occur during puberty, including menstruation and the development of secondary sexual characteristics.
- Discussing the importance of respect in all types of relationships, including romantic relationships.
- Learning about safe online behaviour and the importance of protecting personal information.

Year 6

Year 6 prepares students for the transition to secondary education with a comprehensive overview of:

- Basic understanding of human reproduction, including conception and the role of both parents.
- Reinforcing the principles of consent and respect in relationships, including understanding boundaries.
- Discussing the emotional aspects of relationships and the importance of mental health and wellbeing.

10. Delivery of the curriculum

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

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

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 and sexual 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.

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

Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate, inclusive and respectful way. We will endeavour to support all pupils to feel that the content is relevant to them and their developing sexuality.

We will ensure that LGBTQ+ content is fully integrated into the relationships and health curriculum, rather than delivered as a standalone unit or lesson. The school will ensure it is communicated to parents and stakeholders that LGBTQ+ relationships and content are not inherently sexual in nature, and parents do not have the right to withdraw their children specifically from lessons regarding LGBTQ+ issues.

Classes may be taught in smaller groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is appropriate to deal with these issues with heightened sensitivity.

Any resources or materials used to support learning will be formally assessed by the RSHE subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs. 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. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Policy.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly. 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.

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 in a manner appropriate to the pupil's age.

In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

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

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

Whilst there are no formal examinations for the relationships and health curriculum, the school will undertake informal assessments to determine pupil progress – these include the following:

- Through circle time
- Written assignments
- Group presentations
- Group tasks
- Group discussions

The delivery of the Relationships and Sex Education (RSE) curriculum is a critical component of our Personal, Social, Health and Economic (PSHE) education framework. This

curriculum is designed to equip pupils with the knowledge and skills necessary to navigate relationships and health issues effectively.

11. Curriculum Structure and Organisation

The RSE curriculum will be integrated into our PSHE curriculum, with sex education being delivered through both the science curriculum and the PSHE curriculum. This dual approach allows for a comprehensive understanding of the subject matter, ensuring that core knowledge is broken down into manageable units. Each unit will be carefully sequenced within a planned scheme of work, allowing for clear communication of the required content to pupils.

To facilitate effective learning, teaching will include well-chosen opportunities and contexts for pupils to embed new knowledge. This approach ensures that pupils can apply what they have learned in real-life situations, fostering confidence and competence in their understanding of relationships and health.

12. Proactive Delivery and Inclusivity

The curriculum will be delivered proactively, addressing issues in a timely manner that aligns with current evidence regarding children's physical, emotional, and sexual development. It is imperative that all teaching materials are appropriate for the ages of the pupils, their religious backgrounds, developmental stages, and any additional needs, including Special Educational Needs and Disabilities (SEND). Lesson plans will be designed to provide appropriate challenges and will be differentiated to meet the diverse needs of all pupils.

In accordance with the requirements set out in law, particularly the Equality Act 2010, the curriculum will educate pupils about the legal implications of their decisions. Pupils will learn the facts and laws surrounding sex, sexuality, sexual health, and gender identity in an age-appropriate, inclusive, and respectful manner. We are committed to ensuring that all pupils feel the content is relevant to their developing identities.

13. Integration of LGBTQ+ Content

LGBTQ+ content will be fully integrated into the relationships and health curriculum, rather than being delivered as a standalone unit. This integration is essential to normalise discussions around diverse relationships and identities. It is important to communicate to parents and stakeholders that LGBTQ+ relationships and content are not inherently sexual in nature, and parents do not have the right to withdraw their children from lessons specifically addressing LGBTQ+ issues.

Classes may be taught in smaller groups depending on the nature of the topic and the cultural backgrounds of pupils, allowing for heightened sensitivity where appropriate. This approach ensures that discussions can be tailored to the specific needs of the group, fostering a safe and supportive learning environment.

14. Resource Assessment and Sensitivity

All resources and materials used to support learning will be formally assessed by the RSE subject leader prior to use. This assessment will ensure that materials are suitable for the age and maturity of pupils and sensitive to their individual needs. Throughout every year group, a variety of resources—including diagrams, videos, books, games, discussions, and

practical activities—will be employed to enhance learning. Inappropriate materials will not be used, and resources will be selected with careful consideration of pupils' ages, developmental stages, and cultural backgrounds.

To safeguard pupils from accessing inappropriate materials online, measures outlined in the school's Online Safety Policy will be strictly enforced.

15. Teaching Strategies and Classroom Management

Teachers will establish what is appropriate for one-to-one and whole-class settings, adjusting their teaching strategies accordingly. Lesson plans will focus on reducing stigma, particularly concerning mental wellbeing, and will encourage openness through discussion activities and group work. Teachers will challenge perceived views based on protected characteristics, fostering mutual respect for diversity.

Pupils' views will be actively sought, and they will be encouraged to ask questions and engage in discussions. Teachers will respond to inquiries sensitively, honestly, and in a manner appropriate to the pupils' ages. It is essential that teachers are prepared to address sensitive topics such as self-harm and suicide, being mindful of the risks associated with these discussions. Resources used in these contexts will be preventative rather than instructive.

Teachers will set clear expectations for respectful participation in discussions about sensitive issues. Should a pupil begin to reveal personal information during class discussions, teachers will intervene to maintain confidentiality and safety. Any concerns arising from pupil disclosures will be addressed in accordance with the Child Protection and Safeguarding Policy.

16. Inclusivity and Participation

The RSE programme will be designed to be inclusive, with activities planned to ensure that all pupils are actively involved. Emphasis will be placed on the importance of healthy relationships, with sensitivity to avoid stigmatizing pupils based on their home circumstances.

Although there are no formal examinations for the relationships and health curriculum, informal assessments will be conducted to gauge pupil progress. These assessments may include:

- Circle time discussions
- Written assignments
- Group presentations
- Group tasks
- Group discussions

Through these varied assessment methods, we will be able to monitor understanding and engagement, ensuring that all pupils are making progress in their learning.

17. Working with external experts

External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy. The intended use of external

experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

Prior to the involvement of any external expert, the school will undertake several key actions to ensure the integrity and appropriateness of the educational experience. Firstly, it will be confirmed that the lesson planned by the external expert aligns with the school's established curriculum and adheres to the provisions outlined in our RSE policy.

The credentials of the expert will be thoroughly checked in accordance with the Visitor Policy, ensuring that only qualified individuals contribute to our students' learning. A discussion will take place regarding the details of the expert's lesson plan, with a focus on ensuring that the content is age-appropriate and accessible for all pupils.

The school will request access to the materials intended for use during the session, alongside a copy of the lesson plan. This step is essential to guarantee that the needs of all pupils, including those with Special Educational Needs and Disabilities (SEND), are met effectively.

Clear procedures regarding confidentiality will be established in agreement with the expert. It is imperative that the expert understands the protocols for managing safeguarding reports, in line with the Child Protection and Safeguarding Policy. These measures are designed to maintain a safe and supportive learning environment for all students while enhancing the RSE curriculum.

18. 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 because of their protected characteristics. These include:

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

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that relationships and health education 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 relationships, sex, and health education 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.

19. Curriculum links

The school seeks opportunities to draw links between Relationships and Health Education (RHE) and other curriculum subjects wherever possible to enhance pupils' learning. Relationships and Health Education will be linked to the following subjects in particular:

- **Science:** Pupils will learn about the main external parts of the body and the changes that occur as they grow from birth to old age, including puberty. This knowledge is essential for understanding their own development and health.
- **Computing and ICT:** Pupils will explore e-safety, focusing on how to use technology safely, responsibly, respectfully, and securely. They will learn how to keep personal information private and how to access help and support when needed.
- **Physical Education (PE):** Through various physical activities, pupils will engage in sustained periods of exercise, participate in competitive sports, and understand how regular physical activity contributes to healthier lifestyles.
- **Personal, Social, and Health Education (PSHE):** Pupils will learn about respect and difference, as well as the values and characteristics of individuals. They will also explore the requirements of the law, their responsibilities, and the potential consequences of their actions, fostering a well-rounded understanding of their role in society.

20. Withdrawing from the subjects

Relationships and health education are statutory at primary and parents 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 have the right to request to withdraw their child from all or part of the sex education curriculum.

The headteacher will automatically grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum; 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. 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.

The headteacher will keep a record of the discussion between themselves, the pupil and the parent. The parent will be informed in writing of the headteacher's decision.

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

21. Behaviour

The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.

Any bullying incidents caused as a result of the relationships and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises. These incidents will be dealt with following the processes in our Behaviour Policy and Anti-bullying Policy.

The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

22. Staff training

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

Our school is committed to ensuring that all staff members receive comprehensive training on an annual basis. This training will focus on the relationship and health education programme, equipping staff with the knowledge and skills necessary to address associated issues effectively.

Staff members responsible for delivering the RSHE curriculum will participate in additional training sessions, which will be facilitated by the RSHE subject leader. This targeted training will ensure that these educators are well-prepared to teach the subjects with confidence and competence.

Furthermore, the training schedule will be responsive to any updated guidance related to the RSHE programme, as well as emerging developments in the field, such as the topic AI, misogyny and online safety. Addressing these contemporary issues is crucial for fostering a safe and informed learning environment for our students. By prioritising ongoing professional

development, we aim to uphold the highest standards of education in relationship and health matters.

23. Confidentiality

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. 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.

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. 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.

24. Monitoring quality

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

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny
- Pupil voice

The RSHE subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects. They will also work regularly and consistently with the headteacher and RSHE link governor, e.g. through termly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

25. 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 June 2027. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

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