



Personal Social & Health Education and  
Relationship and Sex Education Policy  
(RSHE)

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Policy Lead: F. Eason-Cambell  
Email address: [feason@loscoe.derbyshire.sch.uk](mailto:feason@loscoe.derbyshire.sch.uk)

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## **Statement of intent**

At Loscoe (C of E) Primary School and Nursery, 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 must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education. State-funded primary schools are also required to teach health education.

Relationships education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

## 1. Legal framework

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017*).

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

Following this change in the law, the Department for Education published *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*. This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this policy also covers health education.

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:

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- Child Protection and Safeguarding Policy
- Behavioural Policy
- SEND Policy
- Inclusion Policy
- Equal Opportunities Policy
- 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 board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring the religious ethos of the school is maintained and developed through the subjects.
- 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.

The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

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

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.

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- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the head of school.

The appropriate teachers are responsible for:

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

In line with the responsibilities outlined in the list above, the teachers who will be delivering relationships, sex and health education are outlined below:

<b>Name</b>	<b>Job title</b>
Mrs F Martinson	Teacher (Y5/6)
Miss J Cummings	Teacher (Y4/5)
Miss K MacKereth	Teacher (Y3/4)
Mrs J Yates	Teacher Y2
Mrs F Eason-Cambell/Mrs L Coope	Teachers Y1
Mrs C Saunders	Teacher- Reception
Mrs K Gilooly/ Mrs H Broadbent	Teachers- Nursery

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The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

### 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 and sex education" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.
- "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.

The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019)(updated 2021) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' [guidance](#).

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.

We are 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. For example, if there were to be a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

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

- Questionnaires and surveys
- Meetings
- Newsletters and letters

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

- Organising a meeting with the Head of School.
- Emailing - [info@loscoe.derbyshire.sch.uk](mailto:info@loscoe.derbyshire.sch.uk)

### 4. Consultation with parents

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The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum. The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in [section 3](#) of this policy.

Parents are provided with the following information:

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

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum. Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

## 5. Relationships education overview

### **Families and people who care for me**

By the end of primary school, pupils will know:

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

### **Caring friendships**

By the end of primary school, pupils will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.

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- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

### **Respectful relationships**

By the end of primary school, pupils will know:

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

### **Online relationships**

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

### **Being safe**

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.

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- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter, including online, who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

## 6. Relationships education per year group

The school always considers the age and development of pupils when deciding what will be taught in each class. A progressive curriculum is planned, 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.

### **Squirrels and Alps (EYFS 1 and 2)**

Practitioners will teach and facilitate opportunities for children to:

#### Squirrels

Become more outgoing with unfamiliar people in the safe context of their setting.

Play with one or more other children to elaborate play ideas.

Help children to learn how to find their own solutions to conflicts with their peers.

Begin to understand how others are feeling and talk about their own feelings using words such as happy, sad, angry, worried.

#### Alps

See themselves as an individual.

Build constructive and respectful relationships.

Express their own feelings and the feelings of others.

Think about the perspectives of others.

### **Andes (Year 1)**

Know that everyone's family is different

Know that there are lots of different types of families

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Know that families are founded on belonging, love and care  
Know how to make a friend  
Know the characteristics of healthy and safe friends  
Know that physical contact can be used as a greeting  
Know about the different people in the school community and how they help  
Know who to ask for help in the school community.

### **Pyrenees (Year 2)**

Know that everyone's family is different  
Know that families function well when there is trust, respect, care, love and co-operation  
Know that there are lots of forms of physical contact within a family  
Know how to stay stop if someone is hurting them  
Know some reasons why friends have conflicts  
Know that friendships have ups and downs and sometimes change with time  
Know how to use the Mending Friendships or Solve-it-together problem-solving methods  
Know there are good secrets and worry secrets and why it is important to share worry secrets  
Know what trust is.

### **Himalayas (Year 3/4)**

Know that different family members carry out different roles or have different responsibilities within the family  
Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc  
Know some of the skills of friendship, e.g. taking turns, being a good listener  
Know some strategies for keeping themselves safe online  
Know how some of the actions and work of people around the world help and influence my life  
Know that they and all children have rights (UNCRC)  
Know the lives of children around the world can be different from their own  
Know how to access help if they are concerned about anything on social media or the internet.

### **Rockies (Year 4/5)**

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Know that a personality is made up of many different characteristics, qualities and attributes

Know that belonging to an online community can have positive and negative consequences

Know that there are rights and responsibilities in an online community or social network

Know that there are rights and responsibilities when playing a game online

Know that too much screen time isn't healthy

Know how to stay safe when using technology to communicate with friends

### **Cairngorms (Year 5/6)**

Know that it is important to take care of their own mental health

Know ways that they can take care of their own mental health

Know the stages of grief and that there are different types of loss that cause people to grieve

Know that sometimes people can try to gain power or control them

Know some of the dangers of being 'online'

Know how to use technology safely and positively to communicate with their friends and family

## **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 are appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.

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- 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:

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- 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. A progressive curriculum is planned, 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.

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## **Squirrels and Alps (EYFS 1 and 2)**

Practitioners will teach and facilitate opportunities for children to:

### Squirrels

Be increasingly independent as they get dressed for example putting on a coat and doing up zips.

Be increasingly independent in meeting their own care needs and understanding what keeps them healthy: eg brushing their teeth and washing and drying their hands.

Make healthy choices about food, drink, activity and toothbrushing.

### Alps

Know and talk about the different factors that support their overall health and wellbeing including:

Regular physical activity; healthy eating; tooth brushing; sensible amounts of 'screen time'; having a good sleep routine; being a safe pedestrian.

Further develop the skills they need to manage the school day: lining up and queuing, mealtimes, personal hygiene.

## **Andes (Year 1)**

Know the difference between being healthy and unhealthy

Know some ways to keep healthy

Know how to make healthy lifestyle choices

Know how to keep themselves clean and healthy

Know that germs cause disease / illness

Know that all household products, including medicines, can be harmful if not used properly

Know that medicines can help them if they feel poorly

Know how to keep safe when crossing the road

Know about people who can keep them safe

## **Pyrenees (Year 2)**

Know what their body needs to stay healthy

Know what relaxed means

Know what makes them feel relaxed / stressed

Know how medicines work in their bodies

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Know that it is important to use medicines safely  
Know how to make some healthy snacks  
Know why healthy snacks are good for their bodies  
Know which foods give their bodies energy

### **Himalayas (Year 3/4)**

Know how exercise affects their bodies  
Know why their hearts and lungs are such important organs  
Know that the amount of calories, fat and sugar that they put into their bodies will affect their health  
Know that there are different types of drugs  
Know that there are things, places and people that can be dangerous  
Know a range of strategies to keep themselves safe  
Know when something feels safe or unsafe  
Know that their bodies are complex and need taking care of

### **Rockies 4/ 5)**

Know the health risks of smoking  
Know how smoking tobacco affects the lungs, liver and heart  
Know some of the risks linked to misusing alcohol, including antisocial behaviour  
Know basic emergency procedures including the recovery position  
Know how to get help in emergency situations  
Know that the media, social media and celebrity culture promotes certain body types  
Know the different roles food can play in people's lives and know that people can develop eating problems /  
disorders related to body image pressure

### **Cairngorms (Year 5/6)**

Know how to take responsibility for their own health  
Know how to make choices that benefit their own health and well-being  
Know about different types of drugs and their uses  
Know how these different types of drugs can affect people's bodies, especially their liver and heart  
Know that some people can be exploited and made to do things that are against the law  
Know why some people join gangs and the risk that this can involve

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Know what it means to be emotionally well

Know that stress can be triggered by a range of things

Know that being stressed can cause drug and alcohol misuse

## 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 1

Know that animals including humans have a life cycle

Know that changes happen when we grow up

Know that people grow up at different rates and that is normal

Know the names of male and female private body parts

Know that there are correct names for private body parts and nicknames, and when to use them

Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these

Know who to ask for help if they are worried or frightened

Know that learning brings about change

### Year 2

Know that life cycles exist in nature

Know that aging is a natural process including old-age

Know that some changes are out of an individual's control

Know how their bodies have changed from when they were a baby and that they will continue to change as they age

Know the physical differences between male and female bodies

Know the correct names for private body parts

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Know that private body parts are special and that no one has the right to hurt these  
Know who to ask for help if they are worried or frightened  
Know there are different types of touch and that some are acceptable and some are unacceptable

### **Year 3**

Know that in animals and humans lots of changes happen between conception and growing up  
Know that in nature it is usually the female that carries the baby  
Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops  
Know that babies need love and care from their parents/carers  
Know some of the changes that happen between being a baby and a child  
Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults  
Know some of the outside body changes that happen during puberty  
Know some of the changes on the inside that happen during puberty

### **Year 4**

Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm  
Know that babies are made by a sperm joining with an ovum  
Know the names of the different internal and external body parts that are needed to make a baby  
Know how the female and male body change at puberty  
Know that personal hygiene is important during puberty and as an adult  
Know that change is a normal part of life and that some cannot be controlled and have to be accepted  
Know that change can bring about a range of different emotions

### **Year 5**

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Know what perception means and that perceptions can be right or wrong

Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally

Know that sexual intercourse can lead to conception

Know that some people need help to conceive and might use IVF

Know that becoming a teenager involves various changes and also brings growing responsibility

## **Year 6**

Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally

Know how a baby develops from conception through the nine months of pregnancy and how it is born

Know how being physically attracted to someone changes the nature of the relationship

Know the importance of self-esteem and what they can do to develop it

Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class

## **10. Delivery of the curriculum**

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

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

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.

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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.

At the point we consider it appropriate to teach pupils about sexual relationships, we will ensure that LGBTQ+ content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson.

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 relationships, sex and health education 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.

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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, sex and health curriculum, the school will undertake informal assessments to determine pupil progress – these include the following:

- Written work
- Group discussions
- Group tasks
- Projects

## 11. 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.

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.
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

## 12. Equality and accessibility

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:

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

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND

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or other needs, such as those with social, emotional or mental health needs, are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other 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 Behavioural Policy, as well as a Child Protection and Safeguarding Policy, which set 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 school's designated wellbeing lead to discuss this.

### 13. Curriculum links

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships, sex and health education will be linked to the following subjects in particular:

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

### 14. 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.**

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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 head of school 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 head of school 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 head of school will discuss with the parent, the benefits or receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

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

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

## **15. 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, sex 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 Behavioural Policy and Anti-Bullying Policy.

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

## **16. Staff training**

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

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

## **17. Confidentiality**

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 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.

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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.

## 18. Monitoring quality

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

- Pupil discussion
- Lesson observations
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

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

### Monitoring and review

The governing board is responsible for approving this policy.

This policy will be reviewed on an annual basis by the relationships, sex and health education subject leader and head teacher. The next scheduled review date for this policy is October 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.

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

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