



# **Primary School Relationships & Sex Education (RSE) and Health Education Policy**

THIS POLICY APPLIES TO ALL PRIMARY SCHOOLS/ACADEMIES IN THE HEARTWOOD  
LEARNING TRUST

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## Policy Updates

| Date          | Page | Policy Updates   |
|---------------|------|--|
| March 2024    | 5    | 1 - Legal Framework updated to reflect current applicable legislation and Trust policies             |
| March 2024    | 5    | 2.1-2.2 - Governance monitoring responsibilities updated   |
| March 2024    | 5    | 2.3 - Principal responsibilities updated   |
| March 2024    | 6    | 2.4-2.5 - Points updated to reflect inclusive practices and teaching for all learners                |
| March 2024    | 15   | 15.2 - Assessment of RSHE subjects clarified to reflect current process across all schools/academies |
| March 2024    | 16   | 17.1 - Frequency of staff training updated   |
| December 2024 | 4    | Introduction - Added in line with other Trust Policies   |
|               |      |  |

## Introduction

*Heartwood Learning Trust is an inclusive and collaborative Church of England multi-academy trust serving church, community and alternative provision schools. This policy is guided by our Christian ethos and the visions of our Trust and its schools/academies. We share a clear vision – to create schools where children and young people thrive, as we help them prepare to live life in all its fullness (John 10:10).*

*For us, a place to thrive means much more than a place simply to be comfortable. Instead, our aim is to develop schools and an educational offer which enable each pupil to flourish academically, practically, emotionally, socially and spiritually.*

## Statement of Intent

At Heartwood Learning Trust, 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/academies also have the option to decide whether pupils are taught sex education. State-funded primary schools/academies are also required to teach health education.

The school/academy will provide age-appropriate relationships and health education (RHE) to all pupils as part of the school/academy's statutory curriculum. Our school/academy aims to assure parents/carers and pupils that all aspects of RSHE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to RSHE will be delivered in a sensitive manner as part of a whole-school approach where parents/carers and teachers work in partnership.

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.

## 1. Legal Framework

- 1.1. This policy has due regard to all relevant **legislation** and **statutory guidance** including, but not limited to, the following:
- Equality Act 2010
  - Human Rights Act (1998)
  - The Education Act (1996)
  - The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
  - Children and Social Work Act 2017
  - DfE (2024) 'Keeping children safe in education'
  - DfE (2021) 'Teaching about relationships, sex and health'
  - DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
  - DfE (2015) 'National curriculum in England: science programmes of study'
- 1.2. This policy operates in conjunction with the following **Trust** policies:
- Behaviour Policy
  - SEND Policy
  - E-Safety and Acceptable Use Policy
  - Equality Objectives Policy
  - Anti-bullying Policy
  - Safeguarding and Child Protection Policy
  - Social, Emotional and Mental Health (SEMH) Policy
  - Data Protection (UK GDPR) Policy

## 2. Roles and Responsibilities

- 2.1. The **Distinctiveness and Personal Development Committee** is responsible for monitoring the overall implementation of this policy.
- 2.2. The **local governing committee** is responsible for:
- Scrutinising reports provided by the principal regarding RSE.
  - Ensuring the curriculum is well-led, effectively managed and well-planned.
  - Evaluating the quality of provision through regular and effective self-evaluation.
  - Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.
- 2.3. The **principal** is responsible for:
- The overall implementation of this policy.
  - Ensuring all staff are suitably trained to deliver the subjects.
  - Reporting to the local governing committee on the effectiveness of this policy and the curriculum.
  - Ensuring that the curriculum, speakers and resources do not undermine the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

- Progress and attainment and securing improvement at local level, under the oversight of the Chief Executive Officer and the LGC.
- Ensuring parents/carers are consulted on the RSHE Policy through an online consultation (available throughout the school year), in addition to the offer of a meeting with the principal to discuss curriculum content and view resources.
- Providing clear information to parents/carers on the subject content and associated resources, and the right to request that their child is withdrawn from any or all aspects of Sex-Education, other than those which are part of the science curriculum, up to and until 3 terms before the age of 16. Information will be published on the school/academy website.
- Discussing requests for withdrawal with parents/carers.

2.4. The **RSHE subject leader** is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate, inclusive to all learners and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school/academy meets its statutory requirements in relation to the relationships, and health curriculum.
- Ensuring the relationships and health curriculum, as well as any optional sex education, is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the principal.

2.5. **Subject teachers** are responsible for:

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

2.6. Please refer to **Appendix 1** for details of all teachers responsible for delivering RSHE.

2.7. The **SENDCO** 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 RSHE Curriculum

- 3.1. Every primary school/academy 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/academy's PSHE curriculum.
- 3.2. For the purpose of this policy:
- "Relationships education" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
  - "Health education" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- 3.3. The relationships and health curriculum takes into account the views of teachers, pupils and parents/carers. The school/academy 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.
- 3.4. 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/academy 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.
- 3.5. We will gather the views of teachers, pupils and parents/carers in the following ways:
- Surveys
  - Meetings
  - Letters
  - Training sessions
- 3.6. Any parent/carer, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year. Please refer to **Appendix 1** for further information.

### 4. Relationships Education Overview

- 4.1. **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.

**4.2. Caring friendships - By the end of primary school, pupils will know:**

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

**4.3. Respectful relationships - By the end of primary school, pupils will know:**

- The importance of respecting others, even when they are very different from them, make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

**4.4. 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.

#### 4.5. **Being safe - By the end of primary school, pupils will know:**

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

## 5. **Relationships Education Programmes of Study**

- 5.1. The school/academy is free to determine, within the statutory curriculum content outlined in section 5, what pupils are taught during each year group. The school/academy always considers the age and development of pupils when deciding what will be taught in each year group. The school/academy 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. The content that the school/academy has chosen to cover per year group is detailed within [Appendix 1](#).

## 6. **Health Education Subject Overview**

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

#### 6.1. **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.

**6.2. 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.

**6.3. Physical health and fitness - By the end of primary school, pupils will know about:**

- 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.

**6.4. 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.

- 6.5. **Drugs, alcohol and tobacco - By the end of primary school, pupils will know:**
- 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.
- 6.6. **Health and prevention - By the end of primary school, pupils will know about:**
- 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.
- 6.7. **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.
- 6.8. **Changing adolescent body - By the end of primary school, pupils will know:**
- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
  - About menstrual wellbeing and key facts relating to the menstrual cycle.

## **7. Health Education Programmes of Study**

- 7.1. The school/academy is free to determine, within the statutory curriculum content outlined in section 7, what pupils are taught during each year group. The school/academy always considers the age and development of pupils when deciding what will be taught in each year group. The school/academy 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. The content that the school/academy has chosen to cover per year group is detailed within [Appendix 1](#).

## **8. Delivery of the Curriculum**

- 8.1. The relationships and health curriculum will be delivered as part of our PSHE curriculum.
- 8.2. Through effective organisation and delivery of the subject, we will ensure that:
- Core knowledge is sectioned into units of a 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.

- 8.3. 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.
- 8.4. 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. 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 Trust's E-Safety and Acceptable Usage Policy.
- 8.5. 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.
- 8.6. 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.
- 8.7. 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.
- 8.8. The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.
- 8.9. 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.
- 8.10. Whilst there are no formal examinations for the relationships and health curriculum, the school/academy will undertake informal assessments to determine pupil progress.

## **9. Curriculum Links**

- 9.1. The school/academy seeks opportunities to draw links between relationships and health education 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 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.

## **10. Working with External Agencies**

- 10.1. 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.
- 10.2. Before delivering the session, the school/academy will:
- Ensure the lesson the external expert has planned fits with the school/academy'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 Trust's Safeguarding and Child Protection 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 on the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Trust's Safeguarding and Child Protection Policy.

## **11. Equality and Accessibility**

- 11.1. The school/academy 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

- 11.2. The school/academy is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school/academy will ensure that relationships and health education programmes are inclusive, and caters to the needs of pupils with SEND or other support needs, such as those with SEMH needs.
- 11.3. 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.
- 11.4. Provisions under the Equality Act 2010 allow our school/academy 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.
- 11.5. 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.
- 11.6. In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school/academy implements a robust Behaviour Policy, as well as Safeguarding and Child Protection Policy, which sets out expectations of pupils.
- 11.7. The school/academy 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/academy encourages staff to approach their line manager or the wellbeing lead to discuss this.

## **12. Confidentiality**

- 12.1. Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible. Teachers will, however, alert the principal about any suspicions of inappropriate behaviour or potential abuse as per the Trust's Safeguarding and Child Protection Policy.
- 12.2. Pupils will be fully informed of the school/academy'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 Trust's Safeguarding and Child Protection Policy.

## **13. Withdrawal From Lessons**

- 13.1. Relationships and health education are statutory at primary level and parents/carers do not have the right to withdraw their child from these subjects.
- 13.2. Other than what must be taught as part of the science curriculum, sex education is not statutory at primary level. As such parents/carers have the right to request to withdraw their child from all or part of the non-statutory sex education curriculum.

## **14. Working with Parents/Carers**

- 14.1. We understand the important role parents/carers play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents/carers' views are in shaping the curriculum. Parents/carers are provided with frequent opportunities to ask questions about the school/academy's approach to relationships and health education.
- 14.2. The school/academy will consult closely with parents/carers when reviewing the content of the school/academy's relationships and health education curriculum, and will be given regular opportunities to voice their opinions and concerns. The school/academy will use the views of parents/carers to inform decisions made about the curriculum content and delivery; however, parents/carers will not be granted a 'veto' on curriculum content, and all final decisions will be the school/academy's to make.
- 14.3. Parents/carers are fully consulted in the organisation and delivery of our sex education curriculum. Parents/carers are given the opportunity to advise on what should be taught through sex education.
- 14.4. The age and development of pupils is always considered when delivering sex education. Please refer to [Appendix 1](#) for a full breakdown of the Sex Education content taught per year group.
- 14.5. Parents/carers 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
- 14.6. The school/academy aims to build positive relationships with parents/carers by inviting them into school to discuss what will be taught, address any concerns and help parents/carers/carers in managing conversations with their children on the issues covered by the curriculum. parents/carers/carers are also consulted in the review of this policy, and are encouraged to provide their views at any time.

## **15. Assessment**

- 15.1. The school/academy will have the same high expectations of the quality of pupils' work in RSHE as for other curriculum areas. Lessons will be planned to provide suitable challenges to pupils of all abilities.
- 15.2. Whilst there are no formal examinations during RSHE, pupils' progress will be regularly assessed by the class teacher (e.g. group tasks, quizzes and written assignments) to identify where pupils need extra support or intervention.

## **16. Behaviour**

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

- 16.2. Any bullying incidents resulting from the teaching of the RSHE curriculum, such as those relating to sexual orientation, will be dealt with as seriously as any other type of bullying. Any occurrence of these incidents will be reported to a member of staff, who will then discipline the pupil as per the Trust's Behaviour and Anti-Bullying Policies.
- 16.3. The principal 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.

## **17. Staff Training**

- 17.1. All staff members at the school/academy will undergo regular training 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 a termly basis, led by the RSHE subject leader, to ensure they are fully equipped to teach the subjects effectively.
- 17.2. Training of staff will also be scheduled around any updated guidance on the programme and any new developments which may need to be addressed in relation to the curriculum.

## **18. Monitoring and Review**

- 18.1. The principal and RSHE subject leader are responsible for assuring the quality of education in RSHE.
- 18.2. The RSHE subject leader will create regular subject reports for the principal and local governing committee to report on the quality of the subjects. They will also work regularly and consistently with the principal to evaluate the effectiveness of the subjects and implement any changes.
- 18.3. The Distinctiveness and Personal Development Committee is responsible for approving this policy.
- 18.4. This policy will be reviewed in light of any changes to statutory guidance and from feedback received from parents/carers, staff or pupils.
- 18.5. Any changes made to this policy will be communicated to all staff members and all relevant stakeholders. The next scheduled review date can be found on the cover of this policy



| RSHE POLICY   |                                    |
|---|------------------------------------|
| Localised School Based Procedures                                 |                                    |
| <b>School Name:</b>   | Skelton Primary School             |
| <b>Principal:</b>   | Sara El Oakley (Interim Principal) |
| <b>Designated Safeguarding Lead:</b>                              | Sara El Oakley                     |
| <b>RSHE Lead</b>  | Sara El Oakley                     |
| <b>Implementation Date:</b><br><i>Inline with policy approval</i> | September 2025                     |

**In conjunction with our Trust wide RSHE policy, localised procedures have been established to ensure that systems and procedures reflect the school/academy setting.**

The localised procedures for the school/academy setting focus on the following key areas: -

- Introduction
- Teaching staff responsible for delivering the RSHE curriculum
- Organisation of the RSHE curriculum
- Channels for Providing Feedback
- Consultation with parents/carers
- Relationships Education
- Health Education
- Sex Education
- Delivery of the curriculum
- Withdrawal from lessons

Should you have any concerns or questions relating to the localised procedure, in the first instance, please contact [hello@ske.hlt.academy](mailto:hello@ske.hlt.academy)

| Introduction   |
|--|
| 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. |

| Teaching staff responsible for delivering the RSHE curriculum    |                                 |
|--|---------------------------------|
| <b>Relates to item 2.5 within the Primary School RSHE Policy</b> |                                 |
| Name   | Job title                       |
| Nicky Crump  | Reception Teacher and EYFS Lead |
| Rosie Hunter   | Reception Class Teacher         |
| Helena Fry   | KS1 Class Teacher               |
| Tom Maskell  | LKS2 Class Teacher              |
| Libby Bryant   | UKS2 Class Teacher              |

| Organisation of the RSHE curriculum   |
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| <b>Relates to item 3.2 within the Primary School RHE Policy</b>   |
| “Sex education” is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort. |

| Channels for Providing Feedback   |
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| <b>Relates to item 3.6 within the Primary School RSHE Policy</b>  |
| <b>Any parent/carer, teacher or pupil can provide feedback throughout the academic year by:</b> <ul style="list-style-type: none"> <li>• Organising a meeting with the Principal</li> <li>• Organising a meeting with the class teacher</li> <li>• Emailing <a href="mailto:hello@ske.hlt.academy">hello@ske.hlt.academy</a> with the subject line: RSHE Policy Feedback</li> </ul> |

| Consultation with Parents/Carers  |
|---|
| <b>Relates to item 4 within the Primary School RSHE Policy</b>  |
| The school will work closely with parents/carers/carers in reviewing the sex education curriculum, and will consult with them annually with regards to what is covered. |

| Relationships Education                                   |   |
|---|---|
| Relates to item 6.1 within the Primary School RSHE Policy |   |
| <b>Reception and Year 1</b>                               | <p>In EYFS, children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also practise Jigsaw's Calm Me and how they can use this when feeling upset or angry.</p> <p>In year one, children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the lessons on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these</p>   |
| <b>Year 2</b>   | <p>In year two, learning about family relationships widens to include roles and responsibilities in a family and the importance of cooperation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve it together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also learn about people who can help them if they are worried or scared.</p>  |
| <b>Year 3</b>   | <p>In year three, children revisit family relationships and identify the different expectations and roles that exist within the family home. They identify why stereotypes can be unfair and may not be accurate, e.g. Mum is the carer, Dad goes to work. They also look at careers and why stereotypes can be unfair in this context. They learn that families should be founded on love, respect, appreciation, trust and cooperation. Children are reminded about the Solve it together technique for negotiating conflict situations and the concept of a win-win outcome is introduced. Online relationships through gaming and apps are explored and children are introduced to some rules for staying safe online. Children also learn that they are part of a global community and they are connected to others they don't know in many ways, e.g. through global trade. They investigate the wants and needs of other children who are less fortunate and compare these with their own. Children's universal rights are also revisited.</p> |
| <b>Year 4</b>   | <p>In year four, learning in this year group starts focussing on the emotional aspects of relationships and friendships. With this in mind, children explore jealousy and loss/ bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationship endings can be amicable.</p>  |

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| <b>Year 5</b> | In year five, children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as offline, as mental health can be damaged by excessive comparison with others. This leads onto a series of lessons that allow the children to investigate and reflect upon a variety of positive and negative online/social media contexts including gaming and social networking. They learn about age-limits and also age-appropriateness. Within these lessons, children are taught the SMART internet safety rules and they apply these in different situations. Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. Children are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use. Screen time is also discussed and children find ways to reduce their own screen time. |
| <b>Year 6</b> | In year six, children learn more about mental health and how to take care of their own mental well-being. They explore the grief cycle and its various stages, and discuss the different causes of grief and loss. The children learn about people who can try to control them or have power over them. They investigate online safety, learning how to judge if something is safe and helpful, as well as talking about communicating with friends and family in a positive and safe way.   |

| <b>Health Education</b>  |  |
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| <b>Relates to item 8.1 within the Primary School RSHE Policy</b> |  |
| <b>Reception and Year 1</b>                                      | <p>In EYFS, children learn about their bodies: the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss 'stranger danger' and what they should do if approached by someone they don't know.</p> <p>In year one, the children learn about healthy and less healthy choices and how these choices make them feel. They explore about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety, and about people who can help them to stay safe.</p> |
| <b>Year 2</b>  | In year two, the children learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children consider what makes them feel relaxed and stressed. They learn about medicines, how they work and how to use them safely. The children make healthy snacks and discuss why they are good for their bodies.  |
| <b>Year 3</b>  | In year three, the children learn about the importance of exercise and how it helps your body to stay healthy. They also learn about their heart and lungs, what they do and how they are very important. The children discover facts about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health. The children learn about different types of drugs, the ones you take to make you better, as well as other drugs. The children consider things, places and people that are dangerous and link this to strategies for keeping themselves safe.   |

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| <b>Year 4</b> | In year four, the children look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and what role they play. The children reflect on their friendships, how different people make them feel and which friends they value the most. The children also learn about smoking and its effects on health; they do the same with alcohol and then look at the reasons why people might drink or smoke. Finally, they learn about peer pressure and how to deal with it successfully.   |
| <b>Year 5</b> | In year five, the children investigate the risks associated with smoking and how it affects the lungs, liver and heart. Likewise, they learn about the risks associated with alcohol misuse. They are taught a range of basic first aid and emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. The children investigate how body types are portrayed in the media, social media and celebrity culture. They also learn about eating disorders and people's relationships with food and how this can be linked to negative body image pressures. |
| <b>Year 6</b> | In year six, the children discuss taking responsibility for their own physical and emotional health and the choices linked to this. They learn about different types of drugs and the effects these can have on people's bodies. The children learn about exploitation as well as gang culture and the associated risks therein. They also learn about mental health/illness and that people have different attitudes towards this. They learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed.                           |

| <b>Sex Education</b>   |
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| <b>Relates to item 9 within the Primary School RSHE Policy</b>   |
| <p>Although it is not statutory to deliver sex education outside of the science curriculum at primary level, the DfE recommends that all primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that pupils are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.</p> <p>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.</p> <p>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.</p> |

| Sex Education   |   |
|---|---|
| Relates to item 9.1 within the Primary School RSHE Policy |   |
| <b>Reception and Year 1</b>                               | <p>In EYFS, children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.</p> <p>In year one, children are introduced to life cycles, e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.</p> |
| <b>Year 2</b>   | <p>In year two, children compare different life cycles in nature, including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.</p>   |
| <b>Year 3</b>   | <p>In year three, children begin learning about babies and what they need to grow and develop including parenting. Children are taught that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Children first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grown-up. Inside body changes are also taught. Children learn that females have eggs (ova) in their ovaries and these are released monthly. If unfertilised by a male's sperm, it passes out of the body as a period. Sexual intercourse and the birth of the baby are not taught in this year group. Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.</p>   |
| <b>Year 4</b>   | <p>In year four, bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. They also</p>   |

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|---------------|--|
|               | learn that the ovum and sperm carry genetic information that carry personal characteristics. The Puzzle ends by looking at the feelings associated with change and how to manage these. Children are introduced to Jigsaw's Circle of change model as a strategy for managing future changes.  |
| <b>Year 5</b> | In year five, the children revisit self-esteem, self-image and body image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited in further detail, explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than in the previous year. Children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception, e.g. IVF. Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also consider the perceptions that surround teenagers and reflect whether they are always accurate, e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend, etc. |
| <b>Year 6</b> | In year six, the children learn about puberty in boys and girls and the changes that will happen; they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They explore what it means to be being physically attracted to someone and the effect this can have upon the relationship. They learn about different relationships and the importance of mutual respect and not pressuring/being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to/are worried about and how they can prepare themselves mentally.  |

| <b>Delivery of the Curriculum</b>   |
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| <b>Relates to item 10 within the Primary School RSHE Policy</b>   |
| <p>Sex education will be delivered through the science curriculum and the PSHE curriculum.</p> <p>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 challenges for pupils and be differentiated for pupils' needs.</p> <p>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.</p> |

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/carers/carers and stakeholders that LGBTQ+ relationships and content are not inherently sexual in nature, and parents/carers/carers do not have the right to withdraw their children specifically from lessons regarding LGBTQ+ issues.

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 Safeguarding and Child Protection Policy.

#### **Withdrawal from Lessons**

##### **Relates to item 14.1 within the Primary School RSHE Policy**

As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents/carers/carers have the right to request to withdraw their child from all or part of the sex education curriculum.

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

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