

**Culcheth Primary School**  
**Relationship, Sex, Health Education (RSHE) Policy**

**Statement of Intent**

At Culcheth Primary School we believe that it is crucial to support children in their personal development and 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.

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

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.

**Values Framework**

All those who teach aspects of RSHE within school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole school community.

The teaching of RSHE will encourage pupils to:

- Value and respect themselves
- Value and respect others
- Value and respect differences in people's religion, culture, sexual orientation, physical and mental ability and social background

The personal beliefs and attitudes of teachers will not influence the teaching of RSHE in this school.

**Our objectives:**

- To teach children the values of stable family life, the responsibilities of parenthood and relationships.
- To emphasize the value of love, respect and care
- To explore, consider and understand moral dilemmas
- To understand the importance of values and individual conscience

- To develop critical thinking as part of decision making
- To learn to manage emotions and relationships with confidence and sensitivity
- To develop self- respect and empathy for others
- To be able to make choices based on an understanding of difference and without prejudice, based on an understanding of differences.
- To develop an appreciation of the consequences of choices made
- To develop strategies for managing conflict
- To learn how to recognize and avoid exploitation and abuse
- To learn about physical development at appropriate stages
- To understand human sexuality, reproduction, sexual health, emotions and relationships at an appropriate level for the age and maturity of the child
- To support pupils to use the internet safely and to recognise the benefits and risks that it brings
- To develop pupils' skills around assessing risk and keeping safe
- To enable children to gain the skills and understanding to support the development of healthy bodies and minds

## **1. Legal framework**

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

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

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behavioural Policy
- SEND Policy
- Inclusion Policy
- Equal Opportunities Policy
- Harmful Sexual Behaviour Policy
- Pupil Confidentiality Policy
- Anti-Bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Online Safety Policy
- Visitor Policy
- SMSC 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.

**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 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.

**The RSHE 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.
    - 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 headteacher.

### **3. Organisation of the curriculum**

Every primary school is required to deliver statutory relationships education and health education. 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.

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.

Relationships education and health education is delivered as part of the school's SMSC curriculum, PE curriculum, Science curriculum, Computing Curriculum and has also been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance.

The relationships and health curriculum consider 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. The relationships and health curriculum are informed by issues in the school and wider community to ensure it is tailored to pupils' needs; for example, obesity rates, tooth decay, online safety issues.

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

- Questionnaires
- Meetings
- Training sessions
- 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 contacting the Headteacher.

### **4. Consultation with Parents:**

At Culcheth we understand the important role parents play in enhancing their children's understanding of relationships, sex and health. The school works closely with parents by establishing open communication – all parents are consulted and are provided with the following information:

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

Parents are consulted in the review of the curriculum and this policy, and are encouraged to contact school if they have any further concerns or queries about RSHE.

## **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.
- 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.
- 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.

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

### **Internet safety and harms**

By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why some social media, some computer games and online gaming are age-restricted.

- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information, inclusive of that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

## **Physical health and fitness**

By the end of primary school, pupils will know:

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

## **Healthy eating**

By the end of primary school, pupils will know:

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

## **Drugs, alcohol and tobacco**

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

## **Health and prevention**

By the end of primary school, pupils will know:

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

## **Basic first aid**



By the end of primary school, pupils will know:

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

### **Changing adolescent body**

By the end of primary school, pupils will know:

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

## **6. Relationships and Health education per year group**

RHE will be taught in each year group throughout the school. The curriculum we deliver is age appropriate and progressive, building the children's knowledge, understanding and skills year on year, with a view to providing a smooth transition to secondary school.

We work to objectives in each year group that support the outcomes outlined in the government RHE guidance. Some elements of RSHE are delivered through national curriculum Science. We follow the Kapow scheme to support teaching of this and the My Happy Mind programme to embed knowledge and understanding.

### **Learning Outcomes by the end of Reception:**

#### **Relationships**

- To begin to have identified some of their feelings and recognised some of the ways they express them.
- To recognised how our feelings can influence our friendships.
- To realise that their behaviour (words and actions) can affect other people.
- To have identified family members and friends and the roles that they play.
- To know who they can talk to at home and in school.

#### **Health**

- To know that humans produce babies that grow into children and then into adults.
- To consider the ways they have changed physically since they were born.
- To begin to recognize the proper names for external parts of the body.
- To be able to describe some of the functions of some parts of the body.
- To explain why it is important to keep clean.
- To understand some basic hygiene routines.
- To understand some areas in which they can look after themselves e.g. dressing and undressing.

## **Year 1**

### **Learning Outcomes by the end of Year 1:**

#### **Relationships**

- To describe and begin to value individuality and to recognise and celebrate their emotions, gifts and talents.
- To know and value the different groups to which they belong.
- To recognise similarities and differences between themselves and their peers.
- To be able to describe their family.
- To understand why their families are special.
- To identify different ways that families and individual members care for each other.
- To have identified their special people and be able to describe what makes them special.
- To describe who a friend is and what a friend does.
- To demonstrate some skills needed to make and maintain friendships.
- To think about our online friendships.
- To understand why we need to be careful about who our online friends are.

#### **Health**

- To recognize and name, using the proper terminology, parts of the body and what those parts do, particularly the senses associated with each.
- To identify similarities and differences between themselves and the opposite gender.
- To understand that children often have choices.
- To recognise that choices and responses will be affected by different factors.
- To recognise that some choices will be wrong and other choices will be right.
- To identify a simple technique for decision making.

### **Year 2 Learning Outcomes by the end of Year 2: Relationships**

- To know that my body belongs to me.
- To have considered touches that are okay and those which are not okay.
  - To have thought about who should see the private parts of our bodies, even in pictures.
- To have identified people we can talk to.
- To have considered good secrets and bad secrets.
  - To have identified adults a child can talk to.
- To have strategies for asking for help.

#### **Health**

- To know that adults have babies that develop into children and then into adults.

- To know some changes they have gone through from when they were babies to now.
- To describe how to look after particular parts of the body.
- To explain why it is important to keep clean.
- To be able to describe and carry out basic hygiene routines.
- To know what they can take responsibility for and know when they need help

Year 2 – Science curriculum also covers:

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

### **Year 3 Learning Outcomes by the end of Year 3: Relationships**

- To consider factors that contribute to their own identity.
- Consider similarities and differences between people in their community.
- Understand that people’s actions and responses will be affected by different factors.
  - Be able to recognise and challenge some stereotypes.
  - To be able to identify potential pressures in different environments.
  - To recognise that pressure to behave in an acceptable or risky way can come from a variety of sources, including media and people they know.
  - To recognise coercive pressure.
  - To demonstrate basic techniques to resist pressure.
  - To know who they can go to for support and help.

#### **Health**

- To see oneself as special, to recognise strengths, abilities and personal characteristics.
- To have begun to build self-esteem and confidence by looking at their skills and achievements.
- To begin to identify personal areas that need improvement.
- To recognise that choices require decisions.
- To be able to consider different possibilities.
- To demonstrate effective decision-making skills.

### **Year 4 Learning Outcomes by the end of Year 4: Relationships**

- To identify and recognise in themselves a range of different emotions.
- To understand how their emotions, affect their interactions with other people.
- To give examples of their actions which can affect the emotions of other people
- To practice being assertive in different situations.
  - To explore trust in relationships.

#### **Health**

- To understand how our bodies and emotions are linked.
- To appreciate that their emotions can lead them into risky situations.
- To consider changes that can take place in our lives and those of others.
- To appreciate that as we change we are able to do different things and take on different responsibilities.

### **Year 5 Learning Outcomes by the end of Year 5: Relationships**

- To be able to describe different types of conflict.
- To explain how actions can help and hinder conflict situations.

- To know how to respond in these situations.
  - To explore the impact of bullying and what influences a bully's behaviour
  - To learn to recognise our attributes

### **Health**

- To be able to identify some risks in specific situations, including within their online lives.
- To be able to identify what influences their decisions.
- To understand how self-confidence, communication skills and assertiveness can help them to keep safe.
  - To have practiced voicing their concerns and exercising choice in the face of different pressures, including as part of their online activities.
- To be able to define what stereotyping is.
- To be able to identify when stereotyping occurs.
  - To have explored media – music, television, magazines etc – portrayal of stereotypical images.
- To have practiced challenging stereotypical views in a safe environment.

Also in Year 5 science curriculum:

- pupils should be taught to describe the changes as humans develop to old age.
- describe the life process of reproduction in some plants and animals

## **Year 6 Learning Outcomes by the end of Year 6**

### **Relationships**

- To have explored some of the differences in relationships between friends and family.
- To have explored the concept of online relationships and whether these are true "friendships".
- To be able to consider and discuss a range of family types.
- To have considered the meaning of the word love and the variety of different meanings that it has.
- To have considered how other people feel in some situations and how this helps or hinders friendships.
  - To have practiced skills needed to maintain relationships
- Identify people in a personal support network and describe why these people are special.
- Understand and demonstrate how to ask for help and support.
- Understand and identify appropriate people to ask for help in particular situations.
- Identify some sources of support outside their immediate network, including for problems that occur online.
- Know how to call for help from the emergency services.
- Identify possible risks that may arise when we seek support and how we can manage these.

### **Health**

- To be aware that puberty occurs at different times for different people and be able to explain why.
  - To identify and describe the main physical and emotional changes that take place at puberty for boys and girls.

- To be able to identify and understand how hygiene needs change during puberty..
- To explore girls' perceptions of boys and boys' perception of girls in a variety of situations.

## **7. Sex Education Overview.**

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.

In Reception to Year 4 teachers follow Kapow scheme RSE lessons. Years 5 and 6 RSE is supported by the Science curriculum and School Nurse puberty talks. We also follow the lessons outlined within Kapow and My Happy Mind to support RHE curriculum throughout the school from Reception to Year 6 which offers a consistent approach and method. The curriculum is enhanced by visits and visitors and assembly themes during the year.

Teaching RSE with Kapow Family and relationships, Safety and the changing body covers:

### **Reception:**

My feelings  
Special relationships  
My family and friends.

### **Year 1**

Learning how to respond to adults in different situations  
Appropriate and Inappropriate touch  
What are family  
What are friendships  
Recognising other people's relationships

### **Year 2**

Developing understanding of safety:  
Roads and medicines  
Online safety  
Distinguish between secrets/surprises  
Naming parts of the body  
Discussing the concept of privacy.  
Families are all different  
Other people's feelings  
Unhappy relationships

### **Year 3**

Learning about cyber bullying

Identifying unsafe digital content  
Influences and making independent choices  
Friendship concepts  
Understanding who to trust

#### **Year 4**

Respect and manners  
Bullying  
Stereotypes  
Internet safety  
Share aware  
Privacy and secrecy

#### **Year 5 and 6 (Do not follow Kapow RSE lessons)**

Respecting myself  
Friendship skills  
Challenging stereotypes

In addition they will:

School nurse puberty talks.  
Cover Grooming using Barnardo's resource  
Science curriculum  
Use the plays Alien Nation and Happily Ever After to cover LGBT

#### **Dealing with Difficult Questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer, school health advisor, young person's health drop-in service for an answer, or seeking advice from the RSHE co-ordinators.

#### **Children with Special Needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of SRE. Additional materials from Project Phoenix (Manchester Police) will also be used.

### **8. Delivery of the curriculum**

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

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, sex and health curriculum, rather than delivered as a standalone unit or lesson. This is mainly covered by the use of age appropriate diverse story books.

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 on reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil's age.

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

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

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

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

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

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

Group discussions, Group tasks.

## **9. 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.

## **10. Equality and accessibility**

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

## **11. 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.

- **SMSC** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- pupils learn about respect and difference, values and characteristics of individuals.

## **12. Withdrawing from the subjects**

Parents and carers have the right to withdraw their own child from SRE that are not part of the statutory science curriculum. They must advise school in writing if they choose to do this. Any parent or carer who has any concerns about any aspect of SRE is requested to speak to the Head teacher.

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

## **14. Staff training**

All staff members at the school will undergo training on a yearly basis 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.

## **15. Confidentiality**

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible. Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

## **16. Monitoring quality**

The monitoring of this area of the curriculum will be in line with the monitoring of all other areas.

Planning will be monitored; lesson observations carried out and discussions with pupils will take place to evaluate their learning. Any training needs will be identified through monitoring.

### **17. Monitoring of the RSHE Policy**

The governing board is responsible for approving this policy.

This policy will be reviewed on a biannual basis by the relationships, sex and health education subject leader and headteacher. The next scheduled review date for this policy is 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.

### **18. Resources**

- PE, Science, SMSC, Computing curriculum
- Year 5/6 Visit to Safety Village
- Mindfulness – through Yoga, explicit lessons,
- In Year1 to Y4 the Kapow scheme of work will be followed
- The RHE curriculum is further embedded by following the My Happy Mind programme
- The 'Underwear Rule' –NSPCC 'Safe in Pants' material will be used in Y1 and Y2.
- In Y5 and Y6 the school health advisor will come into school to work with the children.
- In Y6 the Barnardo's material 'Real Love Rocks' will be used
- Each Year group is allocated a range of age appropriate child friendly reading books. Which are used to raise awareness of a range of different family structures including LGBT