



# Snitterfield Primary School

## Primary Relationships and Health Education Policy

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Signed by: *CMorgan*

Headteacher: Rowena Silk Date: 17.11.25

Chair of Governors: Charlotte Morgan Date: 26.11.25

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## 21. Statement of intent

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

RHE is compulsory in all primary schools in England. The key topics applicable for all key stages have been carefully planned in consultation with responses from parents, young people, schools and experts. Parents are given the opportunity to discuss this policy at any time and staff will be provided with accurate training and further resources to deliver lessons to pupils.

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

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

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

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

- Education Act 1996
- Section 80A and section 403 of the Education Act 2002
- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE 'Science programmes of study: key stages 1 and 2'
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE 'Teaching about relationships, sex and health'
- DfE 'Keeping children safe in education 2025'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy

- Equality information objectives
- Data Protection Policy
- Online Safety Policy

## 22. Roles and responsibilities

The governing board will be responsible for:

- Playing an active role in monitoring, developing and reviewing the policy and its implementation in school.
- Appointing a link governor for RHE who supports the school and monitors any aspects of RHE included within the SIP.
- 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 from sex education teaching.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Creating and keeping up to date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.
- Ensuring that all staff receive ongoing training on issues relating to PSHE and RHE and how to deliver lessons on such issues.
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RHE.

The headteacher will be responsible for:

- The overall implementation of this policy.
- Ensuring adequate time on school timetable to deliver RHE as a statutory curriculum subject.
- Providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RHE to pupils; for example, if staff do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Ensuring that parents are fully informed of this policy and the RHE resources are available to parents beforehand.
- Discussing and reviewing requests from parents to withdraw their children from sex education teaching.
- 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 biannually.
- Ensuring the subjects are age-appropriate and high-quality and up to date.
- 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, and health curriculum.
- Ensuring the relationships and health curriculum, as well as any optional sex education, is inclusive and accessible for all pupils.

- Liaising and working in partnership with parents and carers to support further conversations at home and to share the resources ahead of teaching upon request.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The SENCO will be 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.
- Ensuring that the needs of vulnerable pupils are taken into consideration in designing and teaching these subjects.

The appropriate teachers will be responsible for:

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

Parents will be responsible for:

- Supporting their children through their personal development and the emotional and physical aspects of growing up.
- Ensuring that they are aware of curriculum content, organisation and delivery.
- Fostering an open home environment where pupils can engage, discuss and continue to learn about topics that have been taught in school.
- Liaising with the school to seek additional support if needed.

## 23. Organisation of the curriculum

The school understands that it is required to deliver statutory relationships education and health education, and that it has the freedom to determine how this will be taught in the context of a broad and balanced curriculum.

The school will organise the teaching of RHE as part of the PSHE curriculum.

For the purpose of this policy:

- **“Relationships education”** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- **“Health education”** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

The school uses a pre-designed scheme of work from Kapow. The curriculum is organised in line with the statutory requirement and is appropriate for the age and developmental stages of pupils within each year group. When

delivering the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

The school will teach pupils the knowledge they need to recognise and report abuse, including emotional, physical and sexual abuse. Teaching will focus on ensuring pupils understand boundaries and privacy with peers, families and others, in all contexts, including online.

The school will consult with parents, pupils and staff in the following ways:

- Newsletters and letters

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

- Organising a meeting with the headteacher.
- Emailing [admin2046@welearn365.com](mailto:admin2046@welearn365.com)

## 24. Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships and health and how important parents' views are.

The school will be mindful of the personal circumstances of all pupils to ensure there is no stigmatisation of based on home circumstances, support networks or family needs.

Parents will be provided with the following information:

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

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns, and help parents in managing conversations with their children on the issues covered by the curriculum.

In line with statutory guidance, parents will be given the right to request that their child be withdrawn from the additional sex education sessions delivered as part of statutory RSE, which is further outlined at section 14 of this policy.

## 25. 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, character, personality or background), or 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 and 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.

## 26. Relationships education per year group

The school considers the age and development of pupils when deciding what will be taught in each year group. The school implements a progressive curriculum, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school. The school uses a pre-written scheme of work developed by Kapow which is adjusted as necessary to suit the class and the lesson. Below is the progression of skills and knowledge for this area of the curriculum, set out class by class.

### Reception

Sub-strand	Skills	Knowledge
Family	<ul style="list-style-type: none"><li>• Learning how to talk about our families and discussing why we love them.</li><li>• Talking about people that hold a special place in my life.</li></ul>	<ul style="list-style-type: none"><li>• To name and describe the different members of our families.</li><li>• To understand that all families are valuable and special.</li></ul>

<b>Friendships</b>	<ul style="list-style-type: none"> <li>• Developing strategies to help when sharing with others.</li> <li>• Exploring what makes a good friend</li> </ul>	<ul style="list-style-type: none"> <li>• To know that we share toys so that everyone feels involved and no one feels left out or upset.</li> </ul>
<b>Relationships</b>	<ul style="list-style-type: none"> <li>• Thinking about what it means to be a valued person.</li> <li>• Exploring the differences between us that make each person unique.</li> <li>• Considering the perspectives and feelings of others.</li> <li>• Learning to work as a member of a team. Developing listening skills.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that different people like different things.</li> <li>• To understand that all people are valuable.</li> <li>• To know that it is important to help, listen and support others when working as a team. To know that it is important to tell the truth.</li> </ul>

## Year 1/2

<b>Sub-strand</b>	<b>Skills</b>	<b>Knowledge</b>
<b>Family</b>	<ul style="list-style-type: none"> <li>• Understanding that families offer love, care and support.</li> <li>• Exploring how families are different to each other.</li> <li>• Discussing ways to show respect for different families.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that families look after us.</li> <li>• To know some words to describe how people are related (eg. aunty, cousin)</li> <li>• To know that some information about me and my family is personal.</li> <li>• To know that families can be made up of different people.</li> <li>• To know that families may be different to my family.</li> </ul>
<b>Friendships</b>	<ul style="list-style-type: none"> <li>• Exploring how friendship problems can be overcome.</li> <li>• Exploring friendly behaviours.</li> <li>• Understanding difficulties in friendships and discussing action that can be taken.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand some characteristics of a positive friendship.</li> <li>• To understand that friendships can have problems but that these can be overcome.</li> <li>• To know some problems which might happen in friendships.</li> <li>• To understand that some problems in friendships might be more serious and need addressing.</li> </ul>
<b>Relationships</b>	<ul style="list-style-type: none"> <li>• Recognising how other people show their feelings.</li> <li>• Identifying ways we can care for others when they are sad.</li> <li>• Exploring the ability to successfully work with different people.</li> <li>• Learning how other people show their feelings and how to respond to them.</li> <li>• Exploring the conventions of manners in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.</li> <li>• To understand some ways people show their feelings.</li> <li>• To understand what good manners are.</li> <li>• To understand some gender stereotypes related to jobs.</li> </ul>
<b>Change and Loss</b>	<ul style="list-style-type: none"> <li>• Exploring how loss and change can affect us.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that there are ways we can remember people or events.</li> </ul>

## Year 3/4

Sub-strand	Skills	Knowledge
<b>Family</b>	<ul style="list-style-type: none"> <li>Using respectful language to discuss different families.</li> <li>Learning that problems can occur in families and that there is help available if needed.</li> </ul>	<ul style="list-style-type: none"> <li>To know that families are varied in the UK and across the world.</li> <li>To know that I can talk to trusted adults or services such as Childline if I experience family problems.</li> </ul> <p>Friendships</p>
<b>Friendships</b>	<ul style="list-style-type: none"> <li>Exploring ways to resolve friendship problems.</li> <li>Developing an understanding of the impact of bullying and what to do if bullying occurs.</li> <li>Exploring physical and emotional boundaries in friendships.</li> </ul>	<ul style="list-style-type: none"> <li>To know that violence is never the right way to solve a friendship problem.</li> <li>To know that bullying can be physical or verbal.</li> <li>To know that bullying is repeated, not a one off event.</li> <li>To understand the different roles related to bullying including victim, bully and bystander.</li> <li>To understand that everyone has the right to decide what happens to their body.</li> </ul>
<b>Relationships</b>	<ul style="list-style-type: none"> <li>Exploring the negative impact of stereotyping.</li> <li>Identifying who I can trust.</li> <li>Exploring how my actions and behaviour can affect other people.</li> <li>Learning about the effects of non verbal communication.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that there are similarities and differences between people.</li> <li>To understand some stereotypes related to age.</li> <li>To understand some stereotypes related to disability.</li> <li>To know that trust is being able to rely on someone and it is an important part of relationships.</li> <li>To understand the courtesy and manners which are expected in different scenarios.</li> <li>To know the signs of a good listening.</li> </ul>
<b>Change and Loss</b>	<ul style="list-style-type: none"> <li>Discussing how to help someone who has experienced a bereavement.</li> </ul>	<ul style="list-style-type: none"> <li>To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.</li> </ul>

## Year 5/6

Sub-strand	Skills	Knowledge
<b>Family</b>	<ul style="list-style-type: none"> <li>Identifying ways families might make children feel unhappy or unsafe.</li> </ul>	<ul style="list-style-type: none"> <li>To know that marriage is a legal commitment and is a choice people can make.</li> <li>To know that if I have a problem, I can call ChildLine on 0800 1111.</li> </ul>
<b>Friendships</b>	<ul style="list-style-type: none"> <li>Exploring the impact that bullying might have.</li> </ul>	<ul style="list-style-type: none"> <li>To know what attributes and skills make a good friend.</li> </ul>

	<ul style="list-style-type: none"> <li>• Exploring issues which might be encountered in friendships and how these might impact the friendship.</li> <li>• Identifying ways to resolve conflict through negotiation and compromise.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand what might lead to someone bullying others.</li> <li>• To know what action a bystander can take when they see bullying.</li> <li>• To know that a conflict is a disagreement or argument and can occur in friendships.</li> <li>• To understand the concepts of negotiation and compromise.</li> </ul>
<b>Relationships</b>	<ul style="list-style-type: none"> <li>• Exploring and questioning the assumptions we make about people based on how they look.</li> <li>• Identifying ways to challenge stereotypes.</li> <li>• Discussing how and why respect is an important part of relationships.</li> <li>• Exploring our positive attributes and being proud of these (self respect).</li> </ul>	<ul style="list-style-type: none"> <li>• To understand what respect is.</li> <li>• To understand that everyone deserves respect but respect can be lost.</li> <li>• To know that stereotypes can be unfair, negative and destructive.</li> <li>• To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.</li> <li>• To understand that stereotypes can lead to bullying and discrimination</li> <li>• To understand that positive attributes are the good qualities that someone has.</li> </ul>
<b>Change and Loss</b>	<ul style="list-style-type: none"> <li>• Exploring the process of grief and understanding that it is different for different people.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that loss and change can cause a range of emotions.</li> <li>• To know that grief is the process people go through when someone close to them dies.</li> </ul>

## 27. Health education overview

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

### Mental wellbeing

By the end of primary school pupils will know:

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

- Where and how to seek support, including recognising the triggers for seeking support, extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

## Internet safety and harms

By the end of primary school, pupils will know:

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

## Physical health and fitness

By the end of primary school, pupils will know:

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

## Healthy eating

By the end of primary school, pupils will know:

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

## Drugs, alcohol and tobacco

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

## Health and prevention

By the end of primary school, pupils will know:

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

## Basic first aid

By the end of primary school, pupils will know:

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

## Changing adolescent body

By the end of primary school, pupils will know:

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

## 28. Health education per year group

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

The school always considers the age and development of pupils when deciding what will be taught in each year group. The school implements a progressive curriculum, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school. The school uses a pre-written scheme of work developed by Kapow which is adjusted as necessary to suit the class and the lesson. Below is the progression of skills and knowledge for this area of the curriculum, set out class by class.

### Reception

Sub strand	Skills	Knowledge
Health and Prevention	Discussing ways that we can take care of ourselves.	To know that having a naturally colourful diet is one way to try and eat healthily,

<b>Physical Health and Wellbeing</b>	Exploring how exercise affects different parts of the body.	To know that exercise means moving our body and is important. To know that yoga can help our bodies and minds relax,
<b>Mental Wellbeing</b>	Identifying how characters within a story may be feeling. Identifying and expressing my own feelings. Exploring coping strategies to help regulate emotions. Exploring different facial expressions and identifying the different feelings they can represent. Exploring ways to moderate behaviour, socially and emotionally. Coping with challenge when problem solving.	To name some different feelings and emotions. To know that I am a valuable individual. To know that facial expressions can give us clues as to how a person is feeling. To know that I can learn from my mistakes. To know some strategies to calm down.
<b>Being Safe (including online)</b>	Considering why it is important to follow rules. Exploring what it means to be a safe pedestrian.	To know that some rules are in place to keep us safe. To know how to behave safely on the pavement and when crossing roads with an adult.

## Year 1/2

<b>Sub strand</b>	<b>Skills</b>	<b>Knowledge</b>
<b>Health and Prevention</b>	<ul style="list-style-type: none"> <li>• Learning how to wash hands properly.</li> <li>• Learning how to deal with an allergic reaction.</li> <li>• Exploring the effect that food and drink can have on my teeth.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand we can limit the spread of germs by having good hand hygiene.</li> <li>• To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.</li> <li>• To know that certain foods and other things can cause allergic reactions in some people.</li> <li>• To know that food and drinks with lots of sugar are bad for my teeth.</li> </ul>
<b>Physical Health and Wellbeing</b>	<ul style="list-style-type: none"> <li>• Exploring positive sleep habits.</li> <li>• Exploring two different methods of relaxation: progressive muscle relaxation and laughter.</li> <li>• Exploring health-related jobs and people who help look after our health.</li> <li>• Exploring some of the benefits of exercise on body and mind.</li> <li>• Exploring some of the benefits of a healthy balanced diet.</li> <li>• Suggesting how to improve an unbalanced meal.</li> <li>• Learning breathing exercises to aid relaxation.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that sleep helps my body to repair itself, to grow and restores my energy.</li> <li>• To understand the importance of exercise to stay healthy.</li> <li>• To understand the balance of foods we need to keep healthy.</li> <li>• To know that breathing techniques can be a useful strategy to relax.</li> </ul>
<b>Mental Wellbeing</b>	<ul style="list-style-type: none"> <li>• Identifying different ways to manage feelings.</li> <li>• Exploring strategies to manage different emotions.</li> <li>• Developing empathy.</li> </ul>	<ul style="list-style-type: none"> <li>• To know the words to describe some positive and negative emotions.</li> <li>• To know that we can feel more than one emotion at a time.</li> </ul>

	<ul style="list-style-type: none"> <li>Identifying personal strengths and qualities.</li> <li>Identifying personal goals and how to work towards them.</li> <li>Exploring the need for perseverance and developing a growth mindset.</li> </ul>	<ul style="list-style-type: none"> <li>To know that strengths are things we are good at.</li> <li>To know that qualities describe what we are like.</li> <li>To know that a growth mindset means being positive about challenges and finding ways to overcome them.</li> </ul>
<b>Being Safe (including online)</b>	<ul style="list-style-type: none"> <li>Discussing the concept of privacy.</li> <li>Understanding people's roles within the local community that help keep us safe.</li> <li>Practising what to do if I get lost.</li> <li>Identifying hazards that may be found at home.</li> <li>Exploring ways to stay safe online.</li> <li>Learning how to behave safely near the road and when crossing the road.</li> </ul>	<ul style="list-style-type: none"> <li>To know that some types of physical contact are never appropriate.</li> <li>To know the PANTS rule.</li> <li>To understand the difference between secrets and surprises.</li> <li>To know what to do if I get lost.</li> <li>To know that a hazard is something which could cause an accident or injury.</li> <li>To know that I should tell an adult if I see something which makes me uncomfortable online.</li> <li>To know the rules for crossing the road safely.</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>Learning what is and is not safe to put in or on our bodies.</li> <li>Exploring what people can do to feel better when they are ill.</li> <li>Learning how to be safe around medicines.</li> </ul>	<ul style="list-style-type: none"> <li>To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</li> <li>To know that medicine can help us when we are ill.</li> <li>To understand that we should only take medicines when a trusted adult says we can.</li> </ul>
<b>The changing adolescent body</b>		<ul style="list-style-type: none"> <li>To know the names of parts of my body including private parts.</li> </ul>
<b>Basic First Aid</b>	<ul style="list-style-type: none"> <li>Practising making an emergency phone call.</li> </ul>	<ul style="list-style-type: none"> <li>To know that an emergency is a situation where someone is badly</li> <li>To know that the emergency services are the police, fire service and the ambulance service.</li> </ul>

## Year 3/4

Sub strand	Skills	Knowledge
<b>Health and Prevention</b>	<ul style="list-style-type: none"> <li>Discussing why it is important to look after my teeth.</li> <li>Developing independence in looking after my teeth.</li> </ul>	<ul style="list-style-type: none"> <li>To understand ways to prevent tooth decay.</li> <li>To know key facts about dental health.</li> </ul>

<b>Physical Health and Wellbeing</b>	<ul style="list-style-type: none"> <li>• Learning stretches which can be used for relaxation.</li> <li>• Identifying what makes me feel calm and relaxed.</li> <li>• Learning visualisation as a tool to aid relaxation.</li> <li>• Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the positive impact relaxation can have on the body.</li> <li>• To know that visualisation means creating an image in our heads.</li> <li>• To know the different food groups and how much of each of them we should have to have a balanced diet.</li> </ul>
<b>Mental Wellbeing</b>	<ul style="list-style-type: none"> <li>• Exploring ways we can make ourselves feel happy or happier.</li> <li>• Developing a growth mindset.</li> <li>• Exploring my own identity through the groups I belong to.</li> <li>• Identifying my strengths and exploring how I use them to help others.</li> <li>• Exploring how my skills can be used to undertake certain jobs.</li> <li>• Developing the ability to appreciate the emotions of others in different situations.</li> <li>• Learning to take responsibility for my emotions by knowing that I can control some things but not others.</li> <li>• Being able to breakdown a problem into smaller parts to overcome it.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that mistakes can help us to learn.</li> <li>• To understand the importance of belonging.</li> <li>• To understand what being lonely means and that it is not the same as being alone.</li> <li>• To know that different job roles need different skills and so some roles may suit me more than others.</li> <li>• To know that it is normal to experience a range of emotions.</li> <li>• To know that mental health refers to our emotional wellbeing, rather than physical.</li> <li>• To know who can help if we are worried about our own or other people's mental health.</li> <li>• To understand what a problem or barrier is and that these can be overcome</li> </ul>
<b>Being Safe (including online)</b>	<ul style="list-style-type: none"> <li>• Identifying things people might do near roads which are unsafe.</li> <li>• Discussing how to seek help if I need to.</li> <li>• Exploring what to do if an adult makes me feel uncomfortable.</li> <li>• Learning about the benefits and risks of sharing information online.</li> <li>• Exploring ways to respond to cyberbullying or unkind behaviour online.</li> <li>• Beginning to recognise unsafe digital content.</li> <li>• Developing skills as a responsible digital citizen.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that there are risks to sharing things online.</li> <li>• To know the difference between private and public.</li> <li>• To understand that cyberbullying is bullying which takes place online.</li> <li>• To know the signs that an email might be fake.</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• Exploring choices and decisions that I can make.</li> <li>• Exploring that people and things can influence me and that I need to make the right decision for me.</li> <li>• Discussing the benefits of being a non-smoker.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that other people can influence our choices.</li> <li>• To understand the risks associated with smoking tobacco.</li> </ul>
<b>The changing adolescent body</b>	<ul style="list-style-type: none"> <li>• Discussing some physical and emotional changes during puberty.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the physical changes to both male and female bodies as people grow from children to adults.</li> </ul>

<b>Basic First Aid</b>	<ul style="list-style-type: none"> <li>• Learning what to do in a medical emergency, including calling the emergency services.</li> <li>• Learning how to help someone who is having an asthma attack.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that it is important to maintain the safety of myself and others, before giving first aid.</li> <li>• To know that bites or stings can sometimes cause an allergic reaction.</li> <li>• To know that asthma is a condition which causes the airways to narrow.</li> </ul>
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## Year 5/6

<b>Sub strand</b>	<b>Skills</b>	<b>Knowledge</b>
<b>Health and Prevention</b>	<ul style="list-style-type: none"> <li>• Developing independence for protecting myself in the sun.</li> <li>• Discussing ways to prevent illness.</li> <li>• Identifying some actions to take if I am worried about my health or my friends' health.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the risks of sun exposure.</li> <li>• To understand that vaccinations can give us protection against disease.</li> <li>• To know that changes in the body could be possible signs of illness.</li> </ul>
<b>Physical Health and Wellbeing</b>	<ul style="list-style-type: none"> <li>• Considering calories and food groups to plan healthy meals.</li> <li>• Developing greater responsibility for ensuring good quality sleep.</li> <li>• Identifying a range of relaxation strategies and situations in which they would be useful.</li> <li>• Exploring ways to maintain good habits.</li> <li>• Setting achievable goals for a healthy lifestyle.</li> <li>• Understanding the relationship between stress and relaxation.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that relaxation stretches can help us to relax and de-stress.</li> <li>• To know that calories are the unit that we use to measure the amount of energy certain foods give us.</li> <li>• To know that what we do before bed can affect our sleep quality.</li> <li>• To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).</li> <li>• To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.</li> </ul>
<b>Mental Wellbeing</b>	<ul style="list-style-type: none"> <li>• Taking responsibility for my own feelings.</li> <li>• Exploring my personal qualities and how to build on them.</li> <li>• Developing strategies for being resilient in challenging situations.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand what can cause stress.</li> <li>• To understand that failure is an important part of success.</li> <li>• To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation).</li> <li>• To know the effects technology can have on mental health.</li> </ul>
<b>Being Safe (including online)</b>	<ul style="list-style-type: none"> <li>• Developing an understanding of how to ensure relationships online are safe.</li> <li>• Developing an understanding about the reliability of online information.</li> <li>• Exploring online relationships including dealing with problems.</li> </ul>	<ul style="list-style-type: none"> <li>• To know the steps to take before sending a message online (using the THINK mnemonic).</li> <li>• To know some of the possible risks online.</li> <li>• To understand that online relationships should be treated in</li> </ul>

		<p>the same way as face to face relationships.</p> <ul style="list-style-type: none"> <li>To know where to get help with online problems.</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>Learning to make 'for' and 'against' arguments to help with decision making.</li> <li>Discussing the reasons why adults may or may not drink alcohol.</li> </ul>	<ul style="list-style-type: none"> <li>To know some strategies I can use to overcome pressure from others and make my own decisions.</li> <li>To understand the risks associated with drinking alcohol.</li> </ul>
<b>The changing adolescent body</b>	<ul style="list-style-type: none"> <li>Learning about the emotional changes during puberty.</li> <li>Identifying reliable sources of help with puberty.</li> <li>Discussing problems which might be encountered during puberty and using knowledge to help.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the process of the menstrual cycle.</li> <li>To know the names of the external sexual parts of the body and the internal reproductive organs.</li> <li>To know that puberty happens at different ages for different people.</li> <li>To understand how a baby is conceived and develops.</li> </ul>
<b>Basic First Aid</b>	<ul style="list-style-type: none"> <li>Learning how to help someone who is choking.</li> <li>Learning about how to help someone who is bleeding.</li> <li>Placing an unresponsive patient into the recovery position.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to assess a casualty's condition.</li> <li>To know how to conduct a primary survey (using DRABC).</li> </ul>

## 29. Citizenship

### Reception

<b>Skills</b>	<b>Knowledge</b>
<ul style="list-style-type: none"> <li>Beginning to understand why rules are important in school.</li> </ul>	<ul style="list-style-type: none"> <li>To know that we have rules to keep everything fair, safe and enjoyable for everyone.</li> <li>To understand that we all have similarities and differences and that make us special.</li> <li>To know that we all have different beliefs and celebrate special times in different ways.</li> </ul>

### Y1/2

<b>Skills</b>	<b>Knowledge</b>
<ul style="list-style-type: none"> <li>Recognising why rules are necessary.</li> <li>Exploring the differences between people.</li> <li>Explaining why rules are in place.</li> <li>Recognising the groups that we belong to.</li> </ul>	<ul style="list-style-type: none"> <li>To know the rules in school.</li> <li>To understand that people are all different.</li> <li>To know some of the different places where rules apply.</li> </ul>

<ul style="list-style-type: none"> <li>• Identifying positives and negatives about the school environment.</li> <li>• Recognising the importance of looking after the school environment.</li> <li>• Identifying ways to help look after the school environment</li> <li>• Recognising the contribution people make to the local community.</li> <li>• Discussing how to meet the needs of different pets.</li> <li>• Learning how to discuss issues of concern to me.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that everyone has similarities and differences.</li> <li>• To know that some rules are made to be followed by everyone and are known as 'laws'.</li> <li>• To know some of the jobs people do to look after the environment in school and the local community.</li> <li>• To know that different pets have different needs.</li> <li>• To understand the needs of younger children and that these change over time.</li> <li>• To know that voting is a fair way to make a decision.</li> <li>• To understand how democracy works in school through the school council.</li> </ul>
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## Y3/4

Skills	Knowledge
<ul style="list-style-type: none"> <li>• Discussing ways we can make a difference to recycling rates at home/school.</li> <li>• Identifying local community groups.</li> <li>• Discussing how local community groups support the community.</li> <li>• Considering the responsibilities that adults and children have to maintain children's rights.</li> <li>• Identifying ways items can be reused.</li> <li>• Explaining why reusing items is of benefit to the environment.</li> <li>• Discussing how we can help to protect human rights.</li> <li>• Identifying the benefits different groups bring to the local community.</li> <li>• Discussing the positives diversity brings to a community.</li> <li>• Exploring how children's rights help them and other children.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand how recycling can have a positive impact on the environment.</li> <li>• To know that the local council is responsible for looking after the local area.</li> <li>• To know that elections are held where adults can vote for local councillors.</li> <li>• To know that reusing items is of benefit to the environment.</li> <li>• To understand that councillors have to balance looking after local residents and the needs of the council.</li> <li>• To understand some of the consequences of breaking rules.</li> <li>• To understand the role of charities in the community.</li> <li>• To know that there are a number of groups which make up the local community.</li> <li>• To understand the UN Convention on the Rights of the Child.</li> </ul>

## Y5/6

Skills	Knowledge
<ul style="list-style-type: none"> <li>• Discussing how rights and responsibilities link.</li> <li>• Exploring the right to a freedom of expression.</li> <li>• Developing an understanding of how parliament and Government work.</li> <li>• Discussing how education and other human rights protect us.</li> <li>• Identifying causes which are important to us.</li> <li>• Discussing how people can influence what happens in parliament.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.</li> <li>• To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.</li> <li>• To know that education is an important human right.</li> <li>• To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.</li> </ul>

<ul style="list-style-type: none"> <li>• Identifying appropriate ways to share views and ideas with others.</li> <li>• Discussing ways to challenge prejudice and discrimination.</li> <li>• Explaining why reducing the use of materials is positive for the environment.</li> <li>• Identifying the contribution people make to the community and how this is recognised.</li> <li>• Identifying ways people can bring about change in society.</li> <li>• Learning about environmental issues relating to food.</li> </ul>	<ul style="list-style-type: none"> <li>• To know what happens when someone breaks the law.</li> <li>• To understand the waste hierarchy.</li> <li>• To know that prejudice is making assumptions about someone based on certain information.</li> <li>• To know that discrimination is treating someone differently because of certain factors.</li> <li>• To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.</li> <li>• To know that our food choices can affect the environment.</li> </ul>
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## 30. Economic Wellbeing

Y1/2

Skills	Knowledge
<ul style="list-style-type: none"> <li>• Developing an understanding of how banks work.</li> <li>• Identifying whether something is a want or need.</li> <li>• Exploring the reasons why people choose certain jobs.</li> <li>• Discussing how to keep money safe.</li> <li>• Exploring choices people make about money.</li> <li>• Recognising that people make choices about how to spend money</li> <li>• Discussing what to do if we find money.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that coins and notes have different values.</li> <li>• To know some of the ways children may receive money.</li> <li>• To know that it is wrong to steal money.</li> <li>• To know that banks are places where we can store our money.</li> <li>• To know some jobs in school.</li> <li>• To know that different jobs need different skills.</li> <li>• To know the difference between a 'want' and 'need'.</li> <li>• To know some of the ways in which adults get money.</li> <li>• To know some of the features to look at when selecting a bank account.</li> </ul>

Y3/4

Skills	Knowledge
<ul style="list-style-type: none"> <li>• Discussing the range of feelings which money can cause.</li> <li>• Discussing the different attitudes people have to money.</li> <li>• Exploring the impact our spending can have on other people.</li> <li>• Exploring the factors which affect whether something is value for money.</li> <li>• Discussing some impacts of losing money.</li> <li>• Identifying negative and positive influences that can affect our career choices.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that budgeting money is important.</li> <li>• To understand that there are a range of jobs available.</li> <li>• To know that money can be lost in a variety of ways.</li> <li>• To understand the importance of tracking money.</li> <li>• To know that many people will have more than one job or career in their lifetimes.</li> <li>• Exploring ways to overcome stereotypes in the workplace.</li> <li>• To understand that there are different ways to pay for things.</li> </ul>

	<ul style="list-style-type: none"> <li>To understand that some stereotypes can exist around jobs but these should not affect people's choices.</li> </ul>
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## Y5/6

Skills	Knowledge
<ul style="list-style-type: none"> <li>Identifying jobs which might be suitable for them.</li> <li>Discussing risks associated with money.</li> <li>Making a budget based on priorities.</li> <li>Recognising differences in how people deal with money and the role of emotions in this.</li> <li>Discussing some risks associated with gambling.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that different jobs have different routes into them.</li> <li>To understand that people change jobs for a number of reasons.</li> <li>To know that when money is borrowed it needs to be paid back, usually with interest.</li> <li>To know that it is important to prioritise spending.</li> <li>To know some ways that people lose money.</li> <li>To know that income is the amount of money received and expenditure is the amount of money spent.</li> <li>To understand that there are certain rules to follow to keep money safe in bank accounts.</li> <li>To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money.</li> <li>To know that banks and organisations such as Citizens' Advice can help with money-related problems.</li> </ul>

## 31. Sex education

All pupils must be taught the aspects of sex education outlined in the primary science curriculum; however, the school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum, with our approach being that:

In Year 6 we include lessons on conception and pregnancy and birth. These lessons are beyond the National Curriculum for Science and parents may withdraw their children from these two lessons.

The school will recognise significant factors when determining the teaching approach and the materials used, including but not limited to, age, religious backgrounds, any special education needs or disabilities of pupils. The school uses a pre-written scheme of work developed by Kapow which is adjusted as necessary to suit the class and the lesson.

## 32. Delivery of the curriculum

The RHE curriculum will be delivered as part of the PSHE curriculum.

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

Sex education will be delivered through the science and PSHE curriculum

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

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

The curriculum will be delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional development.

Teaching of the curriculum will reflect 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.

The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, developmental stages and any additional needs, such as SEND. All learning resources will be selected with sensitivity, e.g. diagrams, videos, books and games, and inappropriate images, videos etc., will not be used. Any resources or materials used will be formally assessed by the RHE subject leader before use to ensure they are appropriate for the age and maturity of pupils and sensitive to their needs.

The school will ensure that it meets the DfE's technology filtering and monitoring standards to ensure that pupils are unable to access inappropriate materials when using the internet to assist with their learning, as well as ensuring all members of the school community adhere to the provisions outlined in the school's Online Safety Policy.

Lesson plans and teaching will provide appropriate challenge for pupils and be differentiated for pupils' needs. Teachers will:

- Establish what is appropriate for 1-2-1 and whole-class settings.
- Alter their teaching according to pupils' age, stage, understanding and background.
- Listen and answer questions sensitively, honestly and appropriately.
- Encourage pupils to ask questions and engage in discussion.
- Ensure teaching focuses on boys and girls equally.
- Plan activities to matching pupils' differing learning styles.

Whilst there are no formal examinations for the relationships and health curriculum, teachers will conduct ongoing formative assessment of pupil's knowledge and awareness. Any concerns regarding a pupils' understanding will be raised with their parents.

## **Opportunities to teach safeguarding**

Further to the prescribed curriculum for RHE, teaching will focus on safeguarding and preventative education

The school will ensure that, as part of relationships education, pupils are taught about how to keep themselves and others safe, including online.

Education will be tailored to the specific needs and vulnerabilities of individual pupils whilst taking account of pupils who may be victims of abuse and pupils who have SEND.

Preventative education will be adopted as a whole-school approach that prepares pupils for life in modern Britain and creates a zero-tolerance culture for sexism, misogyny/misandry, homophobia, biphobia and sexual violence or harassment.

The school is aware that pupils may raise topics such as self-harm and suicide. When discussing 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,

The school will have a clear set of values and standards which will be underpinned by the Behaviour Policy and pastoral support system, as well as by a planned programme of evidence based RHE curriculum.

**The teaching of safeguarding and preventative education will be fully inclusive and developed to be age and stage of development appropriate.**

## **Curriculum organisation**

Pupils will receive their entitlement for learning PSHE through a spiral curriculum, through the scheme produced by Kapow, which demonstrates progression. The RHE programme is delivered through a variety of opportunities including:

- Designated PSHE time as part of a spiral curriculum
- Circle time
- Use of external agencies and/or services
- Small group work
- Cross curricular links
- Assemblies
- Residential trips

## **Terminology**

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

## **Dealing with difficult questions**

The school will support teaching staff to feel comfortable to answer questions from pupils, by providing regular CPD training in how to deliver sex education, where appropriate, including sessions on confidentiality, setting ground rules, handling controversial issues, responding to 'awkward' questions and an introduction to the rationale of why teaching RHE is so important. The school will encourage teaching staff to refer questions they feel ill-equipped to answer to the RHE subject leader for advice or support in responding to the question.

Teachers will stop full class discussions where pupils begin to reveal personal, confidential 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.

### **33. Working with external experts**

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

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

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they can 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.

### **34. Equality and accessibility**

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

The protected characteristics are:

- 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 will ensure that RHE programme is inclusive, and caters to the needs, of pupils with SEND or other support needs, such as those with SEMH needs.

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

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to 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 will implement a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which sets out expectations of pupils.

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

## 35. Curriculum links

The school seeks opportunities to draw links between RHE and other curriculum subjects wherever possible to enhance pupils' learning. RHE 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.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

## 36. Withdrawing from certain subjects

RHE are statutory at primary and parents do not have the right to withdraw their child from the subjects.

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

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

The headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

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

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

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

## **37. Behaviour**

The school aims to foster a culture based on mutual respect and understanding for one another, and as such, has a zero-tolerance approach to bullying. Any bullying incidents caused as a result of the RHE programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. These incidents will be dealt with following the processes in our Behaviour Policy.

## **38. Staff training**

All staff members at the school will undergo training to ensure they are up to date with the RHE 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.

## **39. Confidentiality**

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

The school is aware that confidentiality within the classroom is a critical component of RHE, and teachers will be expected to respect the confidentiality of their pupils as far as is possible and appropriate.

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

Pupils will be informed prior to delivery of RHE lessons about confidentiality, though will be informed that appropriate action will be taken if staff feel that a child is at risk of harm. Staff who breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so may face disciplinary procedures.

## 40. Monitoring and review

The governing board is responsible for approving this policy.

This policy will be reviewed on a biannual basis by the headteacher. The next scheduled review date for this policy is **October 2027**. This policy will also be reviewed in light of any changes to statutory guidance; feedback from parents, staff or pupils; and issues in the school or local area that may need addressing.

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