Kirkburton Middle School

Enjoying, Achieving, Succeeding Together

Policy	**Relationships Education, Relationships and Sex Education and Health Education (RSHE) Policy**		
Current version	**September 2026**	**Next Review Date**	**September 2027**
Date approved	**October 2026**	**Adopted from**	**October 2026**
Approver		**Signature**	

Objective of Policy
All schools and academies, except maintained nursery schools, are required to have a written policy for relationships and sex education. This policy outlines the approach to relationships and sex education (RSE) and health education at Kirkburton and Scissett Middle Schools**.**

This policy is informed by the DFE statutory guidance for relationships and sex education (RSE) and health education. The policy will be formally reviewed annually, or sooner where legislative, safeguarding or local circumstances require amendment.

https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

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This policy applies to Kirkburton and Scissett Middle Schools. Whilst each school may adapt delivery arrangements to reflect its context, the statutory requirements, curriculum principles and expectations outlined in this policy apply equally across both schools.

Teaching will reflect the protected characteristics contained within the Equality Act 2010 and will promote respect and inclusion for all members of the school community.

What is required: RSE policy should include– minimum requirements (DfE page 5 para 14)

All schools are required to have a written policy for relationships and sex education.

This should include:

- A definition of relationships education and a definition of sex education.
- Requirements on schools in law (e.g. The Equality Act, 2010).
- Content and delivery of RSHE (e.g., through science, health education or RSHE/PSHE ed).
- Roles and responsibilities (who is responsible for teaching it).
- How the policy was produced (including engagement with parents).
- How the delivery of the content will be made accessible to all pupils including those with SEND.
- How the subject will be monitored and evaluated.
- Explanation of the right to withdrawal from sex education.
- Confirmation of the review date.

Legislation and statutory guidance

At Kirkburton and Scissett Middle Schools, we are required to provide relationship education and health education to all pupils.

The policy has due regard to the following legislation and guidance:

- Section 80A of the Education Act 2002: as part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society,* whilst also preparing pupils *for the opportunities, responsibilities and experiences of later life…*
- Children and Social Work Act 2017.
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Equality Act 2010 and the Public Sector Equality Duty 2011.
- The Equality Act 2010 and schools (DfE, 2014).
- Mental health and behaviour in school (DfE, 2018).
- Science programmes of study: Key Stages 1 and 2 (DfE, 2013).
- Science programmes of study: Key Stage 3 (DfE, 2013).
- Keeping children safe in education – for schools and colleges (DfE, 2026).
- Promoting fundamental British values through SMSC (DfE, 2014).

Definitions

- **RSHE:** Relationship education, relationships and sex education and health education.
- **Health education:** Physical health and mental wellbeing.
- **Relationships education:** The physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.
- **Sex education:** There is no agreed definition in the new RSHE guidance. In this policy the definition of sex education is 'how a baby is conceived and born' (reproduction and birth)**.**
- **RSE:** Relationships and sex education.
- **PSHE:** Personal, Social, Health and Economic (PSHE) education. The RSHE policy may link to, or be part of, a wider PSHE policy.

Policy development

In developing our policy and curriculum we have given due regard to the Government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996.

The three key stages of policy development:

INFORM	Share the facts about the new guidance, including the statutory content.
CONSULT	Gather stakeholder views (children, staff, parents and Governors)
SUPPORT	Share the policy, resources and activities. Help parents complement the teaching in school

The RSHE policy at Kirkburton and Scissett Middle Schools has been developed following consultation with the whole school community. The process of policy development involved the following steps:

- A lead member of staff reviewed the current provision.
- DfE guidance and information about RSHE was shared with stakeholders (children, staff, parents, and governors).
- Knowledge of the local school context helped us to understand the needs and priorities of our school community.
- A draft policy was shared with stakeholders for comments. These comments were considered by the Governing Board and RSHE lead.
- The policy was ratified (adopted) by the Governing Board.
- The policy was shared with parents and is available on the school website.

Statement of intent

This policy outlines the approach to relationships, sex and health education (RSHE) at Kirkburton and Scissett Middle Schools**.**

Relationships, sex, and health education is important at our schools because it:

- Prepares pupils for the opportunities, responsibilities, and experiences of adult life.
- Gives pupils the knowledge they need to make informed decisions about their health and well-being.
- Supports pupils' skills to recognise positive, healthy, and respectful relationships.
- Helps to safeguard pupils, so they can find and access help and support.
- Teaches pupils' tolerance, the importance of equality, and respect for diversity.
- Develops pupils' self-respect and self-worth, confidence, and empathy. As a school we have considered the obligations contained in the Equality Act 2010 and their responsibilities outlined in *'Public Sector Equality Duty Guidance for schools in England (EHRC, 2014)'*

https://www.equalityhumanrights.com/sites/default/files/psed_guide_for_schools_in_england.pdf

Roles and responsibilities

a. The Governing Board

- Ensure the school meets its statutory requirements in relation to relationships and sex education.
- Approve the RSHE policy.

- Hold the Executive Headteacher to account for the implementation of the policy (checking the RSHE curriculum is well-led and effectively managed).

b. The Executive Headteacher

- The development and implementation of the RSHE policy.
- Agree the curriculum delivery model (where it will be taught, the time allocation and staffing).
- Ensure RSHE is resourced, staffed, and timetabled to enable the school to meet its legal obligations and offer high-quality provision to all pupils.
- Enable staff to be suitably trained to teach relationships and sex education.
- Encourage parents to engage with the formation of the policy and know about the final policy.
- Support requests from parents to excuse their child from sex education (including organising alternative education for any pupils withdrawn).
- Report to the Governing Board on the implementation and effectiveness of the policy.
- Review the policy (on an annual basis).
- Operational responsibility for day-to-day implementation is delegated to the Head of School.

c. Lead Teacher for RSHE

- Support the development and implementation of the RSHE policy.
- Develop the school's RSHE curriculum and delivery model.
- Ensure continuity and progression between each year groups.
- Work with other teachers (including subjects leads) to ensure the RSHE curriculum complements, but does not duplicate, any content in other subjects.
- Organise, provide and monitor CPD to enable teachers to develop their expertise so they feel confident and competent to teach RSHE.
- Provide teachers with resources to support RSHE delivery.
- Monitor and evaluate the effectiveness of RSHE and support teaching staff if required.
- Report to the Executive Headteacher/Governing Board regarding compliance with the statutory requirements and effectiveness of the RSHE curriculum.

d. SENDCO

- Advise teachers on how best to identify and support pupils' need (including the use of teaching assistants/support staff).

e. All Teachers of RSHE

- Know and act in accordance with the RSHE policy.
- Reflect the law (including the Equality Act 2010) as it applies to sex and relationships.
- Consider how their personal views and/or beliefs might impact on their teaching of RSHE.
- Monitor pupil progress in line with school policy.
- Work with the SENCO to identify and respond to the needs of pupils with SEND.
- Report any concerns about RSHE teaching to the lead teacher and/or senior leader.
- Report any safeguarding concerns or pupil disclosures to the DSL (in line with school safeguarding policy).
- Respond professionally and appropriately to any parent who has withdrawn their child from sex education.
- Share any concerns they may have about teaching RSHE with the lead teacher and/or Executive Headteacher or Head of School. Staff do not have the right to opt out of teaching RSHE.

The RSHE curriculum

- Our curriculum teaches pupils how to establish and maintain respectful, kind and healthy relationships, recognise unhealthy behaviours and seek support where required.
- The RSHE curriculum has been organised in line with the statutory requirements outlined in the latest DFE guidance https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education
- See Appendix 1 for statutory content (detail) and Appendix 2 for detail of the RSHE/PSHE education curriculum content at Kirkburton and Scissett Middle Schools and appendix 3 for sex education content..

The middle school context

Our middle schools serve pupils aged 10-13 years within a middle school structure. The RSHE curriculum is designed to ensure that all pupils secure the statutory Relationships Education and Health Education outcomes expected by the end of primary education, whilst also introducing age-appropriate Key Stage 3 content in Years 7 and 8. This approach provides continuity and progression in learning and supports a smooth transition to high school. The curriculum is sequenced to ensure pupils secure all statutory primary outcomes whilst introducing age-appropriate Key Stage 3 learning to support transition to high school.

RHE Statutory Content Summary (By the end of Primary School)

Sex education is not compulsory in primary schools but is recommended that primaries teach sex education in year 6 in line with content about conception and birth which forms part of the NC for Science.

Relationships Education	**Health and Wellbeing**
• Families and people who care for me • Caring friendships • Respectful, kind relationships • Online safety and awareness • Being safe	• General Well being • Wellbeing Online • Physical health and fitness • Healthy eating • Drugs, alcohol, tobacco and vaping • Health protection and prevention • Personal Safety • Basic first aid • Developing bodies (including human lifecycle, puberty and correct names for body parts and facts about menstrual cycle)

RHE Statutory Content Summary (By the end of Secondary School)

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary.

Relationships Education	Health and Wellbeing
• Families • Respectful relationships, including friendships • Online safety and awareness • Being safe • Intimate and sexual relationships, including sexual health	• Mental well being • Wellbeing online • Physical health and fitness • Healthy eating • Drugs, alcohol, tobacco and vaping • Health protection and prevention and understanding the healthcare system • Personal safety • Basic first aid • Developing bodies

The content of the RSHE curriculum at Kirkburton and Scissett Middle Schools is informed by:

- ✞ National guidance and evidence-based research about RSHE/PSHE ed.
- ✞ Information about the law/ legal rights including the Equality Act 2010 and Public Sector Equality Duty.
- ✞ Relevant health and other data (both local and national). ❖ The views of pupils, staff, parents, and governors.
- Nationally recognised and/or quality assured resources (e.g. The PSHE Association, Pol-Ed)
- We teach content outlined in the PSHE Association Programme of study PSHE Association Programme of Study for PSHE Education (Key stages 1–5), 2026.pdf. This programme of study is a suggested DfE resource.
- This programme of study supports schools to provide a comprehensive programme that integrates, but is not limited to, the statutory RSHE content. This broader PSHE education programme also includes Economic Wellbeing and Careers Education.
- The content is well-matched to the needs of the pupils. It is age (developmentally appropriate) and is based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand.
- The curriculum is sequenced and progressively builds upon prior knowledge.
- The RSHE curriculum includes the acquisition of knowledge and understanding, the development of skills and respectful attitudes.
- The curriculum is inclusive, so it meets the needs of all pupils.
- The content of the RSHE curriculum may need to be adapted or changed throughout the year to meet local/national priorities.
- Any parent, teacher or pupil is encouraged to offer feedback about the RSHE curriculum. Any feedback should be passed onto Mrs Kerr (Head of school, Kirkburton), Mrs R Onnis (Head of school, Scissett) or Mrs A Glencorse, Middle Schools Subject Leader.

Sex Education

- Sex education is not compulsory in primary schools but the DFE does recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for Science. (DfE, para 30 page 12).
- *'The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum'.*

Parents/carers will be:

- Consulted about the content, organisation, and delivery of the sex education programme.
- Offered support in talking to their children about sex education and how to link this with what is being taught in school
- Given advice about the right to request the withdrawal of their child from sex education.

Appendix 3 outlines the sex education content at Kirkburton and Scissett Middle Schools.

The delivery of the RSHE curriculum:

- Relationships, sex and health education (RSHE) will be taught within the personal, social, health and economic (PSHE) curriculum/programme and in other areas of the curriculum such as assembly, themed weeks (e.g. anti-bullying week) and other curriculum areas (e.g. science).
- RSHE teaching will promote:
  - ✞ Equality and challenge all forms of prejudice and discrimination.
  - ✞ The importance of safe, caring, healthy, positive, and respectful relationships.
- Teaching will be inclusive, so it meets the needs of all pupils - particularly those with special education needs/disabilities, those from a range of faith backgrounds and LGBT pupils and/or their families. This means a teacher will refer to different viewpoints and beliefs on a range of RSHE issues. All pupils and their families need to feel included and the school recognises different types of families and structures of support for children. This is part of relationships education.
- Pupils will be given the opportunity to: reflect on the values, beliefs and influences (such as from parents, peers, media, faith and culture) that may shape their own attitudes to relationships and sex; develop critical thinking skills; nurture their tolerance/respect for different views.
- All staff will undergo regular training to ensure they are familiar with the content and subject specific pedagogy of RSHE, so they feel confident and competent to teach it effectively. The class teacher is responsible for the planning and monitoring of the content for their class.
- Staff will be kept up to date about new guidance, support, and resources for RSHE.
- Teaching materials, approaches and assessment opportunities will be appropriately adapted to meet the needs of pupils with SEND, ensuring all pupils can access the RSHE curriculum whilst maintaining high expectations.
- Teaching will be delivered in accordance with the Equality Act 2010, promoting respect for all protected characteristics whilst recognising the right of individuals to hold differing beliefs and viewpoints.

Safeguarding: safe and effective practice

- RSHE will be delivered in a safe, supportive learning environment, so that young people feel able to express their views and beliefs, ask questions and know where to find help.
- Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers must always refer to the designated safeguarding lead (DSL) if a disclosure is made.
- Pupils need basic knowledge about the privacy of their bodies and genitalia, to support safeguarding. We have adopted a school-wide approach on the consistent use of correct terms for genitalia as part of safeguarding practice. This is not sex education.
- In RSHE lessons:
  - ✞ Teachers and pupils will agree ground rules, so everyone is, and feels safe in lessons.
  - ✞ Teachers will agree with pupils the limits of confidentiality.
  - ✞ Distancing techniques will be used, so that pupils are not required, or feel pressurised into, talking about their personal circumstances.
  - ✞ In a positive classroom environment where children's natural curiosity is encouraged, teachers will answer questions sensitively, honestly, and in a manner appropriate to a child's age and context. Teachers will respect the right of parents to withdraw their child from sex education lessons. However, children may not see the boundaries between subjects (e.g. science, relationships, and sex education) and this may lead to them raising questions in class that relate to both statutory and non-statutory content.

Engaging stakeholders (parents, staff, children, and governors)

In developing our policy and curriculum we have given due regard to the Government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The views of children, parents, staff, and governors about RSHE have been considered when developing the policy and content of RSHE.

The RSHE lead teacher consulted with the link governor during the policy writing process. Governors review this policy annually, or sooner where legislative, safeguarding or local circumstances require amendment – as per information on the front page.

As part of student consultation, students completed a survey (June 2026) to give feedback around questions on what they felt was important to learn about taken from the following topics:

- Puberty and physical changes
- Emotional changes/ social implications
- Body image
- Self-esteem
- Menstruation
- Consent
- Human reproduction, birth etc
- Contraception
- Peer pressure
- Media influence
- Online safety
- Online risks (harmful content, explicit material, indecent images)
- Risky behaviour
- Grooming

- Sexual exploitation
- Coercion
- Diversity
- Other…

The curriculum includes age-appropriate learning about online risks, including exposure to harmful or explicit material, manipulation, coercion, misinformation and routes to support and reporting. The curriculum includes age-appropriate teaching about consent, personal boundaries, respect, privacy and recognising pressure, coercion and unhealthy behaviours.

Results from this have been considered in the planning and delivery of our RSHE content, to ensure our curriculum is fit for purpose.

SLT were consulted, with questions and feedback shared, and further developments made.

Following this, parents were consulted and encouraged to complete a google form, giving feedback on questions, including what topics they felt were important, what topics did they feel they needed any support with and how they would like information shared with them. This helped us finalise our updated policy.

Parents were invited to share feedback on the policy, and were invited to an information parents meeting.

Parental engagement is informed by:

DfE Parental engagement
DfE: Relationships education, relationships and sex education (RSE) and health education: FAQs
DfE: Relationships, sex and health education: guides for parents
PSHE Association: Guide to parental engagement

The role of parents/carers in the development of children's understanding about relationships is vital. Parents are the first teachers of their children.

- Our aim at Kirkburton and Scissett Middle Schools is to establish open communication and maintain positive relationships with all parents/carers so they are given every opportunity to inform and understand the purpose and content of RSHE.
- At our schools we have worked closely with parents when planning and delivering RSHE. Parents/carers are provided with the following information:
  - The content of the RSHE curriculum.
  - The delivery of the RSHE/curriculum (including examples of the resources used).
  - How to support/complement RSHE teaching at home.
  - How to request a child is withdrawn from some, or all, of sex education delivered as part of statutory RSHE.
- In addition to their involvement in developing the RSHE policy, parents/carers are provided with frequent opportunities to understand, ask questions, or express any concerns about RSHE.
- If parents/carers have concerns about any aspect of the RSHE curriculum, they are encouraged to share these with the school. We will then invite parents/carers to come and talk to us. Alternatively, parents/carers can email or write a note or letter.
- Parents/carers contacting the school about RSHE will be asked to include a name and contact information. This is so we can respond to the parent/carer directly. Anonymous communication will not be considered.

Faith and cultural perspectives on RSHE

- Teaching RSHE effectively means considering the many faiths and cultures of Britain today and knowing about the law.
- As a school we will deliver RSHE in a non-judgmental way, providing a balanced approach that acknowledges the wealth of beliefs, views and opinions of our community and country.
- RSHE teaching will promote equality and challenge all forms of prejudice and discrimination.
- A diverse range of resources will be used so every child and family feels included, respected, and valued.
- Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs, and values.

The right to be excused from sex education

- Science, relationships, and health education are statutory in schools (September 2020).
- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of the RSHE programme (DfE, page 7, para 16)
- Parents are not able to withdraw their child from any aspect of relationships education or health education (which includes learning about the changing adolescent body, puberty, and menstruation) or any content delivered through the national curriculum science programme.
- Any parent wishing to withdraw their child from sex education will be invited to meet with the Head of School to '*discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child*'. Whilst there is no requirement for parents or the school to do so, this is good practice (DfE, page 7, para17).
- The Head of School will automatically grant a parent's request to withdraw their child from any sex education other than as part of the science curriculum (DfE, page 7, para 18).
- The parent(s) and the Head of School will complete the form: Parental withdrawal from sex education within RSHE (Appendix 5). This will record the main points of the discussion (if this has taken place), the reason for the withdrawal, and the arrangements for ensuring the pupil receives appropriate, purposeful education during the period of withdrawal. This will be reviewed at least annually.

Monitoring the quality of provision for RSHE

- The subject lead for RSHE is responsible for monitoring the quality of teaching and learning (see roles and responsibilities).
- The RSHE link governor will meet with the subject lead to discuss the effectiveness of RSHE curriculum.
- The subject lead will report to the Executive Headteacher and governing board on the quality of provision and effectiveness and highlight any concerns.

Policy review

- The governing board is responsible for approving this policy.
- The policy will be reviewed on an annual basis by the RSHE subject lead and the Executive Headteacher. Changes will be communicated to all staff and parents and will be approved by the Governing Board.
- The review should consider any changes to statutory guidance; feedback from pupils, parents or staff; and the school context.

Appendix 1: The statutory content: Relationships Education and Health Education (DfE)

Relationships education: content to be covered by the end of primary (para 29/page 9)

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. 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

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.

4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum Content:
1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being safe

Curriculum content:
1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.

4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary
and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Health and Wellbeing

Primary health and wellbeing: content to be covered by the end of primary

General wellbeing

Curriculum content:
1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

Curriculum content:
1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.

5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Physical health and fitness

Curriculum content:
1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Curriculum content:
1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol, tobacco and vaping

Curriculum content:
1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health protection and prevention

Curriculum content:
1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.

4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety

Curriculum content:
1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

Curriculum content:
1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies

Curriculum content:
1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Secondary Content

Full details about the content pupils will know by the end of secondary school can be found in the Department for Education guidance. https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

At Kirkburton and Scissett Middle Schools we cover the age-appropriate aspects of the KS3 curriculum of the PSHE Association programme of study. Pupils will cover the remaining content at high school as in agreement with subject leads.

Appendix 2: The RSHE curriculum at Kirkburton and Scissett Middle Schools

Programme of study (the content of RSHE/PSHE ed) is based on guidance from these two documents-

- Relationships Education, Relationships and Sex Education and Health Education guidance
- PSHE Association Programme of Study for PSHE Education (Key stages 1–5), 2026.pdf

The PSHE Association is a national programme of study and a suggested DfE resource. Kirkburton and Scissett Middle Schools has adopted this programme of study for Key Stages 2 & 3. This programme of study provides a comprehensive programme for each key stage, that fully covers, but is not limited to the statutory requirements.

Details of the PSHE curriculum, including curriculum timetables can be found on the school website. Examples of resources used in the teaching of RSHE can also be found on the PSHCE section of the school websites.

Appendix 3: Sex education at Kirkburton and Scissett Middle Schools

- Sex education is not compulsory in primary schools (DfE, page 11 para 30)
- DfE recommends that 'all primary schools should have a programme of sex education tailored to the age and the physical and emotional maturity of the pupils'. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human cycle set out in national curriculum science - how a baby is conceived and born' (DfE page 11, para 30).
- All pupils will be taught in national curriculum science: the main external parts of the human body; how the body changes as it grows (including puberty); the reproductive process in some plants and animals.
- All pupils will be taught the content of health education as outlined in the RSHE guidance. The section on developing bodies includes: key facts about puberty and the changing adolescence body, including physical and emotional changes; including the key facts about the menstrual cycle (DfE, page 25).
- All pupils will be taught about relationships education as outlined in the RSHE guidance. This includes learning about caring relationships and different types of families (DfE, page 8).
- LGBTQ+ content will be taught in an age-appropriate and sensitive manner. In line with Department for Education guidance, pupils will learn about equality, respect, diverse families and healthy relationships through the wider RSHE curriculum. Content relating to sexual orientation and same-sex relationships will be integrated into programmes of study rather than delivered as a standalone unit or lesson
- Schools are free to determine whether pupils are taught sex education beyond what is required above.
- At Kirkburton and Scissett Middle Schools we teach age appropriate sex education from Y6 onwards (how a baby is conceived and born).

Parents/carers will be:

- Consulted about the content, organisation, and delivery of the sex education curriculum.
- Given the opportunity to share their views on the lessons.
- Informed in advance of the content of sex education lessons and be able to view the main resources used.
- Encouraged to complement the teaching at home by sharing the learning and talking about family values and beliefs.
- Given clear guidance on how to request the withdrawal of their child from these components of sex education.
- The teaching of Sex education is age appropriate, using the PSHE Association quality assured resources.

Appendix 4: Sample letter to parents/carers (engagement)

Dear …….

Thank you for your letter/request about withdrawing your child from sex education.

We respect the legal right of all parents to withdraw their child from some or all of sex education delivered as part of our RSHE/PSHE ed programme.

Before you make the final decision about which aspects of sex education lessons you wish your child to be withdrawn from, I would like to invite you into school, so we can talk about this together. This will give us an opportunity to share our programme and look at some resources together and give you the chance to ask any questions or share any concerns you may have. We can put a plan together to agree when/how to withdraw your child whilst in school and consider when/how you can talk to your child about the content at home.

One of the reasons we are keen to keep all children in our lessons is that we believe that age appropriate relationships and sex education helps children to be safe, happy and healthy in their interactions with others (now and in the future). When children are withdrawn from lessons, there is always a possibility that they will hear information that is only partly accurate with no chance to ask questions in a safe environment.

In lessons, teachers are always careful to ensure that children learn about growing up in a way that respects different religious and cultural views and reflects the values and ethos of the school.

I would welcome the opportunity to meet with you to learn more about how we can work together to support your child.

Thank you for considering this matter so carefully.

Appendix 5: Form to be used for parental withdrawal from sex education delivered as part of the RSHE/PSHE ed curriculum

Parental withdrawal from sex education delivered as part of the RSHE/PSHE ed curriculum A copy of this form should be given to the parent(s) and a copy retained in school	
To be completed by the parent(s)	
Name of child	
Name of parent(s)	
Year group/class	
Reason for withdrawing the child from sex education delivered as part of RSHE/PSHE education	
Any other information you wish the school to consider	
Parent(s) signature	
To be completed by the Executive Headteacher	
Notes from discussion with parent(s)	
How the school will inform the parent about sex education	
Where the pupil will work/supervision	
Work to be undertaken by the pupil at this time	
Executive Headteacher signature	
Review date	