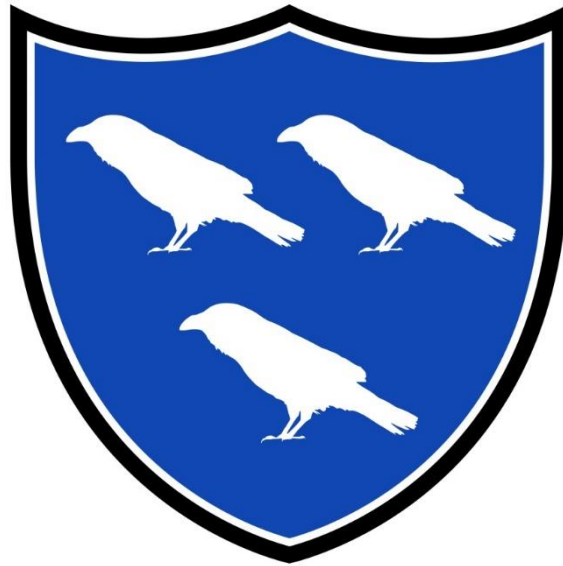


Valley Primary School



Relationships and Sex Education Policy Health and Wellbeing Education Policy

Reviewed Date: January 2026

Review Date: January 2029

Rationale

Under the school's main Curriculum Driver of Global Citizenship, it is important for pupils to develop a firm understanding of health education in order to be ambitious and aspirational for themselves as individuals and to empower them to make a positive contribution to their community whether that be at a local, national or global level.

Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right. (Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE July 2025)

Today's pupils and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also poses many challenges and risks. As a result, Valley places an important emphasis on mental health and wellbeing and, since March 2020, the school has held a national wellbeing award backed by the National Children's Bureau. In September 2026, we introduced the My Happy Mind curriculum to supplement the existing Coram Life Education SCARF curriculum that is used for PHSE (Personal, Social, Health and Economic Education). My Happy Mind is an NHS-backed curriculum that is focused on building, resilience, self-esteem, and happiness in children.

Health, Sex and Relationships Education is compulsory to all pupils and forms part of the wider PSHE curriculum at Valley. Much of the content of this policy complements other policies at the school including the Relationships Policy and aspects of the computing curriculum especially relating to e-safety. Parents are entitled to withdraw their child from aspects of the sex education curriculum that does not form part of the National Curriculum for science. There are tables included in this policy that clearly highlight which aspects pupils can be withdrawn from.

Roles & Responsibilities

The school's Governing Body is responsible for the ratification of this policy and Governor representatives participated in the consultation process.

The Head Teacher is responsible for ensuring the implementation and the PSHE Lead will oversee the sequencing of learning as well as resourcing this subject area and supporting staff in their delivery of relationships education.

Class Teachers will teach the content of this policy in their timetabled PSHE and My Happy Mind lessons and, from time to time, will be supported by relevant external agencies.

The school recognises that parents are the first teachers of their children and that they have the most significant influence in enabling their children to grow and mature into happy, healthy individuals. Parents therefore play a key role in the construction and content of this policy and it is warmly encouraged that parents accept the school's invitation to parents to come into school to discuss what will be taught and when, address any concerns and learn how best to manage conversations at home before and after pupils have received lessons on health and sex education at school.

Legislation

The Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Health Education compulsory for all pupils receiving primary education. The updated statutory guidance from the Department for Education – Relationships Education, Relationships and Sex Education (RSE) and Health Education July 2025 – will become statutory in September 2026 and the updates have informed this policy.

Other documents that inform the school's Health and Sex Education Policy include:

- Education Act (1996)
- Education Act (2002)
- Equality Act (2010)
- The latest version of Keeping Children Safe in Education
- SEND Code of Practice
- Valley Primary School Policies:
 - Computing & e-safety Policies
 - Anti-Bullying Policy
 - Behaviour Policy

Curriculum Design

The planned provision outlined in this policy forms part of the school's wider curriculum in PSHE and My Happy Mind lessons. Health and sex education will also complement work undertaken in other subject areas such as science, PE and computing.

The planned provision for relationships education aims to be fully inclusive in terms of gender identity, sexual orientation, disability, social diversity, ethnicity, culture, age, religion and belief or other life experience.

We aim that our curriculum is informed by meaningful engagement with pupils to ensure that lessons are relevant and engaging. We do this by conducting annual exit interviews with Year 6 pupils, and the annual pupil survey.

Where necessary, the planned learning will be differentiated or delivered in smaller groups to allow pupils with additional needs to access this area of the curriculum.

Quality, age-appropriate resources including subject-specific books and multi-media resources will be used to support and promote understanding within health and sex education and, where necessary, additions will be made to standard provision to reflect the local context.

The main learning within our health and sex education curriculum is outlined in the table below and overviews for learning specific to each year group can be found within the curriculum maps on the school website and is included in this policy.

At Valley Primary School, we fully recognise that in order for an individual to build healthy relationships with others, they first need to nurture a healthy relationship with themselves. The SCARF spiral curriculum, which is underpinned by the values Safety, Caring, Achievement, Resilience and Friendship, emphasises emotional wellbeing and a positive self-esteem.

This policy looks to deliver health and sex education for the whole school community irrespective of background, culture or ability.

Relationships Education

By the end of primary school, pupils should know:

Families and people who care for me	<ul style="list-style-type: none">• That families are important for children growing up safe and happy because they can provide love, security and stability.• 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.• 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.• That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.• That marriage and civil partnerships represent 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	<ul style="list-style-type: none">• How important friendships are in making us feel happy and secure, and how people choose and make friends.• 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.• 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.• 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.• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.• How to manage conflict, and that resorting to violence is never right.• How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
Respectful, kind relationships	<ul style="list-style-type: none">• 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

	<p>of different people in relationships and why this can be complicated.</p> <ul style="list-style-type: none"> • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • 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. • 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. • 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. • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • The conventions of courtesy and manners. • 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. • 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. • What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. • 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	<ul style="list-style-type: none"> ▪ 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. ▪ 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.

	<ul style="list-style-type: none"> ▪ 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. ▪ The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. ▪ 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. ▪ 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	<ul style="list-style-type: none"> ▪ 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. ▪ 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. ▪ That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. ▪ How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. ▪ 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. ▪ 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 Education – including Sex Education

By the end of primary school, pupils should know:

General Wellbeing	<ul style="list-style-type: none"> ▪ 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. ▪ The importance of promoting general wellbeing and physical health.
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	<ul style="list-style-type: none"> ▪ 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. ▪ How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. ▪ How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ▪ That isolation and loneliness can affect children, and the benefits of seeking support. ▪ That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. ▪ 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. ▪ 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). ▪ That it is common to experience mental health problems, and early support can help.
Wellbeing Online	<ul style="list-style-type: none"> ▪ 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. ▪ 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. ▪ 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. ▪ How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. ▪ 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. ▪ 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.

	<ul style="list-style-type: none"> ▪ That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. ▪ How to understand the information they find online, including from search engines, and know how information is selected and targeted. ▪ That they have rights in relation to sharing personal data, privacy and consent. ▪ Where and how to report concerns and get support with issues online.
Physical Health and Fitness	<ul style="list-style-type: none"> ▪ The characteristics and mental and physical benefits of an active lifestyle. ▪ 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. ▪ 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	<ul style="list-style-type: none"> ▪ What constitutes a healthy diet (including understanding calories and other nutritional content). ▪ Understanding the importance of a healthy relationship with food. ▪ The principles of planning and preparing a range of healthy meals. ▪ 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 and Tobacco and Vaping	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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 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. ▪ About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist. ▪ About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. ▪ How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic First Aid	<ul style="list-style-type: none"> ▪ How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. ▪ Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing Bodies	<ul style="list-style-type: none"> ▪ 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. ▪ 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. ▪ 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.
Non-Statutory Sex Education Taught in Summer term of Year 6	<ul style="list-style-type: none"> ▪ Know a variety of ways in which the sperm can fertilise the egg to create a baby; ▪ Know the legal age of consent and what it means.

At Valley Primary School we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

EYFS KS1 and KS2

The SCARF programme divides the year into 6 themed units:


1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Respect: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;

6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6, children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

All of the six SCARF units contribute to the learning outlined in this policy, as shown in the overview below.

 PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes
(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Keeping safe Safe and unsafe secrets Changing bodies and puberty – Generally taught in Year 4
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

The details of the planned curriculum for the Keeping Safe (Spring 1) and Growing and Changing (Summer 2) Modules are outlined below, as these more specifically teach aspects of the health, wellbeing and sex education.

Keeping Safe	Topics	Learning Outcomes
Nursery	<ul style="list-style-type: none"> • People who help me and keep me safe • Safety indoors and outdoors • What's safe to go in my body 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Name key relatives/care givers at home and those who care for them in their education settings • Recognise a 'funny tummy' feeling when something feels wrong or unsafe and say what to do • Talk about what makes them feel safe • Name potential dangers, both inside and outside, and how to avoid getting hurt • Name things in the environment that keep us safe e.g. traffic lights, warning signs, school rules • Talk about how to keep their bodies safe • Know which products in the home are to be used only by adults • Sort items according to their use and purpose • Explain who can give medicine to children and why
Reception	<ul style="list-style-type: none"> • What's safe to go onto my body • Keeping Myself Safe - What's safe to go into my body (including medicines) • Safe indoors and outdoors • Listening to my feelings • Keeping safe online • People who help to keep me safe 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Talk about how to keep their bodies healthy and safe. • Name ways to stay safe around medicines. • Know how to stay safe in their home, classroom and outside. • Know age-appropriate ways to stay safe online. • Name adults in their lives and those in their community who keep them safe. • Be introduced to the NSPCC PANTS rules; https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/
Year 1	<ul style="list-style-type: none"> • Super sleep • Who can help? (1) • Harold loses Geoffrey • What could Harold do? • Good or bad touches? • Sharing pictures 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify simple bedtime routines that promote healthy sleep. • Recognise emotions and physical feelings associated with feeling unsafe; • Identify people who can help them when they feel unsafe. • Recognise the range of feelings that are associated with loss. • Understand that medicines can sometimes make people feel better when they're ill; • Explain simple issues of safety and responsibility about medicines and their use. • Understand and learn the PANTS rules; https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/ • Name and know which parts should be private; • Explain the difference between appropriate and inappropriate touch;

		<ul style="list-style-type: none"> • Understand that they have the right to say “no” to unwanted touch; • Start thinking about who they trust and who they can ask for help • Think about the benefits and the risks of the internet; • Recognise ways to stay safe online; • Understand the importance of consent. <p>See link below to preview the resource that will be used in the ‘Sharing pictures’ lesson. https://www.thinkuknow.co.uk/parents/jessie-and-friends/</p>
Year 2	<ul style="list-style-type: none"> • Harold's picnic • How safe would you feel? • What should Harold say? • I don't like that! • Fun or not? • Should I tell? 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Understand that medicines can sometimes make people feel better when they're ill; • Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; • Explain simple issues of safety and responsibility about medicines and their use. • Identify situations in which they would feel safe or unsafe; • Suggest actions for dealing with unsafe situations including who they could ask for help. • Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. • Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; • Identify the types of touch they like and do not like; • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. • Recognise that some touches are not fun and can hurt or be upsetting; • Know that they can ask someone to stop touching them; • https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/ • Identify safe secrets (including surprises) and unsafe secrets; <p>Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</p>
Year 3	<ul style="list-style-type: none"> • Safe or unsafe? • Danger or risk? • The Risk Robot • Alcohol and cigarettes: the facts 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify situations which are safe or unsafe; • Identify people who can help if a situation is unsafe; • Suggest strategies for keeping safe.

	<ul style="list-style-type: none"> • Super Searcher • Raisin challenge (1) <p>Help or harm?</p>	<ul style="list-style-type: none"> • Define the words danger and risk and explain the difference between the two; • Demonstrate strategies for dealing with a risky situation. • Identify risk factors in given situations; • Suggest ways of reducing or managing those risks. • Identify some key risks from and effects of cigarettes and alcohol; • Know that most people choose not to smoke cigarettes; • Define the word 'drug' and understand that nicotine and alcohol are both drugs. • Evaluate the validity of statements relating to online safety; • Recognise potential risks associated with browsing online; • Give examples of strategies for safe browsing online. • Recognise and describe appropriate behaviour online as well as offline; <p>Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</p>
Year 4	<ul style="list-style-type: none"> • Danger, risk or hazard? • Picture Wise • How dare you! • Medicines: check the label • Know the norms • Keeping ourselves safe <p>Raisin challenge (2)</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; • Identify situations which are either dangerous, risky or hazardous; • Suggest simple strategies for managing risk. • Describe stages of identifying and managing risk; • Suggest people they can ask for help in managing risk. • Define what is meant by the word 'dare'; • Identify from given scenarios which are dares and which are not; • Suggest strategies for managing dares. • Identify images that are safe/unsafe to share online; • Know and explain strategies for safe online sharing; • Understand and explain the implications of sharing images online without consent. • Identify images that are safe/unsafe to share online; • Know and explain strategies for safe online sharing; • Understand and explain the implications of sharing images online without consent. • Understand that medicines are drugs; • Explain safety issues for medicine use; • Suggest alternatives to taking a medicine when unwell; • Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).

		<ul style="list-style-type: none"> • Understand some of the key risks and effects of smoking and drinking alcohol; • Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol • Understand that we can be influenced both positively and negatively; <p>Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</p>
Year 5	<ul style="list-style-type: none"> • 'Thinking' about habits • Jay's dilemma • Spot bullying • Ella's diary dilemma • Decision dilemmas • Play, like, share • Drugs: true or false? (Optional) • Vaping: Healthy or unhealthy? • Smoking: what is normal? (Optional) <p>Would you risk it?</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Explain what a habit is, giving examples; • Describe why and how a habit can be hard to change. • Recognise that there are positive and negative risks; • Describe some of the possible outcomes of taking a risk. Recognise which situations are risky; • Explore and share their views about decision making when faced with a risky situation; • Suggest what someone should do when faced with a risky situation. • Demonstrate strategies to deal with both face-to-face and online bullying; • Demonstrate strategies and skills for supporting others who are bullied; • Recognise and describe the difference between online and face-to-face bullying. • Demonstrate strategies to deal with both face-to-face and online bullying; • Demonstrate strategies and skills for supporting others who are bullied; • Recognise and describe the difference between online and face-to-face bullying. • Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; • Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; • Know how to protect personal information online; • Recognise disrespectful behaviour online and know how to respond to it. <p>Chapter 4: Who should you tell? Childnet Chapter 5: Be careful when meeting up Childnet</p> <ul style="list-style-type: none"> • Understand some of the complexities of categorising drugs; • Know that all medicines are drugs but not all drugs are medicines;

		<ul style="list-style-type: none"> • Understand ways in which medicines can be helpful or harmful and used safely or unsafely. • Describe some of the health risks caused by vaping; • Understand that there are potential health risks of vaping that are not yet fully known; • Use critical thinking skills when reading information/media; • Understand that companies selling vaping products do so to make money; • Describe some of the possible outcomes of taking a risk. • Understand the actual norms around smoking and the reasons for common misperceptions of these. • Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; <p>Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</p>
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Growing and Changing	Topics	Learning Outcomes	RSE related vocabulary
Nursery	<ul style="list-style-type: none"> • Growing and changing in nature • When I was a baby 	<ul style="list-style-type: none"> • Talk about change in the environment • Describe the changes in babies, young animals and plants as they grow • Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like • Talk about how babies change as they grow • Explain what babies need and how this changes as they grow • Talk about how babies change as they grow • Explain what babies need and how this changes as they grow 	<p>grow change bigger taller breastfeeding adoption special needs private parts penis vulva make a baby dolls and cars are for everyone</p>
Reception	<ul style="list-style-type: none"> • Seasons • Life stages - plants, animals, humans • Life Stages: Human life stage - who will I be? • Where do babies come from? • Getting bigger • Me and my body - girls and boys 	<ul style="list-style-type: none"> • Understand that there are changes in nature and humans. • Name the different stages in childhood and growing up. • Understand that babies are made by a man and a woman and grows inside a mother's tummy. • Understand that every family is different 	<p>life cycles child baby seed penis vulva womb teenager love care adult old age</p>

		<ul style="list-style-type: none"> • Talk about similarities and differences between themselves and others • To understand that animals and humans change in appearance over time • Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals). • Make observations and ask questions about living thing • Name parts of the body (including reproductive parts) using the correct vocabulary. • Explain which parts of their body are kept private and safe and why. • Tell or ask an appropriate adult for help if they feel unsafe. 	grow
Year 1	<ul style="list-style-type: none"> • Inside my wonderful body! • Taking care of a baby • Then and now • Who can help? (2) • Surprises and secrets • Keeping privates private 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); • Understand and explain the simple bodily processes associated with them. • Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); • Understand and explain the simple bodily processes associated with them. • Identify things they could do as a baby, a toddler and can do now; • Identify the people who help/helped them at those different stages. • Explain the difference between teasing and bullying; • Give examples of what they can do if they experience or witness bullying; • Say who they could get help from in a bullying situation. • Explain the difference between a secret and a nice surprise; • Identify situations as being secrets or surprises; • Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. 	caring love attention change growing surprise secret uncomfortable privates private penis vulva hygiene

		<ul style="list-style-type: none"> Identify parts of the body that are private; Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts. 	
Year 2	<ul style="list-style-type: none"> A helping hand Sam moves away Haven't you grown! My body, your body Respecting privacy Basic first aid 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Demonstrate simple ways of giving positive feedback to others. Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages. Identify which parts of the human body are private; Explain that a person's genitals help them to make babies when they are grown up; Understand that humans mostly have the same body parts but that they can look different from person to person. Explain what privacy means; Know that you are not allowed to touch someone's private belongings without their permission; Give examples of different types of private information. 	<p>change loss feelings emotions frightened nervous unique special penis testicles bottom vulva nipples genitals penis vulva private privacy consent permission</p>
Year 3	<ul style="list-style-type: none"> Relationship Tree Body space Secret or surprise? Basic first aid 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Identify different types of relationships; Recognise who they have positive healthy relationships with. Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space; Rehearse strategies for when someone is inappropriately in their body space. 	<p>positive relationships healthy trust caring online relationships misinterpretation personal space body space invade uncomfortable stop respect touch surprise</p>

		<ul style="list-style-type: none"> Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe. 	feelings uncomfortable angry upset jealous worried excited scared talk
Year 4	<ul style="list-style-type: none"> Moving house My feelings are all over the place! All change! My changing body (from SCARF Year 3) Preparing for changes at puberty (formerly Period positive/preparing for periods) Secret or surprise? Together 	<ul style="list-style-type: none"> Children will be able to: Describe some of the changes that happen to people during their lives; Explain how the Learning Line can be used as a tool to help them manage change more easily; Suggest people who may be able to help them deal with change. Name some positive and negative feelings; Understand how the onset of puberty can have emotional as well as physical impact Suggest reasons why young people sometimes fall out with their parents; Take part in a role play practising how to compromise. Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens. Know the key facts of the menstrual cycle; Understand that periods are a normal part of puberty for girls; Identify some of the ways to cope better with periods. Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; 	compromise hormones puberty puberty pubic hair eggs sperm penis testicles breasts ovaries womb vagina vulva clitoris labia puberty menstrual cycle eggs periods menstruation sanitary pads tampons menstruation cup secret surprise uncomfortable feelings marriage live together civil partnership forced marriage

		<ul style="list-style-type: none"> • Know who they could ask for help if a secret made them feel uncomfortable or unsafe. • Understand that marriage is a commitment to be entered into freely and not against someone's will; • Recognise that marriage includes same sex and opposite sex partners; • Know the legal age for marriage in England or Scotland; • Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. 	
Year 5	<ul style="list-style-type: none"> • How are they feeling? • Taking notice of our feelings • Dear Hetty • Changing bodies and feelings • Growing up and changing bodies • It could happen to anyone • Help! I'm a teenager - get me out of here! • Dear Ash • Stop, start, stereotypes 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Use a range of words and phrases to describe the intensity of different feelings • Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; • Explain strategies they can use to build resilience. • Identify people who can be trusted; • Understand what kinds of touch are acceptable or unacceptable; • Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. • Explain how someone might feel when they are separated from someone or something they like; • Suggest ways to help someone who is separated from someone or something they like. • Know the correct words for the external sexual organs; • Discuss some of the myths associated with puberty. • Identify some products that they may need during puberty and why; including those linked to oral health 	<p>wellbeing trust resilience unwanted attention unwanted touch separation fostered puberty genitalia semen menstruation period sanitary towel tampon menstruation cup sanitary protection oral health embarrassed reactions consequences hormones compromise respect mood swings in confidence break a confidence confidential prejudice biological sex sexual orientation gender identity gender expression verbal abuse physical abuse</p>

		<ul style="list-style-type: none"> • Know what menstruation is and why it happens. • Identify the consequences of positive and negative behaviour on themselves and others; • Give examples of how individual/group actions can impact on others in a positive or negative way. • Recognise how our body feels when we're relaxed; • List some of the ways our body feels when it is nervous or sad; • Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. • Recognise that some people can get bullied because of the way they express their gender; • Give examples of how bullying behaviours can be stopped. • Explain the difference between a safe and an unsafe secret; • Identify situations where someone might need to break a confidence in order to keep someone safe. 	
Year 6	<ul style="list-style-type: none"> • Helpful or unhelpful? • Managing change • I look great! • Media manipulation • Pressure online • Is this normal? • Making babies 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Recognise some of the changes they have experienced and their emotional responses to those changes; • Suggest positive strategies for dealing with change; • Identify people who can support someone who is dealing with a challenging time of change. • Understand that fame can be short-lived; • Recognise that photos can be changed to match society's view of perfect; • Identify qualities that people have, as well as their looks. • Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender stereotypes; 	<p>change support body image self esteem manipulation media manipulation stereotype gender stereotype peer pressure right to privacy sharing online online safety puberty physical changes emotional changes rights FGM in confidence break a confidence confidential ovaries sperm testicles puberty vagina</p>



		<ul style="list-style-type: none"> • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people. • Understand the risks of sharing images online and how these are hard to control, once shared; • Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; • Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. NSPCC Share Aware Lucy & The Boy • Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; • Suggest strategies that would help someone who felt challenged by the changes in puberty; • Understand what FGM is and that it is an illegal practice in this country; • Know where someone could get support if they were concerned about their own or another person's safety. • Explain the difference between a safe and an unsafe secret; • Identify situations where someone might need to break a confidence in order to keep someone safe. • Identify the changes that happen through puberty to allow sexual reproduction to occur; • Know a variety of ways in which the sperm can fertilise the egg to create a baby; • Know the legal age of consent and what it means. 	penis orgasm embryo womb sexual intercourse consensual condom surrogacy adoption IVF age of consent
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Withdrawal of pupils from Sex Education Lessons

Parents can only withdraw their children from aspects of sex education that is not part of the National Curriculum for Science. The table below highlights these areas.

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education using the form in Appendix 1. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

We interpret sex education to mean puberty, conception, reproduction and birth. All of these themes, with the exception of conception, are statutory included in either Health Education or National Curriculum Science. The statutory guidance states that sex education should ensure children know how a baby is conceived. We interpret 'how a baby is conceived' as referring to what happens during sexual intercourse before an egg and sperm meet (reproduction). We therefore include sexual intercourse as well as IVF in our Year 6 Making Babies lesson.

Aspects of Sex Education where parents cannot withdraw their child from. 	Aspects of Sex Education that parents can withdraw their child from. 
<p>Bodily Changes during Puberty, Summer Term Year 4 and 5 (includes information on the menstrual cycle which is delivered to both boys and girls). SCARF recommends teaching this in Year 3 but Senior Leaders decide on a cohort by cohort basis as to when this content is taught. Generally this is in Year 4.</p> <p>Reproduction and Birth in animals and humans – all Year Groups as part of work on Life Cycles</p> <p>All of these themes are statutory included in either Health Education or National Curriculum Science.</p> <p>Menstrual Cycle –Taught in Year 4 to both boys and girls and covered again in Year 5. Or take out this sentence as we have mentioned it above?</p>	<p>Conception - sexual intercourse This lesson is taught in Year 6 – Summer Term 2 – Changing and Growing – Making Babies.</p>

This overview of the My Happy Mind modules shows where this curriculum supports our teaching of the Relationships, Wellbeing and Health Curriculum.

	EYF5 SEN Foundation	KS1 Years - 1 & 2 P 3/4 SEN 1 & 2	Lower KS2 - Year 3 and 4 P 4/5 SEN 3 & 4	Upper KS2 - Years 5 and 6 P 6/7 SEN 5 & 6
Features	myHappyMind music embedded in lessons myHappyMind stories shared Module characters Group learning and activities shared Provision enhancements	myHappyMind music embedded in lessons Module characters Journals (including characters) to record reflections	myHappyMind mini videos embedded Module characters Journals (including characters) to record reflections	Module symbols Journals (without characters) to record reflections/SE Additional module to support high school transition
Meet Your Brain	What the brain looks like The role of the brain The importance of looking after our brain	Learning about key parts of the brain What happens in their brain when they feel different emotions The benefits of calming strategies	Key parts of the brain and how they work How to support their brain when feeling different emotions Creating positive habits	The science behind the brain in more detail and understand how to react positively Use calming strategies independently
Celebrate	How Character Strengths make us unique and special Celebrate differences	Learn the 5 Character Strengths Identify their Character Strengths Celebrate others' Character Strengths	Identify Character Strengths in different scenarios Develop their Character Strengths	The importance of identifying Character Strengths in themselves and others How Character Strengths help in different situations How Character Strengths can support them through transition
Appreciate	What appreciation is How to show gratitude	What we should appreciate The benefits of showing gratitude	Develop the skill of gratitude The benefits of giving and receiving gratitude	The brain's reaction to giving and receiving gratitude at a deeper level Creating daily habits of gratitude How gratitude can help them through tough times
Relate	The importance of listening to others How to develop good listening skills	What relate means Celebrate differences in others What Active Listening is	Looking at different perspectives The importance of friendships The benefits of Active Listening	How to build successful friendships Skills needed to actively listen How relationships can support them through transition
Engage	What Goal Setting is Why goals are important	What it means to engage How to set goals	How to develop the skills of perseverance and resilience Reflect on goals whether they are achieved or not	Individual and team goals How to remain engaged with goals Independently create goals and know the steps and strategies needed to achieve these

Safe & Effective Practice

Establishing a safe learning environment for lessons in health and sex education is of paramount importance. Staff and pupils will agree ground rules (SCARF Rock Agreement) at the start of the year and these will be referred to at the beginning of each lesson in this area of the curriculum.

Distancing techniques will also be used to distance the topic from individual pupils or staff members so that personal circumstances are not freely discussed which could lead to upset or embarrassment.

Each classroom will have question boxes (separate from the normal class worry boxes) where pupils can post questions before, during and after their lessons on relationships. Pupils will be taught that anonymous questions will be answered publically in front of the whole class but, where a child adds their name to a question, this indicates that they would like to receive an answer on a 1:1 basis.

SCARF RSE workshops

For Years 4, 5 and 6, in Summer term, we incorporate workshops delivered by an educator from Coram Life Education, who specialises in the delivery of RSE. The class teacher uses the SCARF lesson plans to teach the aspects of the Growing and Changing topic that are not covered in the workshop or to provide follow up discussion where needed.

Prior discussions will take place with all visitors and agencies to ensure that the content to be delivered is relevant and age-appropriate. The necessary checks will also be undertaken to ensure the work of

any visitor or external agency complies with the promotion of Fundamental British Values of Democracy, The Rule of Law, Mutual Respect, Individual Liberty and Tolerance of those with different faiths and beliefs.

Lesbian, Gay, Bisexual and Transgender content

Research shows that, on average, about 10% of pupils will go on to define themselves as gay, lesbian, or bi-sexual. It is possible that some pupils will also have LGB parents / carers, brothers or sisters, other family members and / or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

(Taken from SCARF model policy, but this has not yet been updated for 2025 DFE guidance.)

Adopted Pupils

The school recognises that much of the planned provision for relationships education has the potential to provoke a vast range of emotions for pupils who have been adopted especially when pupils are asked to compare how they have changed since they were a baby or when discussing hereditary genetics relating to health.

Class teachers must share the curriculum maps for relationships education with the parents of an adopted pupil and discuss any potential triggers which might arise and how best to manage or minimise these during and after lessons on relationships.

All pupils will learn about adoptive families as part of the planned provision on families that might be different from their own and during this teaching, pupils will be taught the importance of the appropriate vocabulary used in order to avoid upset and offence. Terminology such as birth family, forever family, birth parent / child will be taught while terms such as real parent or real / natural child / own child will be discouraged.

The school also recognises that, from time to time, adopted pupils might choose to share aspects of their life story with staff and peers. Again, the school will discuss options with the pupils' family ensuring that the interests of the child and the safety of the whole family are kept central to all decision making.

Race & Ethnicity

At Valley, we understand that the youngest of children notice and think about race. Adults often worry that talking about race will encourage racial bias in pupils but the opposite is true. Silence about race reinforces racism by letting pupils draw their own conclusions based on what they see. Schools play a powerful role in helping pupils of all ages develop positive attitudes about race and diversity and the skills and understanding needed to promote a more just future.

As part of relationships education at Valley Primary School, from the outset, pupils will celebrate ethnicity and diversity whilst also discussing and learning about the negative impact of racism and discrimination. As pupils progress through the school, they will gain an understanding of unconscious bias in order to empower all pupils to challenge racial stereotypes and racial bias wherever they encounter it in the future.

Disability

As pupils move through their learning journey at Valley Primary School, disability in all its forms will be discussed and celebrated. Pupils will learn that people with disabilities have an equal right to safe, caring, respectful relationships and pupils in Years 5 and 6 will also learn about the role of the disability discrimination act and the role this has played in championing equality for all.

Safeguarding

Health, Sex and Relationships education forms part of the school's wider work on safeguarding educating pupils about what is appropriate and what is not appropriate in order to empower each individual to make safe, healthy choices in childhood and throughout their adult lives.

The school recognises that discussions held during these lessons may give rise to disclosures of a child protection nature and any such disclosure should be reported immediately to the Designated Safeguarding Lead (DSL) or, in their absence, their deputy and should be treated in accordance with the school's normal safeguarding procedures as outlined in the Child Protection Policy.

Transitions

Transitions are critical times in a child's development especially in terms of their relationship with self and others. At Valley, we recognise all the key transitions from Pre-School to Reception, Reception to Year 1, Key stage 1 to Key Stage 2 and Year 6 to secondary school. Alongside these, we also recognise that changing from one year group to another can be a significant step for some. To support pupils through all these transitions, we provide different strategies including transition booklets, meet the teacher events, who am I? profiles, school-to-school liaison, stay and play sessions and a mentoring service for those who need it in Year 6. We use the My Happy Mind module for Year 6 Transition. At Valley, we believe it is important for pupils to be taught about their bodily changes at different points as they move through the school to assist them in negotiating healthy, happy transitions.

Bereavement

Death and dying form a natural part of life's journey. Every child is unique and will cope with the death of someone important to them in their own way. When studying animal and human life cycles, death is discussed in an age-appropriate way as a natural part of these cycles. There is no magic formula when it comes to discussing death and dying with young pupils, but things that will help include:

- Clear, honest and age-appropriate information
- Reassurance that they are not to blame and that different feelings are OK
- Normal routines and a clear demonstration that important adults are there for them
- Time to talk about what has happened, ask questions and build memories
- Being listened to and being given time to grieve in their own way

Engaging Stakeholders

Parents play a fundamental role in the creation of this policy and they will also be invited to review the overall effectiveness of its implementation through surveys and other engagement events.

Specific year-group content for relationships education will be shared with all parents via the curriculum maps and parents will also be notified as to when their child will receive relationships education.

The school will also hold information events at school where parents can ask questions about the content of the planned provision and also view the resources that will be used in lessons.

The school will also look to work closely with the school healthcare team, Virtual Head Teacher and Bromley Y to explore ways in which they can contribute to health and sex education lessons at Valley Primary School.

Monitoring, Reporting & Evaluation

The school's PSHE Lead supported by the school's Leads for PE and Computing is responsible for the monitoring of provision relating to health and sex education. Monitoring work such as lesson drop-ins, book looks, pupil, parent and staff voice all form part of the termly monitoring cycle at Valley.

Review Date

This policy will be reviewed every three years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

Appendix 1

To be completed by the parents			
Name of Pupil		Class	
Name of Parent		Date	
Reasons for the withdrawal from the non-science components of sex education from the Health, Sex and Relationships Curriculum			
Any other information you would like the school to consider			
Parent Signature			

To be completed by the school	
Agreed actions from discussion with parents	
Signed	