



**Enjoy Believe Achieve**

[Winmarleigh C of E Primary School.](#)

PSHE,

Relationships, Sex and Health  
Education Policy

WINMARLEIGH C.E. PRIMARY SCHOOL

RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

**Governors' Statement**

The Governing Body of Winmarleigh C of E Primary School approves and supports the Relationships, Sex and Health Programme prepared for the pupils at the school. The programme is rooted in the Christian faith and is designed to meet the needs of all our pupils. The Governors believe that Relationships, Sex and Health education is important in promoting the spiritual, moral and cultural development of our children, as well as helping them to understand their developing bodies and feelings. At Winmarleigh C of E School, sex education is taught in the context of relationships and encouraging respect for self and others. The programme concerns the whole person and is developmental, covering many aspects from 4-11 years. Partnership with parents is considered vital in maximising the success of the programme and is an integral part of the learning for pupils at our school. Parents have a right of withdrawal of their child from any sex education which falls outside the National Curriculum Guidelines for Science. If they wish to discuss this further they should contact the Headteacher.

## Contents

### Statement of intent

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [Organisation of the curriculum](#)
4. [Consultation with parents](#)
5. [Relationships education overview](#)
6. [Health education overview](#)
7. [Sex education](#)
8. [Delivery of the curriculum](#)
9. [Equality and accessibility](#)
10. [Curriculum links](#)
11. [Withdrawing from the subjects](#)
12. [Monitoring quality](#)
13. [Monitoring and review](#)

## Statement of intent

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

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

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

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Signed by:

Headteacher

Date:

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Chair of governors

Date:

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## 1. Legal framework

- 1.1. This policy has due regard to legislation and statutory guidance including, but not limited to, the following:
  - Section 80A of the Education Act 2002
  - Children and Social Work Act 2017
  - The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
  - Equality Act 2010
  - DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
  - DfE (2013) 'Science programmes of study: key stages 1 and 2'
- 1.2. This policy operates in conjunction with the following school policies:
  - Child Protection and Safeguarding Policy
  - Behavioural Policy
  - SEND Policy
  - Inclusion Policy
  - Equal Opportunities Policy
  - Anti-Bullying Policy
  - Social, Emotional and Mental Health (SEMH) Policy
  - Online Safeguarding Policy

## 2. Roles and responsibilities

- 2.1. The governing body is responsible for:
  - Ensuring all pupils make progress in achieving the expected educational outcomes.
  - Ensuring the curriculum is well led, effectively managed and well planned.
  - Evaluating the quality of provision through regular and effective self-evaluation.
  - Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
  - Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
  - Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
  - Ensuring the religious ethos of the school is maintained and developed through the subjects.
- 2.2. The Headteacher, Mrs Campbell, is responsible for:
  - The overall implementation of this policy.
  - Ensuring staff are suitably trained to deliver the subjects.
  - Ensuring that parents are fully informed of this policy.
  - Reviewing requests from parents to withdraw their children from the subjects
  - Discussing requests for withdrawal with parents.
  - Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
  - Reporting to the governing board on the effectiveness of this policy.
  - Reviewing this policy on an annual basis.
- 2.3. The PSHE/RSE Subject Leader, Mrs Campbell, is responsible for:
  - Overseeing the delivery of the subjects.

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

2.4. Teachers are responsible for:

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

2.5. In line with 2.4, the teachers who will be delivering relationships, sex and health education are outlined below:

Name	Job title
Mrs Clare Darling	EYFS and KS1 Leader
Mrs Sarah Shaw	KS2 Leader
Mrs Claire Thornber	TA Level 3
Mrs Julia Campbell	TA Level 3

### 3. Organisation of the curriculum

- 3.1. Every primary school is required to deliver statutory relationships education and health education.
- 3.2. For the purpose of this policy, **“relationships and sex education”** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.
- 3.3. For the purpose of this policy, **“health education”** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- 3.4. The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school’s PSHE curriculum.

- 3.5. The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance.
- 3.6. The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.
- 3.7. We consult with parents, pupils and staff in the following ways:
  - Questionnaires
  - Meetings
  - Training sessions
  - Newsletters and letters
- 3.8. Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:
  - Emailing Mrs Campbell directly

The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.

- 3.9. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

#### **4. Consultation with parents**

- 4.1. The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum.
- 4.2. The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in [section 3](#) of this policy.
- 4.3. Parents are provided with the following information:
  - The content of the relationships, sex and health curriculum
  - The delivery of the relationships, sex and health curriculum, including what is taught in each year group
  - The legalities surrounding withdrawing their child from the subjects
  - The resources that will be used to support the curriculum
- 4.4. Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

## 5. Relationships education overview

Winmarleigh C of E Primary School plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

**By the end of primary school, pupils will know:**

Statutory Guidance	Relationships Education at Winmarleigh C of E Primary School
<p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>• That families are important for them growing up because they can give love, security and stability.</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.</li> <li>• That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>	<p><b>EYFS (Reception)</b></p> <ul style="list-style-type: none"> <li>• Children in the EYFS will cover many areas of learning through Personal, Social and Emotional Development. PSED are three building blocks of future success in life. They are closely linked to each other and often bracketed together as one area of learning and development.</li> <li>• Personal development (Being me) – how we come to understand who we are and what we can do and how we look after ourselves.</li> <li>• Social development (Being social) – how we come to understand ourselves in relation to others, how we make friends, understand the rules of society and behave towards others.</li> <li>• Emotional development (Having feelings) – how we come to understand our own and others’ feelings and develop our ability to ‘stand in someone else’s shoes’ and see things from their point of view, referred to as empathy.</li> </ul> <p><b>Year 1 &amp;Year 2</b></p> <p><b>They will learn:</b></p> <ul style="list-style-type: none"> <li>• Families are important for children and to be able to identify the people who love and care for them.</li> <li>• The characteristics of a healthy family life and the different roles that people in their lives play.</li> </ul>



## **Caring Friendships**

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

## **Respectful relationships**

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness

- Who they can turn to if someone in their family is making them worried.
- That hurtful behaviour, both on and offline is not acceptable and they will start to understand how people may feel that experience hurtful behaviour.
- Basic techniques to resist pressure into doing something they don't want to do.
- How to respond safely and appropriately to adults they don't know.
- How to report their concerns or abuse and where to get advice from as well as giving them the vocabulary to allow their concerns to be heard and understood.
- The rules and principles for keeping themselves safe online.
- How to recognise and report feelings about being unsafe.
- The Characteristics of friendships and how healthy friendships are positive.

## **Living in the Wider World** – They will learn about:

- The different roles/jobs people have in our community.
- Where money comes from and how we can look after our money.
- Some of the strengths and interests someone might need to do different jobs.

## **Year 3 & 4**

### **They will learn:**

- The characteristics of a healthy family life including being there for each other in times of difficulty.
- That healthy friendships are positive and welcoming, how a healthy friendship makes them feel included but also how to seek support if they feel excluded or lonely.

- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help
- What a stereotype is, and how they can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

#### **Online relationships**

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

#### **Being safe**

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.

- The importance of self-respect and how this links to their own happiness.
- How to show respect for others in their community and the online community.
- The different types of bullying and how to get help, the impact bullying can have and how to seek help if they feel they are being bullied.
- The concept of privacy and that it is not always right to keep a secret if they relate to being safe.
- That there are times when it is right to break a confidence or share a secret.
- How to keep safe online and how to recognise who to trust and who not to trust – if a friendship (online or offline) is making them feel uncomfortable they will be taught how to manage this and ask for support.

#### **Living in the Wider World** – They will learn about:

- The concept of money, the different ways to pay for things.
- Different attitudes to money.
- How spending decisions can affect the environment.
- The risks associated with money.

#### **Year 5 & 6**

##### **They will learn:**

- Families are important for children growing up because they give love and stability (including single parents, same-sex parents, step-parents, blended families, foster parents)
- That marriage represents a formal and legally considered commitment.

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| <ul style="list-style-type: none"> <li>• That it is not always right to keep secrets if they relate to being safe.</li> <li>• That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• How to ask for advice or help for themselves and others, and to keep trying until they are heard.</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• Where to seek advice, for example, from their family, their school and other sources.</li> </ul> | <ul style="list-style-type: none"> <li>• People in a loving and committed relationship can live together or apart.</li> <li>• Other families in the wider world sometimes look different but the differences should be respected.</li> <li>• Stable, happy and caring relationships are at the heart of a happy family.</li> <li>• How important friendships are in making us feel happy and secure and what constitutes a positive, healthy friendship.</li> <li>• About privacy and personal boundaries within a friendship.</li> <li>• Friendships change overtime and there are benefits to having different types of friends.</li> <li>• The importance of respecting others when they are different.</li> <li>• To listen and respond constructively to a wide range of people whose traditions, beliefs and lifestyle are different to their own.</li> <li>• The concept of privacy and keeping secrets, that each person’s body belongs to them and strategies to deal with unwanted physical contact.</li> <li>• The importance of permissions-seeking and giving in relationships with friends, peers and adults.</li> <li>• The importance of respect in both online and face-to-face relationships and how to respond safely to adults they don’t know.</li> <li>• How stereotypes can be unfair, negative or destructive.</li> </ul> |
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**6. Health education overview - By the end of primary school, pupils will know:**

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

Statutory Guidance	Health Education at Winmarleigh C of E Primary School
<ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.</li> </ul>	<p><b>EYFS (Reception)</b> See PSED in Relationships Education.</p>

- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

#### **Internet safety and harms**

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.

#### **Year 1 & 2**

##### **They will learn:**

- The effects of bullying (including cyber bullying)
- That mental well-being is a normal part of daily life in the same way as physical health.
- That there are a normal range of emotions that all humans experience in different situations, how to name and recognise these feelings and how to recognise what other people might be feeling.
- The benefits of physical exercise and simple self care techniques including playing outside, spending time with their family, doing things they enjoy and getting enough sleep.
- Ways to manage some of the 'big' feelings that they may encounter and how they can calm themselves down if they don't feel good.
- Ways to keep safe in familiar and unfamiliar environments – fire safety, water safety and road safety.
- Children will learn (during their Science lessons) the main parts of their body including external genitalia, for example vulva, vagina, penis and testicles.

#### **Year 3 & 4**

##### **They will learn:**

- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge if their feelings/behaviour is appropriate.
- Where and who to speak to if they are worried about someone else's or their own mental wellbeing.
- About some of the different ways information and data is shared and used online, including for commercial purposes.

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

### **Physical health and fitness**

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

### **Healthy eating**

- What constitutes a healthy diet, including an understanding of calories and other nutritional content
- The principles of planning and preparing a range of healthy meals

- About the importance of keeping personal information private; strategies for keeping safe online and what to do if they see or read something they are worried about online.
- The principles of planning and preparing a range of healthy meals, what constitutes a healthy diet and the benefits to eating a nutritionally rich and varied diet.
- The risks associated with not eating a balanced diet such as obesity and tooth decay.
- How to recognise and talk about their emotions.

## **Year 5 & 6**

### **They will learn:**

- That each person's body belongs to them and the differences between appropriate and inappropriate or unsafe physical, and other, contact. That female genital mutilation (FGM) is against British law, what to do and who to tell if they think they or someone they know might be at risk.
- The concepts of basic first aid – basic techniques for dealing with common injuries including making a 999 call.
- Isolation and loneliness can affect children and that it is important for children to discuss their feelings – strategies for dealing with emotions, challenge and change.
- That mental illness is common but if the right support is made available and accessed problems can be resolved.
- To consider how their online actions affect others and where they can get support.
- About the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online
- Where to seek support if they are worried about their own or someone else's mental wellbeing.
- That the internet can also be a negative place where online abuse,

- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

### **Drugs alcohol and tobacco**

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### **Health and prevention**

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

### **Basic first aid**

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

trolling, bullying and harassment can take place, which can have a negative impact on mental health.

- Why there are age restrictions for computer games and online gaming.
- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
- To recognise that drug use can become a habit which can be difficult to break.
- How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.
- During their Science lessons about the key facts about puberty, the changing adolescent body, physical and emotional changes and key facts relating to the menstrual cycle. Why there are age restrictions for computer games and online gaming.

### **Living in the Wider World**

- The different ways to pay for things and the choices people have.
- The different attitudes towards saving and spending money.
- Peoples spending decisions can affect others and the environment (Fair Trade, single use plastics and giving to charity.)

### **Changing adolescent body**

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

## 7. Sex education

- 7.1. All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.
- 7.2. At our school, we do teach pupils sex education beyond what is required of the science curriculum.
- 7.3. Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with [section 3](#) and [section 4](#) of this policy.
- 7.4. The age and development of pupils is always considered when delivering sex education.

**In Upper Key Stage 2:** During their science lessons they will learn about external genitalia and internal reproductive organs, how the process of puberty relates to human reproductions, the physical and emotional changes during puberty and the process of reproduction and birth as part of the human life cycle.

## 8. Delivery of the curriculum

- 8.1. The relationships, sex and health curriculum will be delivered as part of our PSHE curriculum.
- 8.2. Through effective organisation and delivery of the subject, we will ensure that:
  - Core knowledge is sectioned into units of manageable size.
  - The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
  - Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- 8.3. The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children’s physical, emotional and sexual development.
- 8.4. Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- 8.5. At the point we consider it appropriate to teach pupils about LGBTQ+, we will ensure that this content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson.
- 8.6. Pupils will be taught about LGBTQ+ in Year 5 and 6; however, we will always consider the development and maturity of pupils before teaching this topic.
- 8.7. The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.
- 8.8. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils’ needs.
- 8.9. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 8.10. Teachers will ensure that pupils’ views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil’s age.
- 8.11. The programme will be designed to focus on boys as much as girls, and activities will be planned to ensure both are actively involved, matching their different learning styles.
- 8.12. Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.
- 8.13. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
- 8.14. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.



- 8.15. Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader, Mrs D Westwood, before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.
- 8.16. At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and when, will be planned in conjunction with parents.

## 9. Equality and accessibility

- 9.1. The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:
  - Age
  - Sex or sexual orientation
  - Race
  - Disability
  - Religion or belief
  - Gender reassignment
  - Pregnancy or maternity
  - Marriage or civil partnership
- 9.2. The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.
- 9.3. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.
- 9.4. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.
- 9.5. Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.
- 9.6. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.
- 9.7. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behavioural Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

## 10. Curriculum links

- 10.1. The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.
- 10.2. Relationships, sex and health education will be linked to the following subjects in particular:
  - **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.

- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

## **11. Withdrawing from the subjects**

- 11.1. Relationships and health education are statutory at primary and parents **do not** have the right to withdraw their child from the subjects.
- 11.2. As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from all or part of the sex education curriculum.
- 11.3. The Headteacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.
- 11.4. The headteacher will keep a record of the discussion between themselves, the pupil and the parent.
- 11.5. The headteacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.
- 11.6. The parent will be informed in writing of the headteacher's decision.
- 11.7. Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

## **12. Monitoring quality**

- 12.1. The PSHE/RSE Subject Leader is responsible for monitoring the quality of teaching and learning for the subjects.
- 12.2. The PSHE/RSE Subject Leader subject leader will conduct subject assessments on a half-termly basis, which will include a mixture of the following:
  - Learning walks
  - Book Looks
  - Discussions with the children.
- 12.3. The PSHE/RSE Subject Leader will create annual subject reports for the Headteacher and Governing Body to report on the quality of the subjects.

## **13. Monitoring and review**

- 13.1. This policy will be reviewed on an annual basis by the PSHE/RSE Subject Leader and the Headteacher.
- 13.2. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.
- 13.3. The governing board is responsible for approving this policy.
- 13.4. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Subject Leader – Mrs Campbell

Head Teacher - Mrs Campbell

Review Date – February 2025