



Relationship, Health and Sex Education (RHSE) Policy

Lionel Walden Primary School

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Context

Relationships Education in our school

Relationships Education and Health Education are statutory for all primary-aged pupils. We believe Relationships Education is learning about emotional, social and physical aspects of our lives, about ourselves and our relationships. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips pupils with the information and skills they need to understand about themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help pupils to develop skills to keep themselves and others safer, physically and emotionally, both online and offline. Relationships Education enables pupils to explore their own attitudes, and those of others, respectfully.

Context of Wider PSHE

We deliver Relationships Education as part of our wider provision of Personal, Social and Health Education (PSHE), which also includes statutory Health Education.

Aims of Relationships Education

Through the delivery of Relationships Education, we intend to further our school's aims of providing a curriculum which is relevant to the needs of pupils, both now and in the future. It will enable pupils to develop knowledge, skills and attitudes which will enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

All adults in school will work towards achieving these aims for Relationships Education. We seek to enable our children to:

- Develop kindness, respect, empathy, honesty and self-worth.
- Develop interpersonal and communication skills.
- Develop positive, personal values and a moral framework that will guide their decisions and behaviour.
- Respect themselves and others, their views, backgrounds, cultures and experiences.
- Develop respectful, caring relationships based on mutuality, reciprocity and trust.
- Develop their ability to keep themselves and others safe, physically and emotionally, both online and offline.
- Explore relationships in ways appropriate to their age and stage of development.
- Value, care for and respect their bodies.
- Build confidence in accessing additional advice and support for themselves and others.

Roles and Responsibilities

Governing Body ensures policy compliance; that content and materials align with DfE guidance; that the curriculum is accessible for SEND; and that parents are clearly informed, including about withdrawal from Sex Education.

Headteacher ensures statutory requirements are met; approves resources and external providers; assures staff training and quality of delivery.

PSHE/RSHE Lead coordinates the curriculum, sequencing, resources, staff CPD, parental transparency, and monitoring & evaluation.

All Staff deliver RSHE in line with this policy; model respectful behaviour; follow safeguarding procedures; use agreed ground rules and safe teaching approaches.

Definitions and Scope

Relationships Education (statutory): Knowledge and skills to build **positive, respectful, safe relationships** (families; friendships; respectful relationships; online relationships; being safe).

Health Education (statutory): **Physical and mental wellbeing**, including sleep, healthy eating, physical activity, dental health, sun safety, **drugs, alcohol, tobacco and vaping**, basic first aid and **developing bodies** (puberty and menstruation).

Sex Education (primary, non-statutory): At our school this refers only to **how a human baby is conceived and born** (beyond the primary Science curriculum), taught in **Years 5–6** in an age appropriate manner. Parents may request withdrawal (see §9).

Implementing Our Policy

Inclusion

In relation to those with special educational needs or disability, we ensure our Relationships Education programme provides for those with additional needs. We recognise that those with SEND are often more vulnerable to sexual harassment and abuse and that we need to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer. We consider:

- Their level of vulnerability to coercion and pressure.
- Their previous experience of negative behaviours in peer or child-adult relationships.
- Their need to learn and demonstrate appropriate behaviour.
- Their need to develop self-esteem and positive body image.
- The need to involve all staff and parents/carers in policy development, planning and training.
- The management of personal care.
- Clarity about sources of support for pupils.

Equality

The Equality Act 2010 has special resonance in Relationships Education. Through this area of learning, we seek to develop key interpersonal skills, such as respect and empathy, which enable pupils to understand the rights and responsibilities we all have towards one another. The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We will ensure that our provision of Relationships Education is not only equally accessible and inclusive for all pupils with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups. Teaching about relationships and families reflects the diverse society in which we live and recognises that families can take many forms. This includes, but is not limited to, single-parent families, families with same-sex parents, adoptive families, foster families, and families led by grandparents or other carers. Teaching is grounded in respect, inclusion, and the principles of the Equality Act 2010, and reflects current UK law. To ensure that Relationships Education meets the needs of all:

- We will reflect a range of lifestyles and family structures so that all children see themselves and their families reflected back in the lessons.
- We will ensure that the law in relation to, for example, marriage, online behaviours, sexuality, gender and violence are explained in age-appropriate ways.
- Where there are different cultural or religious views about families, relationships or behaviours, we will share these to ensure children see their family views represented.
- We will not seek to gain consensus but will accept and celebrate difference.
- We will, as appropriate, ensure that a variety of views and beliefs are reflected back to pupils.
- In order to ensure that children of all genders can access information they need, we will teach in mixed gender groups wherever possible.
- We will encourage respect and discourage abusive and exploitative relationships.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

Safeguarding

We understand the importance of high-quality Relationships Education as we fulfil our statutory safeguarding duties. Relationship Education enables pupils to understand about mutual, consensual and reciprocated relationships in all their forms. Whether the children are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships.

Teaching about 'Family and Friends' and 'Anti-bullying' enables us to fulfil our statutory duty to prevent 'peer-on-peer' abuse.

Relationships Education supports safeguarding by helping pupils recognise inappropriate, harmful, or abusive behaviour, including child-on-child abuse and harmful sexual behaviour.

Pupils are taught that abuse is never their fault and are supported to report concerns.

Any disclosures or concerns arising from RSE lessons are managed in line with the school's Safeguarding and Child Protection Policy. RSE and Personal Safety enable us to fulfil our duty to prevent Female Genital Mutilation (FGM).

All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead immediately.

Development of the Policy

This Policy has been developed in consultation with staff, governors and parents/carers. The consultation period followed the provision of information about the duties and statutory elements which have to be included in Relationships Education. It has also included gathering views on needs and priorities for the school community. All views expressed by staff, governors and parents/carers about the Policy have been considered. Consultation did not give a veto to individual members of the school community. The final decision on policy and delivery has been made by the school, having listened to the needs and views of the school community.

Right to be excused from Relationship Education

Parents and carers do not have the right to withdraw their child from Relationships Education or Health Education.

Involving the Whole School Community

Working with Staff

Teaching Relationships Education can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop their own knowledge, skills and attitudes. We recognise that every adult has different personal beliefs and attitudes but that all teachers must understand and comply with their duties connected with safeguarding, equality and inclusion. Teachers have a duty to deliver statutory areas of the curriculum and all teachers will be supported to develop their skills in delivering non statutory areas such as sex education. Staff delivering Relationships and Sex Education are supported through appropriate training and access to up-to-date guidance and resources. Training needs are reviewed regularly to ensure staff feel confident, knowledgeable, and supported in delivering sensitive content safely and effectively. We may also use team teaching to develop confidence.

Engaging with Pupils

We will involve pupils in the evaluation and development of their Relationships Education in ways appropriate to their age. We will seek opportunities to discuss children's views about the content of their PSHE lessons.

- We will refer to local/countywide/national data e.g. Health Related Behaviour Survey for our school/locality.
- We will engage the pupils in assessment activities to establish their development needs.

- We will encourage pupils to ask questions as they arise by developing our school's culture of open questioning, along with providing anonymous question boxes where appropriate.

Working with Governors

This Policy has been developed with governor involvement, so that the governors are able to fulfil their statutory duties. It is the responsibility of the governors to ensure, through consultation, that the Relationships Education Policy reflects the needs and views of our community.

In order to facilitate this process, the Relationships Education Policy will appear annually on the agenda of one governors' meeting. The Policy will be available on the school's website. A link governor for PSHE (including Relationships Education) will be nominated.

It is the role of governors to ensure that:

- Pupils make progress in Relationships Education in line with the expected educational outcomes.
- The subject is well led, effectively managed and well planned.
- The quality of provision is subject to regular and effective self-evaluation.
- Teaching is delivered in a way which is accessible to all.
- Clear information is given to parents/carers.
- The subject is resourced and taught in a way which enables the school to fulfil statutory requirements.

Communicating with Parents/carers

Parents/carers are the first educators of their children about relationships, emotions, empathy, respect and growing up. We recognise that many children like to receive information about relationships from their parents/carers, in addition to their learning in school. We work in partnership with parents and carers and are committed to openness and transparency. Parents are informed about RSE content in advance and may view curriculum materials on request. Any concerns or complaints relating to RSE should be raised in line with the school's published complaints procedure. We will encourage this partnership by:

- Sharing details of our curriculum on our website.
- Informing parents/carers by newsletter or leaflet of forthcoming Relationships Education.
- Inviting parents to learn more about the approach used in Relationships Education and RSE.
- Informing parents/carers about PSHE, Relationships Education and RSE programmes as their child joins the school through the school website.
- Providing supportive information about parents' role in Relationships Education.
- Signposting parents/carers to sources of support to help them address the needs of their child or build their own confidence in talking about relationships with their children.

Working with External Agencies and the Wider Community

We believe that all aspects of Relationships Education are most effectively taught by school staff who know the pupils well and are aware of their individual needs. Occasionally, visitors may be invited into our school to enhance, but never replace, our planned provision. We will work closely with any visitors to ensure that the needs of our pupils are appropriately met. We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in direct liaison with the Class teacher, taking account of the age and needs of the group and the context of the work within the Relationships Education programme.
- Visitors will be reminded that, whilst contributing to Relationships Education in a classroom setting, they must adhere to the same confidentiality code as staff members. Class teaching must be seen as separate from health or other targeted interventions to support wellbeing.
- Any resources which a visitor wishes to use or distribute will be agreed with the Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

Sequencing and Local Need

Curriculum content is **spiralled** from EYFS to Year 6, building knowledge and skills ahead of likely experiences. We use local health intelligence (e.g., NHS school-age vaccination schedule, local safeguarding priorities) to time and tailor content.

Teaching About the Law

We teach the relevant law factually and age appropriately, including:

- Marriage and civil partnership; forced marriage (illegal) and age 18 rule.
- Consent (age appropriate) and age of criminal/sexual consent.
- Online Safety Act topics including image sharing (including AI generated imagery and deepfakes), sextortion, and illegal content.
- Equality Act 2010 and protected characteristics.

Relationship education overview

Our Relationships Education Curriculum is wholly consistent with the DfE statutory requirements for Relationships Education and Health Education (2020), National Curriculum (2014), other DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. We consider Relationships Education to be a continuous process of learning which begins before the children enter our school

and continues into adulthood. We have planned a curriculum appropriate to each age group with a spiral of progression. All adults working with children have a part to play in supporting the delivery of Relationships Education. The school ensures that all statutory content for Primary Relationships Education is taught by the end of Year 6. The curriculum is carefully sequenced and age-appropriate, building knowledge and skills progressively across year groups. Children learn about the following areas:

Families and people who care for me

By the end of primary school, pupils will know:

- That families are important for them growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

By the end of primary school, pupils will know:

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

Respectful relationships

By the end of primary school, pupils will know:

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

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

Online relationships

By the end of primary school, pupils will know:

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

Being safe

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter, including online, who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.

We also teach where to seek advice, for example, from their family, their school and other sources.

Our PSHE topic structure does not separate delivery of Relationships Education from Health Education and wider PSHE. We deliver topics which, taking the lead from children's lived experiences, consider related themes including development of knowledge, skills and attitudes in an integrated way. The topics where Relationships Education is a significant driver are:

- Anti-bullying;
- Digital Lifestyles;
- Diversity and Communities;

- Family and Friends;
- Managing Change;
- My Emotions;
- Personal Safety;
- Relationships and Sex Education.

Also: Working Together, Beginning and Belonging and Rights, Rules and Responsibilities

Relationships Education will be taught in:

- PSHE through designated lessons, circle time and focused events.
- Other curriculum areas, specifically Science, English, RE, PE and Computing.
- Enrichment activities, especially our assembly programme, growth mindset approaches, visits from the Life Education Centre and involvement in school trips and adventurous activities.

The school always considers the age and development of pupils when deciding what will be taught in each year group. The school implements a progressive curriculum, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

Health education overview

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

Mental wellbeing

By the end of primary school pupils will know:

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

- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

By the end of primary school, pupils will know:

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

Physical health and fitness

By the end of primary school, pupils will know:

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

Healthy eating

By the end of primary school, pupils will know:

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

Drugs, alcohol and tobacco

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

Health protection and prevention

By the end of primary school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

Personal Safety

Basic First Aid

Changing adolescent body

By the end of primary school, pupils will know:

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

Sex Education overview

The definition of Sex Education

Following guidance from the DfE, we define Sex Education as learning about ‘how a (human) baby is conceived and born’.

This extends the learning about sexual reproduction in ‘some plants and animals’ required through the Science national curriculum. It also complements the statutory requirement to teach about puberty as part of Science and Health Education, as understanding sexual reproduction in humans enables children to understand the processes of puberty.

Consultation about Sex Education

We have considered the DfE’s recommendation that all primary schools have a Sex Education programme, and we understand that this is not statutory. We understand that our teaching in sex education must be tailored to the needs and physical and emotional maturity of our pupils.

Parents/carers, governors and pupils have been consulted about this, and our school has decided that we will offer content in Sex Education in the context of Relationships Education and RSE.

Our topic, RSE, combines elements of Relationships Education (e.g. learning about families, personal safety, and emotional wellbeing) with aspects of Health Education (e.g. the changing adolescent body). This combination offers the best location for our provision of non-statutory sex education. Although ‘RSE’ as a subject is not statutory at primary level, many aspects of our RSE topic are statutory parts of Relationships Education and Health Education. Some elements of our RSE topic are part of the statutory National Curriculum for Science (e.g. the biological aspects of puberty and reproduction).

We will ensure that children receive teaching about puberty at Y5 and Y6, to prepare them for the physical, emotional, and social changes they are approaching or undergoing. We will review the age at which puberty is introduced depending on the needs of each cohort.

We understand that, at times, children will benefit from varying methods of delivering the RSE curriculum. For example, we may use single-sex groups or small group teaching where this will help us to meet the needs of children more effectively; we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

Content of Sex Education

The content of our Sex Education programme will be gradually developed in an age-appropriate way. The children will not learn about human sexual reproduction until Y5/6.

Before this, they will learn that human babies grow inside their mothers alongside learning in science that adult animals produce offspring like themselves, for example, cats have kittens, cows have calves, etc. They will learn that every human began when a seed from a male and an egg from a female join together.

In Year 6, they will learn about the means by which egg and sperm join. They will learn about human sexual reproduction and other ways that eggs and sperm are joined (eg IVF) in age-appropriate detail. They will learn about vaginal birth and caesarean section in age-appropriate ways, reflecting the experiences of children and families they know.

Delivery of the Sex Education Curriculum

Sex Education will be delivered as part of our topic called Relationships and Sex Education (RSE) by a teacher, who knows the needs and natures of the children. The teacher is best placed to tailor the learning to the needs of the pupils.

We will primarily use the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering Relationships Education. We will avoid a 'resource-led' approach, instead focussing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will evaluate teaching resources thoroughly before using them. We will select resources which:

- Are consistent with our curriculum for Relationships Education;
- Relate to the aims and objectives of this policy;
- Are suitable to the age, maturity, needs, linguistic proficiency and ability of the children;
- Appeal to adults and children;
- Are up to date in factual content;
- Are produced by a reputable organisation;
- Do not show unfair bias e.g. towards a commercial product, religious viewpoint;
- Avoid racial, gender, sexual, cultural, and religious stereotyping, and heteronormativity;
- Encourage active and participative learning;
- Conform to the statutory requirements for Relationships Education.

Parents/carers will be informed via the school website about the content of the curriculum in advance of teaching and will be invited to talk to staff if they have questions.

Teachers will be offered support to develop their skills and to learn from others where needed.

Right to be excused from Sex Education

Parents/carers have the right to request that their child be excused from some or all of Sex Education delivered as part of statutory Relationships Education.

Before granting any such request the Head Teacher and/or PSHE Leader will discuss the request with parents/carers (and if appropriate with the child) to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The educational, social and emotional benefits for the child of being part of the lessons will also be discussed. We will record the discussion and the outcomes.

We will consider compromise arrangements which will enable the child to receive Sex Education at school (e.g. same sex teacher, same sex teaching group).

If a pupil is excused from Sex Education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

The parents/carers will be asked to reconfirm their decision to withdraw their children from Sex Education each time a Sex Education element is planned for their child.

Teaching Methodologies

Our aim is that teachers use a range of teaching methodologies where skills such as communication, compromise and negotiation are practised in classroom situations and where attitudes such as respect and empathy are modelled and discussed. We encourage teachers to ensure that group work, debate, taking other people's viewpoints and working together are practised in all PSHE lessons and across the wider curriculum. Our Relationships Education lessons are not purely intended to provide information, but to explore views and perspectives and develop possible solutions through discussion and interaction.

In keeping with this approach, we base our curriculum on a series of questions children will have the opportunity to engage with, rather than banks of knowledge they will acquire.

Ground Rules: Relationships Education is taught in a safe, non-judgemental environment where all adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any Relationships Education work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language;
- The asking and answering of personal questions;
- Strategies for checking or accessing information.

Distancing Techniques: To protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experiences. For example, we will use techniques such as fictional tales, case studies, role-play, videos and theatre in education to enable children to share ideas and opinions and to practise their decision-making skills in a safe, learning environment.

In Sex Education there is a certain amount of knowledge which must be imparted. Teachers will give the facts in an accessible way using a range of approaches, such as through picture books and scientific descriptions. Pupils will be asked to consolidate their learning in ways which enable them to develop skills to discuss sexual body parts and functions confidently.

Safe and Effective Practice

In school, confidentiality is always given the highest level of consideration, however:

- Staff are unable to offer absolute confidentiality in some circumstances;
- We will reassure children that staff will act in their best interests and that this may involve sharing information, if the child is at risk of harm;
- Children will be told if information is to be shared (taking special care with very young children or those with significant special needs) and will be offered appropriate support.

Answering Questions

We acknowledge that sensitive and complex issues will arise in Relationships Education, as pupils will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content.

As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age-appropriate way, only to the pupil(s) who have asked the question. Teachers may decide to inform families about questions which go beyond the planned curriculum, to further home/school partnerships.

If a member of staff is uncertain about the answer to a question which goes beyond the curriculum, or indeed whether they wish to answer it, they will seek guidance from the Headteacher (Designated Safeguarding Lead) or Deputy Headteacher (Deputy Designated Safeguarding Lead).

In some cases, the question will reach beyond the planned curriculum for Y6 and the question will not be answered in school. The child will be asked if they would like support to ask their questions at home or to another trusted adult.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or exploitation, teachers will pass this

information to the Designated/Deputy Designated Safeguarding Lead, in line with the school's Safeguarding Policy.

Sexually Active Pupils: There are extremely rare occasions where a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. Should this occur in our school, it will be viewed as a child protection issue. The designated member of staff will follow Safeguarding Procedures and seek advice from the Designated Safeguarding Lead.

Assessment, Recording, Reporting

Relationships Education will be assessed in a variety of ways, including the use of self-assessment and teacher assessment. Guidance provided in the Cambridgeshire Primary PDP will be used.

Working with external experts

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

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

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they can participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

Curriculum links

The school seeks opportunities to draw links between RHE and other curriculum subjects wherever possible to enhance pupils' learning. RHE will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.

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

Monitoring, Review and Evaluation

Monitoring, review and evaluation of the policy is the responsibility of both the PSHE Lead and Headteacher. The governing body will ask for information relating to the effectiveness of the policy when it is monitored every year. Information will be gathered from the Headteacher, the PSHE Lead and parents/carers to inform judgements about effectiveness.

The policy will be comprehensively reviewed with engagement from members of the school community every three years, or sooner if an issue or incident occurs which warrants it.

Information gathered to inform the comprehensive review may include information about pupil progress and attainment, feedback from the teachers about the curriculum provision and staff confidence, views of parents/carers and the level of parent/carer withdrawal from Sex Education.

Appendix A

Our Relationships Education Curriculum is planned to utilise the Cambridgeshire Primary Personal Development Programme resources and is reflective of the needs of each individual cohort.

Linked National Documents

- RSE and Health Education
- Children and Social Work Bill 2017.
- Sex and Relationships Education for the 21st Century’.
- Equality Act 2010
- Keeping Children Safe in Education
- Working Together in RSE

We are all committed to working towards the implementation and development of the following entitlements.

Children and Young People are entitled to:

- Be valued and respected for who they are, considering their background, culture, faith, identity and needs;
- Accurate, up-to-date, useful and age-appropriate information delivered in a way that meets their individual needs;
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time;
- Know where and how to access information, support and local services;
- Be informed about confidentiality and how it affects them;
- Have their views and ideas received in a respectful and non-judgemental manner;
- Be involved in developing and evaluating the content, delivery and timing of their RSE programme as appropriate.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training;
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE;
- Contribute their views and ideas in support of the development of RSE for their pupils;
- Professional guidance and support;
- A clear understanding of school policy relating to RSE.

Parents, carers and other adults in the community are entitled to:

- Accurate, up-to-date, information about RSE policy delivered in an accessible way;
- A safe learning environment for their children;
- Information on how and when their children are taught RSE;
- Understand their right to withdraw their child from the aspects of the curriculum defined as ‘sex education’ and the process for expressing this right;
- Have their views and needs listened to in a respectful, non-judgemental manner.

Appendix B: What is taught where (Summary Map)

B1. Relationships Education (statutory: taught across EYFS–Y6)

- **Families:** love, care, security; diversity of families; seeking help if unsafe.
- **Friendships:** making/keeping friends; kindness; resolving conflict; loneliness.
- **Respectful relationships:** self-respect; boundaries; stereotypes; bullying and reporting.
- **Online relationships:** respectful behaviour; privacy; minimum ages; evaluating contact and content; reporting concerns.
- **Being safe:** body privacy; safe/unsafe contact; recognising harmful behaviour; trusted adults; persistence in help seeking.

B2. Health Education (statutory: taught across EYFS–Y6)

- **Mental wellbeing:** feelings, coping, help seeking, grief.
- **Wellbeing online:** healthy use, risks, gaming/monetisation, scams, reporting.
- **Physical health & fitness:** benefits of activity; routines; risks of inactivity.
- **Healthy eating:** balanced diet; planning meals; diet health links.
- **Drugs, alcohol, tobacco & vaping:** facts and risks; nicotine dependency.
- **Health protection & prevention:** sleep, dental hygiene, handwashing, sun safety, vaccination.
- **Personal safety:** roads/rail/water.
- **Basic first aid:** emergency calls; common injuries.
- **Developing bodies:** correct terminology; puberty; menstruation; period products available.

B3. Science (statutory)

- External body parts; human life cycle; growth and changes from birth to old age (including **puberty**).

B4. Sex Education (non-statutory at primary, offered in Years 5 & 6)

- **Human conception and birth** (including IVF in simple terms). Parents informed in advance; **right to request withdrawal** applies.

Appendix C: Online Safety – Additional Detail

By upper KS2 we explicitly cover:

- **Deepfakes** and manipulated media;
- **AI generated sexual imagery** and the law on creating/possessing/sharing images of under 18s;
- **Sextortion** and how to seek help;
- Escalation of conflict via social media;
- How/where to **report** content, including services such as **Report Remove** (Childline/IWF) for under 18s.

Appendix D: Sex Education Withdrawal – Process

1. Parent notifies school (email/letter).
2. Headteacher (and RSHE Lead where appropriate) meet parent to explain content and benefits and discuss any alternatives.
3. Decision recorded; withdrawal granted for Sex Education (primary), excluding any **Science** content.
4. Pupil provided with appropriate, purposeful alternative learning.
5. Decision is **reconfirmed** if Sex Education recurs in a later term/year.

Appendix E: Transparency with Parents – Access to Materials

- Parents may **view all RSHE materials** (including those from external providers) on request.
- The school will **not** use resources from providers who seek to restrict parental access contractually.
- Materials may be shown via **parent portal**, on-site viewing or controlled copies with copyright notices.

Appendix F: Key References and Signposting

- **DfE RSHE Statutory Guidance (July 2025)** – policy basis, curriculum content, parents' rights, law, equality/SEND, online safety, external agencies, openness with parents.
- **KCSIE / Working Together** – safeguarding frameworks referenced by DfE RSHE.
- **CEOP Education / Report Remove (Childline/IWF)** – age appropriate reporting routes for online harms (as referenced in DfE resources).

Appendix G: Curriculum Materials

Foundation Stage (Age 4-5)

Early Learning Goals (2019)	Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride. Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.
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The following sections gives the questions our children will engage with as part of our planned RSE provision. These areas will be covered using the Cambridgeshire Primary Personal Development Programme Units My Body and Growing Up.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
- What does my body look like? - How has my body changed as it has grown? - Who are the members of my family and trusted people who look after me?	- What differences and similarities are there between our bodies? - How can I look after my body and keep it clean?	- What can my body do? - How am I learning to take care of myself and what do I still need help with? - How do I feel about growing up?
- To describe their own appearance and name external body parts including using agreed names for the sexual parts. - To understand ways in which their body has changed since they were a baby. - To understand how members of their family and other trusted people care for and look after them.	- To recognise similarities and differences between the bodies of girls and boys. - To understand ways of looking after their body and keeping it clean.	- To understand and value what their bodies can do. - To understand ways in which they can take responsibility for looking after themselves and recognise situations where they still need to be supported by others. - To recognise how growing up makes them feel.

Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
- Who is my family and how do we care for each other? - Who are the different people who make up a family? - How do I know if something is safe or unsafe?	- How can I be a good friend? - Can I recognise and show my emotions? - Can I recognise emotions in other people and say how they are feeling? - Can I say 'No' if I feel unsure about something and it does not feel safe or good?	- What things are especially important to my family and me? - What do I think I have to keep safe from?

Key Stage 1 (Year 1/2)

Statutory Science Curriculum	- Y1 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. - Y2 notice that animals, including humans, have offspring which grow into adults - Y2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	
Non- statutory PSHE Curriculum most relevant to RSE (PSHE Assoc 2013)	- about the process of growing from young to old and how people's needs change - about growing and changing and new opportunities and responsibilities that increasing independence may bring - the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls	- about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings - the importance of and how to maintain personal hygiene - how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others

The following section gives the questions our children will engage with as part of our planned RSE provision. These are taken from the Cambridgeshire Primary Personal Development Programme Framework for Year 1/2. These areas will be covered using the CPPDP Units Relationships & Sex SR1 and SR2. Those in bold text are directly linked to the statutory elements of the National Curriculum for Science.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
What are the names of the main parts of the body? How can I keep my body clean? How can I stop common illnesses and diseases spreading? How do babies change and grow? What do babies and children need?	- What can my body do? How have I changed since I was a baby? - What are my responsibilities now I am older?	- Do I understand how amazing my body is? - When am I in charge of my actions and my body?

This section shows the Learning Objectives which will be covered using Cambridgeshire Primary Personal Development Programme Units SR1 and SR2

- To recognise the main external parts of the bodies of humans, including agreed names for sexual parts. - To know how to keep themselves clean. - To understand the importance of basic hygiene practices, e.g. washing hands, using a tissue, and how these prevent the spread of disease. - To know that humans produce babies that grow into children and then into adults. - To understand the needs of babies and young children.	- To describe what their bodies can do. - To consider the ways they have changed physically since they were born. - To consider their responsibilities now and compare these with when they were younger.	- To understand that they have responsibility for their body's actions and that their body belongs to them. - To appreciate how amazing their body is.
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Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
- What are risky situations and how can I keep myself safer? - What healthy choices can I make? - What are some of the similarities and differences between me and others? - Who looks after me and what are their responsibilities? - Do I understand what good and bad secrets might be?	- Can I name some different feelings? - How can I stand up for myself? - How can I negotiate to sort out disagreements? - Can I describe what a friend is and does? - How do I cope when friendships change?	- How do my feelings and my actions affect others? - Who is in my family and how do we care for each other? - Can I recognise and describe 'yes' and 'no' and 'I'm not sure' feelings?

Key Stage 2 (Year 3/4)

Statutory Science Curriculum	There are no relevant statutory science objectives within the Year 3/4 science curriculum however we will revise the following Key Stage 1 objectives: - Y1 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. - Y2 notice that animals, including humans, have offspring which grow into adults - Y2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	
Non-statutory PSHE Curriculum most relevant to RSE (PSHE Assoc 2013)	- To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others - To recognise their increasing independence brings increased responsibility to keep themselves and others safe - That bacteria and viruses can affect health and that following simple routines can reduce their spread	- That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media - How their body will change as they approach and move through puberty - To recognise how images in the media do not always reflect reality and can affect how people feel about themselves - About human reproduction

The following section gives the questions our children will engage with as part of our planned RSE provision. These are taken from the Cambridgeshire Primary Personal Development Programme (CPPDP) Framework for Year 3/4. These areas will be covered using the CPPDP Units Relationships & Sex SR3 and SR4. Those in bold text are directly linked to the statutory elements of the National Curriculum for Science.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
How are males and females different and what are the different parts called? What are the main stages of the human life cycle? - How do different illnesses and diseases spread and what can I do to prevent this?	- Why is it important to keep clean? - What am I responsible for now and how will this change? - What can I do for myself to stay clean and how will this change in the future?	- What can my body do and how is it special? - How do parents and carers care for babies? - What does it mean to be 'grown up'?

This section shows the Learning Objectives which will be covered using Cambridgeshire Primary Personal Development Programme Units SR3 and SR4

• To confidently identify male and female sexual parts and describe their functions. • To know terminology for sexual parts appropriate for use in different situations. • To know and understand about the physical changes that take place at puberty and how to manage them. • To understand that physical changes affect people in a variety of ways and at different rates. • To understand that safe routines can stop the spread of viruses (including HIV) and bacteria. • To know about the facts of the human lifecycle, including sexual reproduction and sexual intercourse.	• To know about aspects of personal hygiene relevant to puberty and the implications of these. • To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively. • To have an awareness that there should be a stable, caring relationship in a family to care for children securely.	• To understand how the media, families and friends can influence attitudes to their bodies. • To understand that they have some responsibility for the feelings and wellbeing of others. • To consider the reasons people enter marriage, civil partnerships e.g. love, trust, commitment. • To understand and respect people in a wide range of family arrangements e.g. second marriages, fostering, same sex partners and extended families.
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Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
• What risks are there to my safety, my friendships and my feelings? • What are some of the different lifestyles and beliefs people have? • When might I need to break a promise or tell a secret? • What changes have I already experienced and might I experience in the future?	• How can I communicate my emotions? • How can I cope with difficult emotions? • How do I cope when relationships change?	• How can I have a healthy lifestyle? • How am I changing as I grow up?

Key Stage 2 (Year 5/6)

Statutory Science Curriculum	• Y5 describe the life process of reproduction in some plants and animals. • Y5 describe the changes as humans develop to old age. Plus relevant learning from Key Stage 1 – see above.	
Non- statutory PSHE Curriculum most relevant to RSE (PSHE Assoc 2013)	•to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others •to recognise their increasing independence brings increased responsibility to keep themselves and others safe •that bacteria and viruses can affect health and that following simple routines can reduce their spread	• that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media • how their body will change as they approach and move through puberty • to recognise how images in the media do not always reflect reality and can affect how people feel about themselves • about human reproduction

The following section gives the questions our children will engage with as part of our planned RSE provision. These are taken from the Cambridgeshire Primary Personal Development Programme (CPPDP) Framework for Year 5/6. These areas will be covered using the CPPDP Units Relationships & Sex SR5 and SR6. Those in bold text are directly linked to the statutory elements of the National Curriculum for Science.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
• What are male and female sexual parts called and what do they do? • What happens to the bodies of boys and girls when they reach puberty? • How can the spread of viruses and bacteria be stopped? • What is HIV? (ref 'Relationships & Sex' OfSTED 2002 (HMI 433)) • How are babies made?	• How can I keep my growing and changing body clean? • How can I express my feeling positively as I grow up? • What should adults think about before they have a baby?	• What influences my view of my body? • What are families like? • When am I responsible for how others feel?

This section shows the Learning Objectives which will be covered using Cambridgeshire Primary Personal Development Programme Units SR5 and SR6

• To identify male and female sexual parts and describe their functions. • To know appropriate terminology for use in different situations. • To know and understand about the physical changes that take place at puberty, why they happen and how to manage them. • To understand that physical change happens at different rates for different people. • To know and understand that safe routines can stop the spread of viruses (including HIV) and bacteria. • To know about the facts of the human lifecycle, including sexual intercourse.	• To know about new aspects of personal hygiene relevant to puberty. • To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively. • To have a basic awareness of responsible parenting choices.	• To understand how the media, families and friends can influence attitudes to their bodies. • To consider how they have some responsibility for the feelings and wellbeing of others. • To consider the need for trust and love in marriage and established relationships. • To understand and respect a wide range of family arrangements.
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Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
• What are the different consequences for taking physical, social and emotional risks? • What does being healthy mean and what are the benefits? • What different kinds of families are there? • How are my friendships and relationships changing?	• How do I manage strong emotions? • How do I recognise how other people feel and respond to them? • How can I share my views effectively and negotiate with others to reach agreement?	• How can I show respect for different views, lifestyles and beliefs? • What can I do when I realise I am in a bad mood? • When am I responsible for my personal safety?