PDET

Relationships, Sex and Health Education (RSHE) Policy

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1. Overview

Peterborough Diocese Education Trust's (the Trust) vision is:

'For every child, within our Trust, to experience an excellent education and to realise their God-given potential to flourish.'

Part of achieving this vision, is helping our children embrace the challenges of creating fulfilled and successful lives. In order to do this, they 'need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships [1]. Our intention is that our children will be given high quality, evidence-based teaching of relationships, sex and health education (RSHE) to help prepare them for the opportunities and responsibilities of adult life and to promote their moral, social, mental and physical development. 'Effective teaching will support them to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trust worthiness.' It will also support 'prevention of harms by helping them understand and identify when things are not right'.

The Church of England has a charter for '*Faith Sensitive and Inclusive Relationships Education, Relationships and Sex Education and Health Education.'* We believe the Charter embraces the ethos of our Trust. A copy of the Charter is attached to this policy (Appendix 5) and we will be guided by the principles within it.

This policy is underpinned by the Trust's commitment to inclusiveness and eliminating discrimination in accordance with the Equality Act 2010; advancing equality of opportunity between people who share a protected characteristic and people who do not share it, and to foster good relations across all characteristics.

2. Context and Guiding Principles

All of Relationships, Sex and Health Education is set in the context of a wider whole-school approach to wellbeing and positive relationships supporting children to be safe, fulfilled and prepared for life beyond school. It is complemented, and supported by, the Trust's wider policies on behaviour (including bullying), SEND, respect for equality and diversity and safeguarding. It sits within the context of a school's broader ethos and approach to developing children socially, morally, spiritually and culturally; and its pastoral care system.

Relationships and Health Education is compulsory in all primary schools. We choose to teach the compulsory content of Relationships and Health Education within a wider programme of Personal, Social, Health Education, integrated within a broad and balanced curriculum. This compulsory content is age appropriate and developmentally appropriate. It is taught sensitively and inclusively, with respect to the backgrounds and beliefs of children and parents / carers. The curriculum on Health Education complements, and is supported by, the school's wider education on healthy lifestyles through physical education, food technology, science, sport and extra-curricular activity and the benefits of helping others for health, wellbeing and happiness.

Topics in RSHE will be taught in a way that does not discriminate against children or amount to harassment.

Relationships and Health Education supports the wider work of our schools in helping to foster children's wellbeing and develop resilience and character that we know are fundamental to children being fulfilled, successful and productive members of society. It complements the development of virtues such as kindness, integrity, generosity and honesty.

[1] Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers (DfE, 2025)

We are clear that parents and carers are the prime educators for children in relation to the above. We recognise that our schools complement and reinforce this role.

3. Aim

The overriding aim of Relationships, Sex and Health Education, outlined in this policy, is to put in place the key building blocks for healthy, respectful relationships (focusing on family and friendships, in all contexts, including online) alongside an essential understanding of how to be healthy. Teaching about general wellbeing and wellbeing online is central to this. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. Teaching about wellbeing will give them the knowledge and capability to take care of themselves and know how to receive support if problems arise.

4. Statutory Requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Health Education compulsory for all children in primary education.

This policy is based on the guidance *'Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams, and teachers'* which contains information on what schools **should** do and sets out the legal duties with which schools **must** comply when teaching Relationships Education and Health Education.

This policy should be read in conjunction with the following policies and guidance:

- *Keeping Children Safe in Education* (statutory guidance)
- The Trust's Safeguarding / Child Protection Policy
- The Trust's Equality Information and Objectives Statement
- The Trust's SEND Policy
- The Trust's Behaviour Policy; and
- The Trust's Prevention of Radicalisation and Extremism Policy.

Additional / related guidance can be found in the following documents:

- *National curriculum in England: citizenship, religious education, computing, science and physical education programmes of study*
- *Keeping children safe in education (statutory guidance)*
- *Early years foundation stage (EYFS) statutory framework - GOV.UK* The safeguarding and welfare requirements in section 3 cover children from 0-5 and therefore schools must follow this for children in reception year
- *Working Together to Safeguard Children* (statutory guidance on multi-agency working to help, protect and promote the welfare of children)
- *Behaviour in schools* (advice for schools, including advice for appropriate behaviour between pupils)
- *Technical guidance for schools in England | EHRC*
- *SEND code of practice: 0 to 25 years (*statutory guidance)
- *Alternative Provision* (statutory guidance)
- *Mental Health and Behaviour in Schools* (advice for schools)
- *Promoting Children and Young People's Emotional Health and Wellbeing* (guidance for schools and colleges)

- *Domestic Abuse Statutory Guidance*
- *Preventing and Tackling Bullying*
- *Teaching Online Safety in Schools*
- *The Equality and Human Rights Commission Advice and Guidance* (provides advice on avoiding discrimination in a variety of educational contexts)
- *Promoting Fundamental British Values as part of SMSC in schools* (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- *SMSC requirements for independent schools* (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development)
- *Guidance for schools on colleges on gender questioning children* (currently in draft, to be finalised after consultation)

5. Policy Development

This policy has been developed in consultation with staff, parents / carers and the Trust Board (which includes parent directors), through its Education Committee. Policy development has been divided into two parts: and has involved the following steps:

5.1 Whole Policy Development:

1. An updated draft policy was prepared by the Trust's Central Executive with reference to all relevant information including DfE statutory guidance and relevant national guidance
2. The revised updated draft policy was submitted to the Trust's Education Committee
3. Ratification: following any amendments, the final proposed policy was shared with, and ratified by, the Trust Board.

5.2 School Specific Policy Development:

1. An updated draft of School Specific details, including an overview of the programme of study to be taught, was prepared by individual school Senior Leaders and shared with staff for consultative purposes.
2. The updated draft was submitted to a parents' / carers' reference group for consultation
3. The final version of the School Specific details was appended to the Trust policy.

5.3 Developing a Curriculum

A school's curriculum should be in line with the needs of children. Effective, high-quality teaching will break down core knowledge and skills into manageable and well sequenced units, including opportunities for children to practise skills so that they will be confident to use them in real-life situations. The curriculum should build knowledge and skills sequentially, with regular feedback provided on children's progress. Lessons should ensure that all children are challenged, and assessments should identify where children need extra support or intervention.

The lead teacher will need to work closely with colleagues in related curriculum areas to ensure the subjects complement and do not duplicate content covered in national curriculum subjects such as citizenship, science, computing and PE. The lead teacher will want to look for opportunities across other curriculum subjects to reinforce concepts introduced in RSHE, for example discussing misogyny in the context of history or using examples in literature to discuss positive and less positive examples of relationships.

Schools will have regard to the '*Guiding Principles for Relationships, Sex and health Education*' as set out in page 5 of the DfE guidance when developing their curriculum

6. Relationships Education

6.1 What is Relationships Education?

The focus for primary relationships education is teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

Relationships Education starts with children being taught about:

- What a relationship is
- What friendship is
- What family means; and
- Who the people are who can support them.

From the beginning of primary school, building on early education, children should be taught:

- How to take turns
- How to treat each other with kindness, consideration and respect
- The importance of honesty and truthfulness
- Permission seeking and giving; and
- The concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate / unsafe physical and other contact are the forerunners of teaching about consent, which takes place at secondary school.

Respect for others is taught in an age-appropriate way, for example, in terms of understanding one's own and others' boundaries in play and in negotiations about space and possessions.

6.2 Healthy Friendships and Relationships:

From the start of primary school, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. This enables children to form a strong, early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

6.3 Relationships – Online:

The principles of positive relationships also apply online especially as many children in primary school will already be using the internet. When teaching relationships content, teachers will address online safety and appropriate behaviour in a way that is relevant to children's lives. Teachers include content on how information and data is shared and used, for example, sharing pictures; understanding that many websites are businesses and hence, may use information provided by users in ways they might not expect.

6.4 Families:

Teaching about families requires sensitive and well-judged teaching. Families of many forms provide a nurturing environment for children, and can include single parent families, same sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents / carers. Teaching includes teaching about healthy loving relationships and illustrates a wide range of family structures in a positive way, and care is taken to ensure that there is no stigmatisation of children based on their home circumstances.

6.5 Development of Personal Virtues:

A growing ability to form strong and positive relationships with others depends on the deliberate development of positive personal virtues. Encouraging the development and practice of resilience, for example, helps children to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, children should develop personal virtues including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

6.6 Recognising Abuse and Boundaries:

Primary relationships education is anchored in an understanding of positive relationships, but should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. Through Relationships Education, we teach children the knowledge they need to recognise and to report risks and abuse, including emotional, physical and sexual abuse. This is delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information. This also includes understanding boundaries in friendships with peers, in families and with others, in all contexts, including online. Children are also taught to understand about bullying and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation.

Children are taught to know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages, teaching children about making sensible decisions to stay safe (including online) is balanced with the fact that it is never the fault of a child who is abused and why victim blaming is always wrong.

Relationships education also introduces children to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. For example, in late primary, some of our schools may decide to discuss the pressure to share naked images if this is affecting children in the school. There may also be cases, such as when they know that children have seen pornography, in which schools may feel the need to discuss online sexual content. Teaching should, however, be age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion.

Schools will inform parents / carers of any deviation from their published RSE policy in advance and share any relevant materials with them on request.

See Appendix 2 for the content to be covered in relationships education by the end of Primary and Appendix 3 for the Trust's Expectations regarding sensitive aspects.

6.7 How Relationships Education is Taught and Who is Responsible for Teaching it

Effective high quality teaching ensures that core knowledge and skills are broken down into units of manageable size and communicated clearly to children, in a carefully sequenced way, within a planned programme of lessons. Teaching includes sufficient well-chosen opportunities and contexts for children to embed new knowledge and skills so that they can be used confidently in real life situations.

Details of how and when individual schools teach Relationships Education, and those responsible for the teaching, are set out in Appendix 1.

7. Health and Wellbeing Education

In addition to the content above, we also teach health and wellbeing education, both physical health (including puberty), general wellbeing and wellbeing online. The national curriculum for Science also

includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

7.1 What is Health and Wellbeing Education?

The aim of teaching children about health and wellbeing is:

- To enable them to make good decisions about their own health and wellbeing
- To understand the links between physical and mental health
- To recognise when things are not right in their own health or the health of others and to seek support when needed.

It is important for schools to promote children's self-control and ability to self-regulate, persevere and be determined, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere, even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing should have a positive impact on behaviour and attainment.

Our effective, quality teaching aims to reduce stigma attached to health issues, in particular relating to mental health and discourages the pejorative use of language related to ill health. We engender an atmosphere that encourages openness. This means that our children feel they can check their understanding and seek any necessary help and advice.

We focus on teaching the characteristics of good physical health, mental wellbeing and online wellbeing. Teachers are clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

As in all of RSHE, care is taken to avoid exposing children to concepts which are not appropriate for them.

7.2 The Subject Content

Health and wellbeing education starts with children being taught about:
The benefits and importance of:

- Physical activity
- Good nutrition
- Sufficient sleep; and
- Wellbeing online

It also supports children to develop emotional awareness and gives them the language and knowledge to understand the normal range of emotions that everyone experiences. This enables children to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers go on to talk about the steps children can take to protect and support their own and others' health and wellbeing, including:

- Simple self-care techniques
- Personal hygiene
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety; and

- Basic first aid.

Emphasis is given to the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors.

Children are also taught the benefits of hobbies, interests and participation in their own communities. This teaching makes clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

Children are taught about the benefits of limiting time spent online and the risks of excessive time spent on electronic devices. In Key Stage 2, children are taught why social media, some apps, computer games and online gaming, including gambling sites, have age restrictions and our aim is that they should be equipped to manage common difficulties encountered online.

A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

Puberty is covered in Health Education for Years 5 and 6. This ensures male and female children are prepared for changes they and their peers will experience. The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Hence, children are taught key facts about the menstrual cycle. (Adequate and sensitive arrangements are also put in place to help girls prepare for, and manage, menstruation including requests for period products). Schools should use appropriate language such as period pads and menstrual products instead of sanitary items or feminine hygiene products.

See Appendix 2 for the statutory content to be covered in relation to health and wellbeing by the end of primary and Appendix 3 for the Trust's Expectations regarding sensitive aspects.

7.3 How Health and Wellbeing Education is Taught and Who is Responsible for Teaching it

Details of how and when individual schools teach Health and Wellbeing Education, and those responsible for the teaching, are set out in Appendix 1.

8. Sex Education in Years 5 and 6

Whilst Relationships and Health Education is compulsory in all primary schools, Sex Education is not. However, it is important that the transition phase before moving to secondary school supports children's ongoing emotional and physical development effectively. In line with DfE recommendations, therefore, our schools incorporate a sex education programme to meet the needs of their children, tailored to the age and the physical and emotional maturity of their children and that has regard to their religious background. This ensures that both boys and girls are prepared for the changes that adolescence brings. Building on the knowledge of the human life cycle set out in the national curriculum for Science, children are taught how a baby is conceived and born.

Individual schools ensure that their teaching and materials are appropriate, having regard to the age and religious backgrounds of their children. Individual schools also take into account the significance of other factors, such as any special educational needs or disabilities of their children.

Schools are aware that children with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. RSHE can be particularly

important for these children, particularly those with social, emotional, and mental health needs or learning disabilities.

Relationships education (see above) may include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This can be done without describing the detail of any sexual activity involved. Similarly, good safeguarding practice requires young people to understand the correct terms for different parts of the body and to be able to confidently use these terms. This can be provided as part of health education in primary, without describing any detail of sexual activity.

Details of the Trust's requirements for Sex Education are set out in Appendix 3.

As well as consulting parents / carers more generally about the trust's overall policy, our schools consult parents / carers prior to the teaching of Sex Education about the detailed content of what is to be taught. This process will include offering parents an opportunity to digest the materials / resources that will be used when teaching Sex Education. It should also include supporting them in talking to their children about Sex Education and how to link this with what is being taught in school.

8.1 Right to Request Withdrawal from Sex Education

Primary schools that choose to teach Sex Education must automatically grant a parent / carer request that their child is withdrawn from this teaching, other than content that is taught as part of the science curriculum. Before granting any such request the headteacher will discuss the request with parents / carers to understand the request and clarify the nature and purpose of the curriculum. The headteacher will also discuss with parents / carers the benefits of sex education and any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what was said in the class, which may not be accurate.

Schools will also take into account the significance of other factors, such as any special educational needs or disabilities of their children and will discuss these factors with the parents / carers.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Headteacher / Head of School. Alternative work will be given to children who are withdrawn from Sex Education.

8.2 Working with External Agencies

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people, but schools always remain responsible for the content and the way in which children are taught. Schools should check that external resources are accurate, age and stage appropriate and unbiased. Schools should be particularly cautious about using resources from organisations that have a broader interest in promoting harmful products (e.g. cigarettes or alcohol) or that have a strong partisan view on a contested topic. As with any visitor, schools are responsible for ensuring that they check the visitor or visiting organisation's credentials. Schools should also ensure that the teaching delivered by the visitor fits with their planned programme and their published policy. It is important that schools discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the children. Schools should ask to see the materials visitors will use as well as a lesson plan in advance, so that they can ensure it meets the full range of children's needs (e.g. special educational needs) and should seek the views of parents / carers, making sure that all materials can be viewed by parents / carers.

It is important to agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy (*see Safeguarding section below*.)

Use of visitors should be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.

8.3 Managing Difficult Questions

Primary-age children will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships and Health Education and / or Sex Education or relate to sex education from which they have been withdrawn. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Teachers should use a variety of strategies to provide opportunities for children to ask questions e.g. the use of a question box. However, questions should not be posed anonymously so that any safeguarding issues that arise can be dealt with effectively, in liaison with the DSL.

Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including specific special educational needs or disabilities) and consider the potential for discussion on an individual basis (with two adults present) or in small groups. Schools will consider what is appropriate and inappropriate in a whole-class setting; it may be that some questions are better not dealt with in front of a whole class. Teachers should only answer questions that are within the year group's Sex Education curriculum. Children should be told to ask their parents / carers or [trusted adult] if questions go beyond the Sex Education curriculum offered at the school appropriate to their year group.

Details of how individual schools handle such questions are set out in Appendix 1.

8.4 How Delivery of the Content of RSHE is made Accessible to all Children, including those with SEND

We recognise the significance of other factors, such as any special educational needs or disabilities of our children when teaching these subjects and our teaching methods take account of these differences. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

8.5 Teaching about the Law

It is recognised that there will be a range of opinions regarding some topics within RSHE. The starting principle, however, should be that applicable law should be taught in a factual way so that children are clear about their rights and responsibilities as citizens.

Children should be made aware of the relevant legal provisions (in an age appropriate way) when relevant topics are being taught.

9. Links with the National Curriculum

Our schools work hard to ensure that the RSHE programme of study complements, and does not duplicate, content covered in the national curriculum subjects of Science, Computing and PE.

At Key Stages 1 and 2, the national curriculum for Science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty.

The national curriculum for Computing aims to ensure that all children can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation. It also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and where to go for help and support.

The national curriculum for PE aims to ensure that children develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

9.1 Addressing Sexual Harassment and Sexual Violence

Relationships education has an important role in supporting young people to develop the skills they need to build healthy relationships and grow into kind and respectful adults. From early primary, schools can support young children to develop skills for positive relationships, including skills for navigating boundaries with kindness and respect. Schools can support young children to behave with respect and to understand and identify prejudice. Preventing sexual violence and abusive behaviour starts from this support for children in primary.

Supporting young people to develop the skills they need to build healthy relationships should be part of a whole school approach and underpin schools' policies, including behaviour and safeguarding, to ensure that an ethos of kindness and respect is evident throughout the school.

Children should understand (appropriate to their age) that anyone can be a victim of sexual violence, regardless of sex, sexual orientation, gender reassignment or any other protected characteristic, and that the victim is never to blame. It is important to acknowledge that most sexual violence is committed against women and girls, and it often has a gendered component – for example, manifesting an inequality of power between men and women. However, anyone can be affected by sexual violence and teachers should avoid language which stigmatises boys or suggests that boys or men are always perpetrators or that girls or women are always victims.

Both within and beyond the classroom, staff should be conscious of everyday sexism, misogyny, homophobia and stereotypes, and should take action to build a culture where prejudice is identified and tackled. Staff have an important role in modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes. Children should understand the importance of challenging harmful beliefs and attitudes and should understand (appropriate to their age) the links between sexism and misogyny and violence against women and girls. Where misogynistic ideas are expressed at school, staff should challenge the ideas, rather than the person expressing them.

Children should have opportunities to develop positive conceptions of masculinity and femininity, including how to identify and learn from positive male role models. It is important for children to understand that most boys and young men are respectful to girls and young women and each other. Children may be exposed to online content which normalises harmful or violent sexual behaviours, which might include sexist and misogynistic influencers who normalise sexual harassment and abuse. Young people may be more vulnerable to this content when they have low self-esteem, are being bullied, or have other challenges in their lives. Teachers should encourage children to consider (appropriate to their age) how this content may be harmful to both men and women, while avoiding stigmatising or perpetuating harmful stereotypes about boys, and avoiding directly signposting to specific content and content producers.

It is important for children to understand that ethical behaviour in friendships and other relationships goes beyond respecting boundaries and consent, and that strong relationships of all types involve kindness and care. RSHE lessons should be clear that all sexual activity should involve kindness, care, attention to the needs and vulnerabilities of the other person and an awareness of the power dynamics that can exist within relationships.

RSHE lessons should ensure that both boys and girls have opportunities to practise respectful communication and understand experiences which are different from their own, including menstruation and menopause. However, in some cases, such as when a school identifies a specific need, the school may

consider that separating classes by sex is the best way to create a safe space for discussion of a particular topic. This should be done in a way that avoids stigmatising boys or making girls feel like they will inevitably be victims of abusive behaviour or that it is their responsibility to protect themselves.

10. Safeguarding

At the heart of Relationships, Sex and Health Education is a focus on keeping children safe and we recognise, as a Trust, our important role in preventative education. In line with Keeping Children Safe in Education (KCSIE), the Trust's Safeguarding / Child Protection Policy and Online Safety Policy, we teach our children about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

We also recognise that good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased reporting of safeguarding concerns and, therefore, we make our children aware of how to raise their concerns and how these will be handled. This includes processes for when they have a concern about a friend or peer.

All staff know what to do if they have concerns that a child is being neglected or abused, including those who have seen heard or experienced the effects of domestic abuse and how to manage the requirement to maintain an appropriate level of confidentiality. Schools will ensure that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report, about themselves or a peer. Children should also understand where they can report any concerns and seek help, including to external services if they do not feel comfortable talking to school staff.

If any school within the Trust invites external agencies in to support delivery of Relationships, Sex and Health Education, they must agree in advance of the session how a safeguarding concern should be dealt with by the external visitor – *see above*.

11. Monitoring and Evaluation

The delivery of Relationships, Sex and Health Education is monitored by the headteacher / principal. The headteacher / principal is responsible for ensuring that it is taught consistently across the school in line with this policy, and for managing requests to withdraw children from Sex Education.

Monitoring and evaluation of the implementation of this policy in each individual school is the responsibility of the Trust Central Team through Academy Improvement Officers.

12. Approval and Review

Appendix 1 of this policy, where individual school specific information is contained, is approved by the relevant headteacher / principal. The full policy is approved by the Trust's Board of Directors, acting through its Education Committee, and reviewed every three years.

Appendix 1 - School Specific Information

Name of School:

Vision:

Policy Development

[*Insert any additional details of how you have consulted.*]

Relationships Education

Subject Content

In addition to what is set out in the policy and appendices, our Relationships Education….

[Insert details of anything additional here, including references to year groups. Alternatively, an overview of your full Relationships Education curriculum can be appended.]

e.g. our Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- *Families and close positive relationships*
- *Friendships*
- *Managing hurtful behaviour and bullying*
- *Safe relationships*
- *Respecting self and others*

For our Relationships Education we follow the relevant programme of study outlined in the PSHE Association Programme of Study for PSHE Education.

How we teach Relationships Education in our School, Who is Responsible for Teaching it and when it will be taught

[Insert details and include details of any external providers used]

Health and Wellbeing Education

Subject Content

In addition to what is set out in the policy and appendices, our Health and Wellbeing Education….

[Insert details of anything additional here, including references to year groups. Alternatively, an overview of your full Health and Wellbeing Education curriculum can be appended.]

e.g. our Health and Wellbeing Education is organised in the following themes:

- *Healthy Lifestyles (physical health and fitness)*
- *General wellbeing*
- *Wellbeing online*
- *Mental Health*

- *Ourselves, growing and changing*
- *Keeping safe*
- *Drugs, alcohol, tobacco and vaping*

For our Health and Wellbeing Education we follow the relevant programme of study outlined in the PSHE Association Programme of Study for PSHE Education.

How we teach Health and Wellbeing Education in our School, Who is Responsible for Teaching it and when it will be taught

[Insert details and include details of any external providers used. Include arrangements for how you teach puberty in Years 5 and 6.]

Sex Education

Subject Content

[*Insert details of anything additional here.]*

How we teach Sex Education in our School, Who is Responsible for Teaching it and when it will be taught

[Insert details and include details of any external providers used. Also include reference to Year 5 and 6 and how teaching groups are organised. Explain your rationale for the latter.]

Managing Difficult Questions

[*Insert details of how you handle difficult questions]*

e.g. If a child asks a question outside the scope of this policy, teachers will respond in an appropriate manner, using their professional judgement, so children are fully informed. If a question is deemed inappropriate for the age of the child, they will explain that their question will be answered by a responsible adult when they are older, or they will be advised to ask a responsible adult at home. We consider which questions are appropriate and inappropriate to answer in a whole-class setting. If we consider a question needs to be answered solely for the child that has asked this, we ensure two adults are involved in the explanation.

How parents / carers can view curriculum materials

[insert details]

The school may need to include new content in RSHE to respond to emerging needs or issues in the school but will always inform parents / carers of any shifts away from the policy and will continue to share relevant materials on request.

Appendix 2 - Statutory Requirements for Relationships Education and Health Education

Relationships Education

Content to be covered by the end of primary:

Families and People Who Care for Me	Curriculum content: • That families are important for children growing up safe and happy because they can provide love, security and stability • The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnership represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring Friendships	Curriculum content: • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Children should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • How to manage conflict, and that resorting to violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
Respectful, Kind, Relationships	Curriculum content: • How to pay attention to the needs and preferences of others, including in families and friendships. Children should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults

	• How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration • Children should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. • That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. Children should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests • The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online Safety and Awareness	Curriculum content: • That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. • That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. • The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up

	• That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being Safe	Curriculum content: • What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. • The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and do not know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so • How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and / or other sources.

Primary Health and Wellbeing

Content to be covered by the end of primary

General Wellbeing	Curriculum content: • The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. • The importance of promoting general wellbeing and physical health. • The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Children should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate • That isolation and loneliness can affect children and the benefits of seeking support • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others • That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently

	• Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • That it is common to experience mental health problems and early support can help.
Wellbeing Online	Curriculum content: • That for almost everyone the internet is an integral part of life. Children should be supported to think about positive and negative aspects of the internet • Children should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection • The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • How to consider the impact of their online behaviour on others and how to recognise and display respectful behaviour online • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive • How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. • That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults • How to understand the information they find online, including from search engines, and know how information is selected and targeted • That they have rights in relation to sharing personal data, privacy and consent. • Where and how to report concerns and get support with issues online.
Physical Health and Fitness	Curriculum content: • The characteristics and mental and physical benefits of an active lifestyle • The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and / or vigorous physical activity • The risks associated with an inactive lifestyle, including obesity • How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	Curriculum content: • What constitutes a healthy diet (including understanding calories and other nutritional content)

	• Understanding the importance of a healthy relationship with food • The principles of planning and preparing a range of healthy meals • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, Alcohol, Tobacco and Vaping	Curriculum content: • The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Health Protection and Prevention	Curriculum content: • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn • About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to children.
Personal Safety	Curriculum content: • About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic First Aid	Curriculum content: • How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them • Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing Bodies	Curriculum content: • About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Children should understand that all of these parts of the body are

	private and have skills to understand and express their own boundaries around these body parts • The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Appendix 3 - Parent / Carer Form: Request to be Excused from Sex Education (Right to Withdraw)

TO BE COMPLETED BY PARENTS / CARERS			
Name of child		Class	
Name of parent / carer		Date	
Reason for withdrawing from Sex Education within the Relationships, Sex and Health Education provision			
Parent / carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents / carers	*Include notes from discussions with parents / carers and agreed actions taken.* *Eg: Joe Bloggs will be taking part in all relationships lessons, including those covering the physical changes that take place in puberty. During the sex education lessons, he will be working independently on a project in the Year 5 classroom*
Headteacher / Head of School signature	

Appendix 4 - A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)

We seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. **To work in partnership with parents and carers**. This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.

2. **That RSHE will be delivered professionally and as an identifiable part of PSHE**. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.

3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act2 - and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms**. It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development**. It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.

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1 RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

2 The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights**. It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.

7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special educational needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality Relationships and Sex Education.

8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

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