

**South East Stafford Academy Trust  
Relationships, Sex and Health Education Policy**

<b>Date Approved: September 2025</b>	<b>Print Name: Matthew Rowell</b>
<b>Date to be Reviewed: September 2026</b>	<b>Signed: Matthew Rowell</b>

**Statement of Intent**

At SESAT, we will provide age-appropriate relationships and health education (RHE) to all pupils as part of the school's statutory curriculum. Our schools aim to assure parents and pupils that all aspects of RHE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to RHE will be delivered in a sensitive manner as part of a whole-school approach where parents and teachers work in partnership.

RHE is compulsory in all primary schools in England. The key topics applicable for all key stages have been carefully planned in consultation with responses from parents, young people, schools and experts. Parents are given the opportunity to discuss this policy at any time and staff will be provided with accurate training and further resources to deliver lessons to pupils.

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

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and ensures can talk to a trusted adult if there is anything worrying them. Health education focusses on equipping pupils with the knowledge they need to make informed decisions about their own health and ensures they receive factual information about the changes they will experience emotionally and physically during puberty.

As a Rights Respecting School, we embed the Convention for the Rights of the child through all areas of the curriculum. We believe that through RSHE, children must understand their right to access education (article 28). Additionally, children must understand their right to have their views respected (article 12) and be given time to share thoughts freely (article 13).

**1. Legal Framework**

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science Programmes of Study: Key Stages 1 and 2'
- DfE (2025) 'Teaching about relationships, sex and health'
- DfE (2024) 'Keeping children safe in education 2024'

This policy operates in conjunction with the following school policies:

- Safeguarding Policy
- Behaviour Policy

- Special Educational Needs Policy
- Inclusion Policy
- Equality Policy
- Anti-Bullying Policy
- Health and Wellbeing Policy
- Online Safety Policy
- LGBTQ+ Policy

## 2. Roles and Responsibilities

The **Governors and Trustees** are responsible for:

- Supporting the Headteachers and staff in decisions made regarding the teaching of Relationships, Health and Sex Education.

The **Headteachers** are responsible for:

- Ensuring all children make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all children with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

The **PSHE Subject Leader** (in collaboration with the Headteacher) is responsible for:

- Ensuring the school meets its statutory requirements in relation to the Relationships, Sex and Health Curriculum.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests (alongside SLT) from parents to withdraw their children from the subjects.
- Discussing requests (with SLT) for withdrawal with parents.
- Liaising with teachers to ensure that there is alternative education for children, where necessary, that is appropriate and purposeful.
- Reporting to SLT and where necessary, to governors on the effectiveness of this policy.
- Reviewing this policy on an annual basis.
- Overseeing the delivery of the subjects.
- Ensuring that subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all children.
- Working with other subject leaders to ensure the Relationships, Sex and Health Curriculum complements, but does not duplicate, the content covered in the National Curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher.

All **Teaching Staff** are responsible for:

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

The **SENCO** is responsible for:

- Advising teaching staff how best to identify and support children' individual needs.
- Advising staff on the use of TAs in order to meet children' individual needs.
- Ensuring that the needs of vulnerable pupils are taken into consideration in designing and teaching these subjects.

**Parents** are responsible for:

- Enabling their children to grow and mature and to form healthy relationships.
- Supporting their children through their personal development and the emotional and physical aspects of growing up.
- Ensuring that they are aware of aspects of the curriculum, including when it is going to be delivered and the content.
- Supporting their children's personal, social and emotional development, by working with the school to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE.
- Seeking additional support in this from the school where they feel it is needed.

### 3. Organisation of the Curriculum

Every primary school is required to deliver statutory relationships education and health education.

- For the purpose of this policy, "**Relationships and Sex Education**" is defined as teaching children about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.
- For the purpose of this policy, "**health education**" is defined as teaching children about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.
- "**Sex education**" is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort.

The delivery of the Relationships Education and Health Education coincide with one another and will be delivered as part of the school's PSHE curriculum (Supported by the 'Jigsaw' materials).

The Relationships and Health Curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance.

We consult with parents, children and staff in the following ways:

- Focus groups
- Meetings

- Newsletters and letters

Any parent, teacher or child wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the Headteacher

#### 4. Consultation with Parents

The school understands the important role parents play in enhancing their children's understanding of Relationships, Sex and Health. Similarly, we also understand how important parents' views are in shaping the curriculum. This will include providing parents with frequent opportunities to understand and ask questions about the school's approach to relationships and health education.

The school will consult with parents when reviewing the content of the school's relationships and health education curriculum, and will be given regular opportunities to voice their opinions and concerns. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be made by the school.

Parents are provided with the following information:

- The content of the Relationships, Sex and Health Curriculum
- The delivery of the Relationships, Sex and Health Curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school will work closely with parents in reviewing the sex education curriculum, and will consult with them biannually with regards to what is covered.

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum. Parents are consulted in any review of this policy, and are encouraged to provide their views at any time.

In line with statutory guidance, parents will be given the right to request that their child be withdrawn from the additional sex education sessions delivered as part of statutory RSE, which is further outlined at section 14 of this policy

#### 5. Relationships Education Overview

##### **Families and people who care for me**

By the end of primary school, children 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 life-long.
- 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, children 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, children will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

### **Online Relationships**

By the end of primary school, children 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, children 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 (in all contexts, 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.
- Where to seek advice, for example, from their family, their school and other sources.

## 6. Relationships Education Per Year Group

The Trust is free to determine, within the statutory curriculum content, what children are taught during each year group. We will always consider the age and development of children when deciding what will be taught in each year group. The Trust plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school. Parents are able to access the RSE progressive curriculum via our school website.

## 7. Health Education Overview

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

### **Mental Wellbeing**

By the end of primary school children 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 discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### **Internet Safety and Harms**

By the end of primary school, children 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 social media, some computer games and online gaming, for example, are age-restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

### **Physical Health and Fitness**

By the end of primary school, children 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, children 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 diet or health.

### **Drugs, Alcohol and Tobacco**

By the end of primary school, children will know:

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

### **Health and Prevention**

By the end of primary school, children 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.

### **Basic First Aid**

By the end of primary school, children will know:

- How to make a clear and efficient call to emergency services if necessary.

- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

### **Changing Adolescent Body**

By the end of primary school, children 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.

## **8. Health Education Per Year Group**

The school is free to determine, within the statutory curriculum content, what children are taught during each year group. The school always considers the age and development of children when deciding what will be taught in each year group. The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school. Parents are able to access the RSHE progressive curriculum via our school website.

## **9. Sex Education**

All children **must** be taught the aspects of sex education outlined in the **Primary Science Curriculum**. This includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The school is free to determine whether children should be taught sex education beyond what is required of the National Curriculum. At SESAT, we do teach children sex education beyond what is required of the Science Curriculum. Parents were consulted in the organisation and delivery of our sex education curriculum in accordance with this policy. They were given the opportunity to consult on what should be taught through sex education. However, SESAT understands the difficulty in 'pleasing all of the people, all of the time', and will therefore make the final decision based on feedback and professional judgement. If there are parents who disagree with the decided delivery of sex education beyond the Science Curriculum, they do have the right to withdraw their child from lessons. The age and development of children is always considered when delivering sex education. Additionally, all parents are notified on an annual basis, when the sex education unit will be taught so that discussions at home are able to be pre-empted. A breakdown of what will be taught and when is as follows:

### **Reception**

- Growing up: how we have changed since we were babies.

### **Year 1 and 2**

- Boys' and girls' bodies; correct names for body parts.
- Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is).

### **Year 3**

- Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is).
- Introduction to puberty and menstruation

### **Year 4**

- Having a baby - The choice to have a baby, the parts of men and women that make babies and – in simple terms – how this happens
- Girls and Puberty - How a girl's body changes so that she can have a baby when she's an adult – including menstruation

### **Year 5**

- Puberty for Girls - Physical changes and feelings about them – importance of looking after yourself

- Puberty for Boys - Developing understanding of changes for both sexes – reassurance and exploring feelings
- Conception - Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life

#### **Year 6**

- Puberty - Consolidating understanding of physical and emotional changes and how they affect us
- Girl talk/Boy talk - A chance to ask questions and reflect (single sex)
- Conception to birth - The story of pregnancy and birth

**NB:** Age- appropriate animations that include scientific diagrams may be used by the class teacher when teaching content based on sex education.

### **10. Delivery of the Curriculum**

The school will ensure that keeping children safe and preventative education remain at the heart of PSHE subjects.

The Relationships, Sex and Health Curriculum will be delivered through the Science curriculum and as part of our PSHE curriculum.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to children clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for children to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children’s physical, emotional and sexual development.

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that children understand what the law does and does not allow, and the wider legal implications of the decisions they make. Additionally, this is taught linked to Rights Respecting Schools.

#### **Curriculum Organisation**

Pupils will receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression. The RHE programme is delivered through a variety of opportunities including:

- Designated PSHE time as part of a spiral curriculum
- Use of external agencies and/or services
- School ethos
- Small group work
- Cross curricular links
- Assemblies
- Enrichment days and weeks
- Residential trips

#### **Terminology**

In recognition of the fact that the use of code names for body parts can facilitate the normalisation of child sexual abuse, teaching staff will use and teach pupils the anatomically correct names for body parts.

#### **Dealing with difficult questions**

The school will support teaching staff to feel comfortable to answer questions from pupils, by providing regular CPD training in how to deliver sex education, including sessions on confidentiality, setting ground rules, handling controversial issues, responding to ‘awkward’ questions and an introduction to the rationale of why teaching RHE is so important. The school

will encourage teaching staff to refer questions they feel ill-equipped to answer to the RHE subject leader for advice or support in handling the question.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

At the point we consider it appropriate to teach children about LGBTQ+, we will ensure that this content is fully integrated into the Relationships, Sex and Health Curriculum, rather than delivered as a standalone unit or lesson. Children will be taught about LGBTQ+ in UKS2; however, we will always consider the development and maturity of children before teaching this topic.

The school ensures that all teaching and materials are appropriate for the ages of the children, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Lesson plans will provide appropriate challenge for children and be differentiated for children's needs

In addition to this:

- Classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of children where it is only appropriate to discuss the body in single gender groups.
- Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of children.
- Children will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Policy.
- Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.
- Teachers will ensure that children's views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the child's age.
- The programme will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.
- Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise children based on their home circumstances.
- Teachers will ensure that lesson plans are centred on reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
- Teachers will ensure lesson plans focus on challenging perceived views of children based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- Any resources or materials used to support learning will be formally assessed by the PSHE Coordinator before use to ensure they are appropriate for the age and maturity of children, and sensitive to their needs.
- In teaching the curriculum, teachers will be aware that children may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware

of the risks of encouraging these behaviours and will avoid any resources or materials that appear as instructive rather than preventative.

- At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

#### **Assessment**

- Whilst there are no formal examinations for the Relationships, Sex and Health Curriculum, the school will undertake informal assessments to determine child progress – these include the following:
  - Written assignments
  - Group presentations
  - Group tasks
  - Projects

### **11. 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 are able to 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.

### **12. Equality and Accessibility**

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics.

These include:

- Age
- Sex
- Sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that relationships and health education programme is inclusive, and caters to the needs, of pupils with SEND or other support needs, such as those with SEMH needs.

Teachers will understand that they may need to adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other support needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which sets out expectations of pupils.

The school understands that relationships, sex, and health education may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the wellbeing lead to discuss this.

### 13. Curriculum Links

- The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance children's learning.
- Relationships, Sex and Health Education will be linked to the following subjects in particular:
  - **Science** – children 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** – children 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** – children 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** – children learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
  - **PSHE** – children learn about respect and difference, values and characteristics of individuals.

### 14. Withdrawing from the Subjects

- Relationships and Health Education are statutory at primary and parents **do not** have the right to withdraw their child from the subjects.
- As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from all or part of the sex education curriculum.
- The Headteacher will automatically grant withdrawal requests in accordance with this policy; however, the Headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
- The Headteacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the child – this could include, for example, social and emotional effects of being excluded.
- The Headteacher will keep a record of the discussion between themselves, the child and the parent.

- The Headteacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.
- The parent will be informed in writing of the Headteacher's decision.
- Where a child is withdrawn from sex education, the Headteacher will ensure that the child receives appropriate alternative education.

#### 15. Behaviour

- The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.
- Any bullying incidents caused as a result of the Relationships, Sex and Health Education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.
- Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the child once they are on school premises.
- These incidents will be dealt with following the processes in our Behaviour and Discipline Policy and Anti-Bullying Policy.
- The Headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a child.

#### 16. Staff Training

- All staff members at the school will undergo training on a regular basis to ensure they are up-to-date with the Relationship, Sex and Health Education programme and associated issues.
- Members of staff responsible for teaching the subjects will undergo further training on a consistent basis, led by the PSHE Coordinator, to ensure they are fully equipped to teach the subjects effectively.
- Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

#### 17. Confidentiality

- Confidentiality within the classroom is an important component of Relationships, Sex and Health Education, and teachers are expected to respect the confidentiality of their children as far as is possible.
- Teachers will, however, alert the Headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Safeguarding Policy.
- Children will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.
- Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL using My Concern and handled in accordance with the Child Protection and Safeguarding Policy.

#### 18. Quality of Education

- The PSHE lead and DHT are responsible for monitoring the quality of teaching and learning for the subjects.
- The PSHE lead will conduct subject assessments on a consistent basis, which may include a mixture of the following:
  - Self-evaluations
  - Lesson observations
  - Learning walks
  - Work scrutiny
  - Lesson planning scrutiny

- The PSHE lead will create annual subject reports for the Headteacher and governing board to report on the quality of the subjects.
- The PSHE lead will work regularly and consistently with the Headteacher and Chair of Governors e.g. through review meetings, to evaluate the effectiveness of the subjects and implement any changes.