Primary Academy Relationships, Sex and Health Education (RSHE) Policy & Procedure

TEMPLATE TO BE USED BY SHARE PRIMARY ACADEMIES
INDIVIDUAL ACADEMY POLICIES CAN BE FOUND ON ACADEMY WEBSITES

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Last review Date	September 2026
Date of next review	September 2027
Approved by Directors or Delegated Authority	21.9.26

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Section 1 – Introduction

This policy fulfils the expectations of the Department for Education's statutory guidance for Relationships Education, Relationships and Sex Education and Health Education.

The policy sets out the framework for the relationships and health curriculum, providing clarity on how it is informed, organised and delivered. This may also outline the content for sex education if the school chooses to teach this.

Section 2 - Statutory legislation and guidance

At [insert academy name], we provide relationships education and health education to all pupils. We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

The policy has due regard to the following legislation and guidance:

- Section 80A of the Education Act 2002: as part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society,* whilst also preparing pupils *for the opportunities, responsibilities and experiences of later life…*
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Department for Education statutory guidance for Relationships Education, Relationships and Sex Education and Health Education, including the revised guidance introduced from September 2026.
- Equality Act 2010 and the Public Sector Equality Duty.
- Mental health and behaviour in school (DfE, 2018)
- Science programmes of study: key stages 1 and 2 (DfE, 2013)
- Science programmes of study: key stage 3 (DfE, 2013)
- Keeping children safe in education – for schools and colleges (DfE, 2026)
- Promoting fundamental British values through SMSC (DfE, 2014).

Section 3 - Definitions

- **RSHE:** Relationships education, relationships and sex education and health education
- **Health education:** physical health and mental wellbeing
- **Relationships education:** the physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.

- **Sex education:** there is no agreed definition in the new guidance. In this policy the definition of sex education is 'how a baby is conceived and born' (reproduction and birth)
- **RSE:** relationships and sex education
- **PSHE:** Personal, Social, Health and Economic education (PSHE ed). The RSHE policy may link to, or be part of, a wider PSHE ed policy.

Section 4 - Policy development

The process of policy development involved the following steps:

- A lead member of staff and/or RSHE working group reviewed the current provision.
- The new DfE guidance and information/support for parents was shared with stakeholders (children, staff, parents and governors).
- Parents/carers are consulted when significant changes are made to RSHE content, and information about curriculum content and key resources is made available in line with statutory guidance.
- Knowledge of the local school context helped us to understand the needs and priorities of our school community.
- Stakeholder engagement sessions were held so everyone could understand what matters to children, young people and the adults in our school community.
- A draft policy was shared with stakeholder for comments. These were considered by the Board of Directors and/or RSHE working group.
- The Board of Directors ratified the policy.
- The policy was shared with parents and is available on the school website.

Section 5 - Statement of intent

This policy outlines the approach to relationships, sex and health education (RSHE) at

[insert academy name]. It is informed by the Kirklees Charter for RSHE (see Appendix 1) and is in keeping with the vision and values of the SHARE Multi-Academy Trust.

Relationships, sex and health education is important at [insert academy name] because it:

- prepares pupils for the opportunities, responsibilities and experiences of adult life
- gives pupils the knowledge they need to make informed decisions about their health and well-being
- supports pupils' skills to recognise positive, healthy and respectful relationships
- helps to safeguard pupils so they can find, and access, help and support
- teaches pupils' tolerance and respect for diversity
- develops pupils' self-respect and self-worth, confidence and empathy.

RSHE will ensure that all pupils understand the importance of equality and respect. All schools are required to comply with the requirements of the Equality Act 2010.

Section 6 - Roles and responsibilities

The SHARE Multi-Academy Trust Board of Directors:

- ensure the school meets its statutory requirements in relation to relationships and sex education
- approve the RSHE policy
- hold leaders to account for implementing the policy successfully

The Chief Executive Officer:

- ensures the policy fulfils statutory requirements and good practice guidelines
- holds trust leaders and headteachers to account for the implementation of the policy (checking the RSHE curriculum is well-led and effectively managed).

Headteacher:

- oversees the development and implementation of the RSHE policy
- agrees the curriculum delivery model (where it will be taught; the time allocation and staffing)
- ensures RSHE is resourced, staffed and timetabled, so that school meets its legal obligations and offers a high-quality provision to all pupils
- ensures staff receive good quality training to teach relationships and sex education well
- encourages parents to engage with the formation of the policy and know about the final policy
- handles requests from parents to excuse their child from non-statutory elements of sex education (including organising alternative education for any pupils withdrawn)
- reports to the board and governing board on the implementation and effectiveness of the policy
- reviews the policy (on an annual basis).

Lead teacher for RSHE:

- supports the development and implementation of the RSHE policy
- develops the school's RSHE curriculum and delivery model
- ensures the continuity and progression between each year group
- works with other teachers (include subjects leads) to ensure the RSHE curriculum complements but does not duplicate any content in other subjects

- organises, provides and monitors CPD to enable teachers to develop their expertise so they feel confident and competent to teach RSHE
- provides teachers with resources to support RSHE delivery
- ensures Kapow, PolEd and any supplementary resources are age-appropriate, inclusive, evidence-informed and aligned with statutory RSHE and safeguarding requirements
- monitors and evaluates the effectiveness of RSHE and offers support to staff if needed
- reports to the head of school regarding compliance with the statutory requirements and effectiveness of the RSHE curriculum.

Special Educational Needs Coordinator (SENCO)

- Advises teachers on how best to identify and support pupils' need (including the use of teaching assistants/support staff).

All teachers:

- know and act in accordance with the RSHE policy
- teaching should reflect the law (including the Equality Act 2010) as it applies to sex and relationships
- carefully consider how their personal views and/or beliefs might impact on their teaching of RSHE
- monitor pupil progress in line with school policy
- work with the SENCO about identifying and responding to the needs of pupils with SEND
- report any concerns about RSHE teaching to the lead teacher and/or senior leader
- report any safeguarding concerns or pupil disclosures to the DSL (in line with school safeguarding policy)
- respond professionally and appropriately to any parent who has withdrawn their child from the non-statutory components of sex education
- share any concerns they may have about teaching RSHE with the lead teacher and/or headteacher. Staff do not have the right to opt out of teaching RSHE.

Section 7 - The RSHE curriculum

See Appendix 2 for statutory content (detail)

- The RSHE curriculum has been organised in line with the statutory requirements outlined in Statutory Guidance for Relationships Education, Relationships and Sex Education and Health Education.
- DfE update DfE communication to schools on RSHE implementation.

RHE statutory content summary (primary school)

Relationships education	Health and wellbeing education
• Families and people who care for me • Caring friendships • Respectful, kind relationships • Online safety and awareness • Being safe	• General wellbeing • Wellbeing online • Physical health and fitness • Healthy eating • Drugs, alcohol, tobacco and vaping • Health protection and prevention • Personal safety • Basic first aid • Developing bodies

- The content of the RSHE curriculum at [insert academy name] is informed by:
  - national guidance and evidence-based research about RSHE/PSHE ed
  - information about the law/ legal rights including the Equality Act 2010
  - relevant health and other data (both local and national)
  - the views of pupils, staff, parents and governors.
  - nationally recognised/quality assured resources (e.g. The PSHE Association, Barnardo's, NSPCC, Sex Education Forum, National Children Bureau, Stonewall, The Children's Society).
- This supports schools to provide a comprehensive programme that integrates, but is not limited to, the statutory RSHE content. This broader PSHE programme includes economic well-being, careers and enterprise education. The programme of study sets our learning opportunities for each key stage under three core themes: health and well-being, relationships, and living in the wider world.
- [insert academy name] uses the Kapow RSE and PSHE scheme as the core programme of study. This is supplemented, where appropriate, by PolEd and other quality-assured resources to respond to local context, safeguarding priorities and pupils' needs.
- The content is well-matched to the needs of the pupils. It is age (developmentally) appropriate and is based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand.
- The RSHE/PSHE curriculum is reviewed against the revised statutory guidance, with particular attention to online safety and wellbeing, personal safety, privacy, consent, respectful relationships, correct terminology for body parts, grief and loss, and age-appropriate awareness of online risks including scams and gaming-related harms.

- The curriculum is sequenced and progressive building upon prior knowledge taught in previous years.
- The RSHE curriculum includes the acquisition of knowledge and understanding, the development of skills and the development of respectful attitudes.
- The curriculum is inclusive, so it meets the needs of all pupils: particularly those with special education needs/disabilities; those from a range of faith backgrounds; and LGBTQ+ pupils. This means a teacher will refer to different viewpoints and beliefs on a range of RSHE issues.
- The content of the RSHE curriculum may need to be adapted or changed throughout the year to meet local/national priorities.
- Any parent, teacher or pupil is encouraged to offer feedback about the RSHE curriculum. This is done through surveys.

Sex education

- Sex education is not compulsory in primary schools from September 2020 (DfE para 65, pg. 23)
- DfE ***recommends*** that 'all primary schools should have a programme of sex education tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human cycle set out in national curriculum science - how a baby is conceived and born' (para 67, pg. 23).
- All pupils will be taught the aspects of sex education as outlined in National Curriculum Science: the main external parts of the human body; how the body changes as it grows (including puberty; and the reproductive process in some plants and animals). They will also be taught how a baby is conceived and born as per the DfE recommendation – this content is tailored to the age and the physical and emotional maturity of the pupils.
- All pupils will be taught health education content as outlined in the RSHE guidance. The section on the changing adolescent body includes key facts about puberty and the changing adolescence body particularly through from age 9 through to age 11, including physical and emotional changes; about menstrual wellbeing including the key facts about the menstrual cycle (para 96, pg. 35).
- All pupils will be taught about relationships education content as outlined in the RSHE guidance. This includes learning about caring relationships and different types of families (para 62, pg. 20). All teaching is sensitive and age appropriate in approach and content. Teaching will be fully integrated into programmes of study rather than delivered as a stand-alone unit or lesson (para 37, pg. 15).
- Teaching about diverse families (e.g. LGBT+) is part of relationships education.

At [insert academy name] we do/do not teach pupils sex education beyond what is required above.

Parents/carers will be:

- consulted about the content, organisation and delivery of the sex education curriculum
- given the opportunity to share their views on the lesson(s)
- informed in advance of the content of sex education lessons and be able to view the main resources used
- encouraged to complement the teaching at home by sharing the learning and talking about family values and beliefs
- given clear guidance on how to request the withdrawal of their child from these components of sex education.

See Appendix 4 which outlines sex education content at [insert academy name].

Section 8 - Delivery of the RHSE curriculum

- Relationships, sex and health education (RSHE) will be taught within the personal, social health and economic (PSHE ed) curriculum/programme and in other areas of the curriculum such as assembly, themed weeks (e.g. anti-bullying week) and other curriculum areas (e.g. science).
- Teaching of the RSHE curriculum will reflect the requirements set out in law, particularly the Equality Act 2010.
- RSHE teaching will promote:
    - equality and challenge all forms of prejudice and discrimination.
    - the importance of safe, caring, healthy, positive and respectful relationships.
    - Teaching will support pupils to recognise unsafe or harmful behaviour, including online, and to know how and where to seek help.
- Teaching will be inclusive, so it meets the needs of all pupils: in particular those with special education needs/disabilities; those from a range of faith backgrounds; and LGBTQ+ pupils and/or their families. This means a teacher will refer to different viewpoints and beliefs on a range of RSHE issues. All pupils and their families need to feel included, and the school recognises different types of families and structures of support for children. This is part of relationships education.
- Pupils will be given the opportunity to: reflect on the values, beliefs and influences (such as from parents, peers, media, faith and culture) that may shape their own attitudes to relationships and sex; develop critical thinking skills; nurture their tolerance/respect for different views.
- All staff will undergo regular training to ensure they are familiar with the content and pedagogy of RSHE and feel confident and competent to teach it effectively. The class teacher is responsible for the planning and monitoring of the content for their class.
- Staff will be kept up to date about new guidance, support and resources for RSHE.

Section 9 - Safeguarding: safe and effective practice

- RSHE will be delivered in a safe, supportive learning environment so that young people feel able to express their views and beliefs, ask questions and know where to find help.
- RSHE supports the school's safeguarding curriculum by helping pupils understand privacy, boundaries, consent, respectful behaviour, online safety and how to report concerns.
- Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers must always refer to the designated safeguarding lead (DSL) if a disclosure is made.
- Pupils need basic knowledge about the privacy of their bodies and genitalia in particular to support safeguarding. We have adopted a school-wide policy on the consistent use of correct terms for genitalia as part of safeguarding practice. This is not sex education.

In RSHE lessons:

- Teachers and pupils will agree ground rules, so everyone is, and feels safe, in lessons.
- Teachers will agree with pupils the limits of confidentiality.
- Distancing techniques will be used so that pupils are not required or feel pressurised into talking about their personal circumstances.
- Teachers will answer questions sensitively, honestly and appropriate to the pupil's age. Pupils do not see boundaries between science, health, safeguarding, relationships and sex. Children and young people are naturally curious and will ask questions that flow from any line of inquiry. It is important to accept that there is a natural overlap between subjects. We want to manage this so that we can support parents wishing to withdraw from sex education, but we must not feel they will have done wrong in allowing connections to be made between related content.

Section 10 - Engaging stakeholders

(Parents, staff, children, governors and directors)

Parental engagement is informed by:

- DfE Parental engagement
- DfE: Relationships education, relationships and sex education (RSE) and health education: FAQs
- DfE: Relationships, sex and health education: guides for parents
- PSHE Association: Guide to parental engagement

- Kapow RSE Guidance for Parents
- The role of parents/carers in the development of children's understanding about relationships is vital. Parents are the first teachers of their children.
- Our aim at [insert academy name] is to establish open communication and maintain positive relationships with all parents/carers so they are given every opportunity to inform and understand the purpose and content of RSHE.
- At [insert academy name], we have worked closely with parents when planning and delivering RSHE. Parents/carers are provided with the following information:
    - the content of the RSHE curriculum
    - the delivery of the RSHE/curriculum (including examples of the resources used)
    - how to support/complement RSHE teaching in school
    - how to request a child is withdrawn from some or all of sex education delivered as part of statutory RSHE.
- In addition to their involvement in developing the RSHE policy, parents/carers are provided with frequent opportunities to understand, ask questions or express any concerns about RSHE.
- If parents/carers have concerns about any aspect of the RSHE curriculum, they are encouraged to share these with the school. We will then invite parents/carers to come and talk to us. Alternatively, parents/carers can email or write a note or letter.
- We ask that parents/carers include a name and contact information, so we can respond to them directly. Anonymous communication will not be considered.
- Parents/carers may request to view the RSHE curriculum materials used with their child, subject to copyright and safeguarding considerations.

Section 11- Parents' rights

The right to be excused from sex education

- Relationships and health education is statutory at primary school
- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of the RSHE programme (DfE para 45, pg. 17).
- Parents are not able to withdraw their child from any aspect of relationships education or health education (which includes learning about the changing adolescent body, puberty and menstruation) or any content delivered through the national curriculum science programme.
- Any parent wishing to withdraw their child from sex education will be invited to meet with the headteacher or a senior leader (see Appendix 5) to *discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child*'. Whilst there is no requirement for parents or the school to do so, this is good practice (DfE para 45, pg. 17).
- The parent(s) and the headteacher will complete the form: *Withdrawal from sex education within RSHE* (See Appendix 6). This will record the main points of the

discussion (if this has taken place), the reason for the withdrawal and the arrangements for ensuring the pupil receives appropriate, purposeful education during the period of withdrawal. This will be reviewed at least annually.

Section 12- Monitoring and review

- The quality of the RSHE programme will be monitored and evaluated by trust leaders in the same way as other subjects.
- The subject lead for RSHE is responsible for monitoring the quality of teaching and learning in the school (see roles and responsibilities).
- Monitoring will include checks on statutory coverage, curriculum sequencing, pupil voice, staff confidence, parental feedback and emerging safeguarding priorities.
- A responsible director (board member) will check statutory requirements, and trust expectations are being fulfilled.
- The governor representative on the Pupil Committee at each cluster of schools will meet with the subject lead to discuss the effectiveness of RSHE curriculum.
- The subject lead will report to headteacher and the cluster governing board on the quality of provision and effectiveness and any highlight any concerns.

Section 13 - Policy review

- The SHARE Multi-Academy Trust Board of Directors are responsible for approving this policy.
- The policy will be reviewed on an annual basis by the Director of Primary Education and the Head of School. Changes will be communicated to all staff and parents and approved by the SHARE MAT Board of Directors.
- The review should consider any changes to statutory guidance, including KCSIE and RSHE guidance; feedback from pupils, parents or staff; safeguarding priorities; and the school context.

Section 14 - Equality and diversity statement

The delivery of RSHE is underpinned by the principles of equality, inclusion, and respect for all.

The effective teaching of RSHE supports pupils in developing respectful attitudes and behaviours, helping them to understand the importance of equality, dignity, and human rights in all relationships.

By the end of primary education, pupils will have been taught, in an age-appropriate way, about the law relating to the protected characteristics:

- Age
- Disability

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

In accordance with the Equality Act 2010 and the Public Sector Equality Duty, Share MAT is committed to ensuring that RSHE is taught in a way that:

- Promotes equality and challenges discrimination.
- Does not discriminate against pupils or amount to harassment based on any protected characteristic.
- Reflects the diverse needs of all pupils.
- Is inclusive and sensitive to the lived experiences of pupils from a wide range of backgrounds, including those with protected characteristics.
- Supports understanding of the Equality Act 2010.
- Fosters respect and empathy

This commitment ensures that RSHE contributes to a safe, inclusive, and respectful school environment where all pupils feel valued and supported.

Section 15 – Schedule of Amendment

Version No	Amendment
3.2	references to schemes and resources updated/ additional information re: conception/additional parent resources.
3.3	Amendment to Appendix 3
4.0	The amendments improve the organisation, clarity and accessibility of the policy, including strengthened references to statutory requirements, KCSIE updates and revised RSHE guidance. They provide greater clarity around parent consultation, curriculum resources, quality assurance and monitoring, while strengthening links to safeguarding, help-seeking and equality/diversity. The appendices have also been updated to align more directly with DfE RSHE Guidance and clarify the curriculum approach.

Appendix 1

Kirklees Charter for Relationships Education, Relationships and Sex Education and Health Education (RSHE)

Background

- We want all children and young people in Kirklees to have their wellbeing, safety and emotional/mental health enriched and supported by their experience at school.
- This Kirklees Charter sets out the values and principles that we believe underpin an effective RSHE curriculum.
- The charter was developed in partnership between the local authority, teachers in Kirklees and other groups including our local SACRE (Standing Advisory Council for Religious Education) and representatives from the health care system including Public Health.
- We invite schools to use this charter to inform and evaluate their RSHE provision and practice.

Our values and principles

- RSHE should be delivered as part of a wider Personal, Social, Health and Economic education (PSHE ed) programme. The curriculum should be planned and timetabled across all key stages. RSHE needs to be given enough curriculum time to cover the breadth of issues in relationships, sex and health education - as outlined in the content pages of the statutory guidance *Relationships education, relationships and sex education (RSE) and health education* (DfE, 2019).
- RSHE will be embedded within the whole school curriculum (e.g. aspects of relationships education could be covered in other subjects, assemblies and during special events/ weeks such as anti-bullying week/health week/online safety week).
- School will hold conversations (engagement activity) with a range of stakeholders including staff, children, governors and parents before drafting their RSHE policy. School leaders will decide how engagement can be best conducted to encourage and enable maximum participation.
- School leaders will actively seek pupils' views about RSHE (what they want to know, the age at which they want to learn about specific content and their thoughts on how the subject should be delivered e.g.: the curriculum model; the amount of RSHE time; resources; the use of external experts/visitors). Their views should be taken in account when monitoring the effectiveness of provision and the impact of the subject on their personal development.
- School leaders will work in partnership with parents and carers, informing them in advance about what their children will be learning in RSHE. Their views should be considered when planning RSHE. Parents will be encouraged and supported to

complement the teaching at home, in the same way that parents are asked to complement the teaching of other subjects.

- School leaders are encouraged to work with local faith and other community groups, so they can be informed about, and complement, the RSHE curriculum in schools. This engagement will also help staff to understand a range of views and perspectives on RSHE.
- Schools must develop a RSHE policy (including clear objectives and an overview of the content) which is shared with parents and is available on the school website. There is no requirement to write or share detailed lesson plans, although a school may choose to do this.
- RSHE policy and planning will be informed by: national guidance and evidence-based research about PSHE ed; information about the law/ legal rights including the Equality Act 2010; relevant health and other data (both local and national); nationally recognised/quality assured resources (e.g. PSHE Association, Barnardo's, NSPCC, Sex Education Forum, National Children Bureau, Stonewall, The Children's Society).
- School leaders will decide the content of the RSHE curriculum, including when topics are taught. They will develop content that is age appropriate (or developmentally appropriate) based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand.
- The RSHE curriculum will include the acquisition of knowledge and understanding, the development of skills and the development of respectful attitudes.
- All teachers of RSHE should have access to high quality professional development (training) in RSHE.
- RSHE will be delivered in a safe, supportive learning environment so that young people feel able to express their views and ask questions.
- RSHE will give a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and relationships in ways that are appropriate to their age and maturity.
- RSHE teaching will promote equality and challenge all forms of prejudice and discrimination.
- RSHE lessons will promote safe, caring, healthy, positive and respectful relationships.
- RSHE lessons will encourage participation by using a variety of teaching approaches.
- RSHE teaching will be inclusive, so it meets the needs of all pupils: in particular those with special education needs/disabilities; those from a range of faith backgrounds; and LGBT+ pupils. This means a teacher will refer to different viewpoints and beliefs on a range of RSHE issues.
- Pupils will be given the opportunity to: reflect on the values, beliefs and influences (such as from parents, peers, media, faith and culture) that may shape their own

attitudes to relationships and sex; develop critical thinking skills; nurture their tolerance/respect for different views.

- Information and resources used in RSHE should be up to date, based on best practice, and subject to on-going evaluation.
- Expert visitors can enhance and supplement the RSHE curriculum. They are a powerful and useful way to bring expertise, resources, and experience to RSHE. Schools will need to follow appropriate guidance (e.g. PSHE Association *Selecting and working with visitors and speakers: guidance for schools)* and/or their own guidance on the vetting and checking of *any* visitor before inviting them into school, in line with standard practice.

Appendix 2

The statutory content: relationships education and health education (DfE)

This appendix should be read alongside the most recent statutory RSHE guidance. Curriculum mapping should ensure coverage of any revised or expanded expectations, including online safety and wellbeing, personal safety, privacy and boundaries, grief and loss, correct terminology for body parts, and age-appropriate financial and online harms.

Relationships Education Overview

Families and people who care for me

Curriculum content:

- 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 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, 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 and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Curriculum content:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
- That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
- The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
- How to manage conflict, and that resorting to violence is never right.
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

- How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes 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.
- Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
- That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
- Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem

and build a strong sense of their own identity, including through developing skills and interests.

- The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
- What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

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.

Health and Wellbeing Overview

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. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
- How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- That isolation and loneliness can affect children, and the benefits of seeking support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
- That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
- Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about

their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- That it is common to experience mental health problems, and early support can help.

Wellbeing online

Curriculum content:

- That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
- Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
- The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
- Why social media, some apps, computer games, and online gaming, including gambling sites, are age restricted.
- 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 checkups 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 pupils.

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

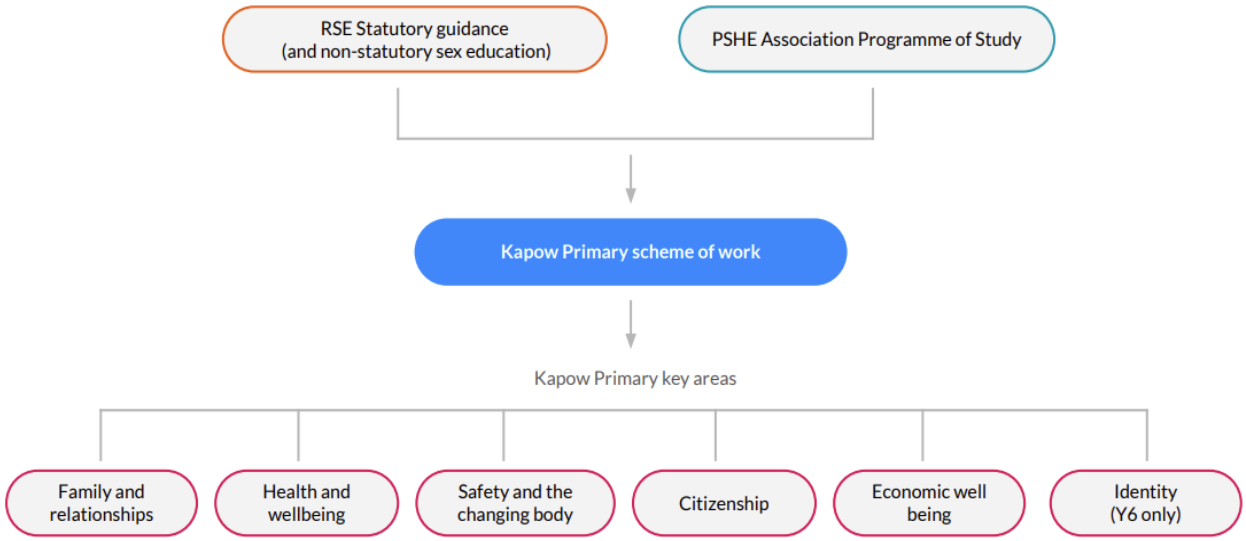
Appendix 3

[insert academy name] **school programme of study (the content of RSHE/PSHE)**

- The Department for Education's statutory guidance for Relationships Education, Relationships and Sex Education (RSE), and Health Education sets out what schools must cover in primary schools from September 2020.
- [insert academy name] has adopted the Kapow programme of study. This programme of study provides a comprehensive programme for each key stage, from EYFS, that fully covers but is not limited to the statutory requirements.
- Kapow provides the core RSE and PSHE programme. PolEd and other quality-assured materials are used to supplement coverage where this supports local safeguarding priorities, online safety, personal safety, economic wellbeing or pupils identified needs.
    - The Kapow Programme of study fulfils the National Curriculum requirements for PSHE (and linked elements of Science)
    - It also refers to the PSHE Association Programme of Study

- When the full RSE & PSHE scheme of work is taught in conjunction the Kapow Computing scheme, it also covers the government's Education for a Connected World - 2020 edition framework.

- **The Kapow programme of study, plus supplementary materials, covers the following:**



Appendix 4

Sex education at [insert academy name]

Sex Education is taught in Y6.

Pupils are taught about puberty and changes to their bodies, including menstruation (statutory health education content) in Year 5.

Then in Y6 they are also taught about conception and birth – teaching centres around how a baby is conceived and how a baby is born. This again will deepen their understanding of reproduction from the science curriculum. The sex education curriculum will be taught sensitively and, where necessary, boys and girls may be taught some elements separately.

The school may bring in health professionals to support the delivery of the curriculum.

By this stage, all children will have already been taught about changing bodies through statutory health education and so will further develop their understanding, including having any misconceptions addressed.

Before sex education is taught, parents will be invited to meet the class teacher to discuss the contents of the curriculum to better support their child at home and to have the opportunity to ask any questions. Parents have the right to remove their child from sex education lessons by writing to the school see forms in Appendix 5 and 6.

However, we firmly believe that equipping children with a basic understanding of puberty, conception and birth is essential and will help pupils in their transition to high school where they will continue to develop their understanding.

Appendix 5

Example of a letter to parents/carers (engagement)

Dear …….

Thank you for your letter/request about withdrawing your child from sex education.

We respect the legal right of all parents to withdraw their child from some or all of sex education delivered as part of our RSHE/PSHE ed programme.

Before you make the final decision about which aspects of sex education lessons you wish your child to be withdrawn from, I would like to invite you into school, so we can talk about this together. This will give us an opportunity to share our programme and look at some resources together and give you the chance to ask any questions or share any concerns you may have. We can put a plan together to agree when/how to withdraw your child whilst in school and consider when/how you can talk to your child about the content at home.

One of the reasons we are keen to keep all children in our lessons is that we believe that age-appropriate relationships and sex education help children to be safe, happy and healthy in their interactions with others (now and in the future). When children are withdrawn from lessons, there is always a possibility that they will hear information that is only partly accurate with no chance to ask questions in a safe environment.

In lessons, teachers are always careful to ensure that children learn about growing up in a way that respects different religious and cultural views and reflects the values and ethos of the school.

I would welcome the opportunity to meet with you to learn more about how we can work together to support your child.

Thank you for considering this matter so carefully.

Appendix 6

Example of a form to be used for parental withdrawal from sex education delivered as part of the RSHE/PSHE ed curriculum

Parental withdrawal from sex education **delivered as part of the RSHE/PSHE ed curriculum** **A copy of this form should be given to the parent(s) and a copy retained in school**

To be completed by the parent(s)	
Name of child	
Name of parent(s)	
Year group/class	
Reason for withdrawing the child from non-statutory sex education delivered as part of RSHE/PSHE education	
Any other information you wish the school to consider	
Parent(s) signature	
To be completed by the Head of School	
Notes from discussion with parent(s)	
How the school will inform the parent about sex education	
Where the pupil will work/supervision	
Work to be undertaken by the pupil at this time	
Head of School signature	
Review date	