



# Relationship Education Policy

*'You have filled my heart with greater Joy'*

*Psalms 4:7*

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**Ratified by: Jo Trahearn**

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## Context

### **Relationships Education in our school – Why is it important?**

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

It is essential for the following reasons:

- RSE plays a vital part in meeting the school's safeguarding obligations as outlined in the updated [Keeping children safe in education – Statutory guidance for schools and colleges \(September 2025\)](#)
- The [DfE 2026 Statutory Guidance](#) states that, from September 2020, all schools providing primary education, must teach Relationships Education.
- Children have a right to good quality education, as set out in the [United Nations Convention on the Rights of the Child](#).
- Children have the right to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that Relationships and Sex Education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 ['Not Yet Good Enough report.'](#)
- Ofsted is clear that schools must be 'Developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education.'
- These duties are set out in the 2002 Education Act and the 2010 Academies Act. Whole school (Section 5) Ofsted inspections consider the extent to which a school provides such a curriculum.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' emotional wellbeing, and improving their ability to achieve in school and under the Education Act (1996) to prepare children for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

Relationships Education makes a major contribution to fulfilling our school's vision. We Achieve, Challenge and Encourage all our learners, underpinned by our Christian Values of Trust, Compassion, Friendship, Forgiveness, Wisdom and Endurance so that they can be the very best version of themselves. We want all our school community to embrace healthy relationships, in all their forms, and to respect the diversity of the world around us.

### **Context of Wider PSHE**

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

### **Aims of Relationships Education**

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

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

- develop interpersonal and communication skills
- develop positive, personal values and a moral framework that will guide their decisions and behaviour
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop respectful, caring relationships based on mutuality, reciprocity and trust
- develop their ability to keep themselves and others safe, physically and emotionally (including online safety)
- develop their understanding of a variety of families and how families are central to the wellbeing of children
- recognise and avoid coercive and exploitative relationships
- explore relationships in ways appropriate to their age and stage of development
- value, care for and respect their bodies
- build confidence in accessing additional advice and support for themselves and others

## **1. Implementing Our Policy**

### **1.1 Inclusion**

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

- their level of vulnerability to coercion and pressure
- their previous experience of negative behaviours in peer or child-adult relationships
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image

- the need to involve all staff, including ancillary staff and parents/carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

## 1.2 Equality

The [Equality Act 2010](#) has special resonance in Relationships Education. Through this area of learning we seek to develop key interpersonal skills such as respect and empathy which enable pupils to understand the rights and responsibilities we all have towards one another.

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

We will ensure that our provision of Relationships Education is not only equally accessible and inclusive for all pupils with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual, transgender or + (LGBT+). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010. We will deal sensitively and honestly with issues of sexual orientation and identity, answer appropriate questions and offer support. Pupils, whatever their developing sexuality or identity, need to feel that RSE is relevant to them. Teachers will never assume that all intimate relationships are between opposite sexes. Information will be inclusive and will include LGBT+ people in stories, scenarios and role-plays. We will ensure all pupils can explore topics from a different gender's point of view, and a variety of activities, including practical tasks, discussions, group activities and competitions. We will also ensure that our teaching is sensitive and age appropriate in approach and content.

In order to ensure that Relationships Education meets the needs of all:

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

We support children in developing their knowledge about and attitudes towards diversity throughout units of work including:

- Families and relationships
- Citizenship

### **1.3 Safeguarding**

RSE contributes to safeguarding pupils ([Children Act 2004](#)) by promoting their emotional wellbeing, and improving their ability to achieve in school. We understand the importance of high-quality Relationships Education as we fulfil our statutory safeguarding duties. Relationship Education enables pupils to understand about mutual, consensual and reciprocated relationships in all their forms. Whether the children are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching about 'Family and Relationships' and 'Anti-bullying' enables us to fulfil our statutory duty to prevent 'peer-on-peer' abuse. This will be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This will also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Children will be taught how to report concerns and seek advice when they suspect or know that something is wrong. These subjects complement Health Education and as part of a comprehensive programme and whole. Children have the right to say no, to respect their own body and to speak out and know that someone can help.

In the case of RSE and Personal Safety, we recognise that effective teaching may alert children to what is appropriate and inappropriate behaviour (including inappropriate emotional, physical and sexual abuse or behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. RSE and Personal Safety also enables us to fulfil our duty to prevent Female Genital Mutilation (FGM).

When teaching any sensitive issue young people may give cause for concern. All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

Our use of the anatomical terms for body parts helps to ensure that children are able to describe abusive behaviours if they need to. Ground rules at the start of sessions help to establish and maintain a safe and appropriate learning environment; this is important for good learning to take place, and also contributes to effective safeguarding.

### **1.4 Development of the Policy**

Since September 2020, the law has required primary schools to consult on their Relationships Education policy. Parents/carers will be consulted through making the policy accessible on the school website. Following feedback in the first academic year, the policy was reviewed termly, and then subsequently every three years. Teaching and non-teaching staff will be consulted and governors were consulted through a governors meeting. This policy will be approved and adopted by the head teacher and governing body. Further consultation with *parents/carers and pupils* will be carried out when the policy is reviewed, which happens at least every 3 years. All views expressed by pupils, staff, governors and parents/carers about the policy have been considered. The final decision on policy and delivery has been made by the school, having listened to the needs and views of the school community.

### **1.5 Consulting on our Policy**

Before consultation activities, teachers and parents/carers (for example parent governors) have been given information about Relationships Education and associated duties in ways which are accessible to them (see Appendix 6.2 for the RSE programme of study across the different key stages and the learning objectives to

be covered across a two-year rolling programme). Please note, some units will be taught to separate year groups and not across mixed classes. They have been asked for their views about appropriate ages for particular topics, to share relevant views and beliefs and to consider the suitability of the school's aims for Relationships Education. Following feedback, the policy was reviewed termly within the first academic year of Relationship Education (2020).

## **2. Involving the Whole School Community**

### **2.1 Working with Staff**

Teaching Relationships Education can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop their own knowledge, skills and attitudes. We recognise that every adult has different personal beliefs and attitudes, but that all teachers must understand and comply with their duties connected with safeguarding, equality and inclusion.

Teachers have a duty to deliver statutory areas of the curriculum and all teachers will be supported to develop their skills in delivering non statutory areas such as sex education. We will discuss relevant issues and staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects of Relationships Education. We will also encourage the sharing of good practice. We may also use team teaching to develop confidence.

Those with special responsibility for the development of Relationships Education will be offered opportunities to consult with advisors and attend external training courses.

### **2.2 Engaging with Pupils**

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

- We will refer to local/countywide/national data e.g. Health Related Behaviour Survey for our school/district.
- We will engage the pupils in assessment activities to establish their development needs, for example 'Draw and Write' activities.
- We will encourage pupils to ask questions as they arise by providing anonymous question boxes.
- We will ask pupils to reflect on their learning and set goals for future learning.
- We will consult pupils (e.g. through the Curriculum Committee) about their perception of the strengths of our Relationships Education provision and the areas to be further developed.

## **2.3 Working with Governors**

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

In order to facilitate this process, the Relationships Education Policy will appear annually on the agenda of the Autumn Term Full Governing Board Meeting. The policy will be available on the school's website. A link governor for PSHE (including Relationships Education) will be nominated.

It is the role of governors to ensure that:

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

## **2.4 Communicating with Parents/carers**

High quality Relationship Education is a partnership between home and school. Parents/carers are the first educators of their children about relationships, emotions, empathy, respect and growing up. We recognise that many children like to receive information about relationships from their parents/carers in addition to their learning in school. Therefore we seek to work in partnership with parents/carers when planning and delivering Relationships Education. We will encourage this partnership by:

- A copy of our RSE policy is freely available on request to the whole school community. A copy of the policy can be found on the school website. A physical copy of the policy is available free of charge from the school office.
- Sharing details of our curriculum on our website
- Informing parents/carers by key stage newsletter/leaflet of forthcoming Relationships Education topics e.g. Personal Safety, Anti-bullying and RSE
- Inviting parents to learn more about the approach used in Relationships Education and RSE
- Informing parents/carers about PSHE, Relationships Education and RSE programmes as their child joins the school through the school website
- Providing supportive information about parents' role in Relationships Education
- Inviting parents to discuss their views and concerns about Relationships Education on an informal basis

- Signposting parents/carers to sources of support to help them address their own needs, the needs of their child or build their own confidence in talking about relationships with their children.

## **2.5 Working with External Agencies and the Wider Community**

We believe that all aspects of Relationships Education are most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school, who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow this Code of Practice when working with visitors:

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

## **3. Curriculum Organisation**

Our Relationships Education Curriculum (see appendix) is wholly consistent with the DfE statutory requirements for Relationships Education and Health Education (2026), National Curriculum (2014), other DfE guidance and OfSTED guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. We consider Relationships Education to be a continuous process of learning, which begins before the children enter our school and continues into adulthood. We have planned a curriculum appropriate to each age group with a spiral of progression. All adults working with children have a part to play in supporting the delivery of Relationships Education. In Primary School, Relationships Education is learning about:

- Families and People who care for me
- Caring Friendships
- Respectful, kind relationships
- Online safety and awareness
- Being Safe

In Primary School, Health and Wellbeing Education is learning about:

- 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

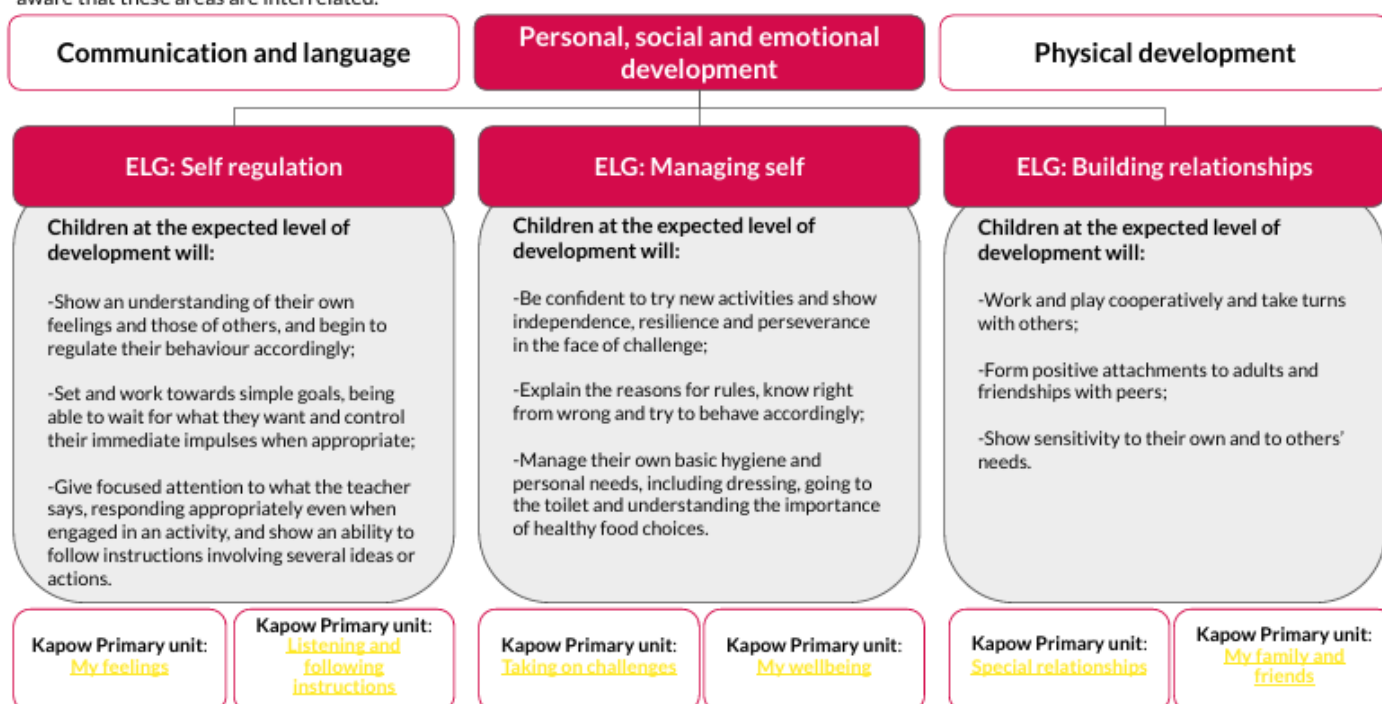
Our PSHE topic structure does not separate delivery of Relationships Education from Health Education and wider PSHE. RSE is not delivered as a standalone subject – it is entwined within our core values, our PSHE programme, other curriculum areas and much more. We deliver topics which, taking the lead from children’s lived experiences, consider related themes including development of knowledge, skills and attitudes in an integrated way.

### RSE and PSHE in EYFS (Reception):

## RSE & PSHE in EYFS: Reception

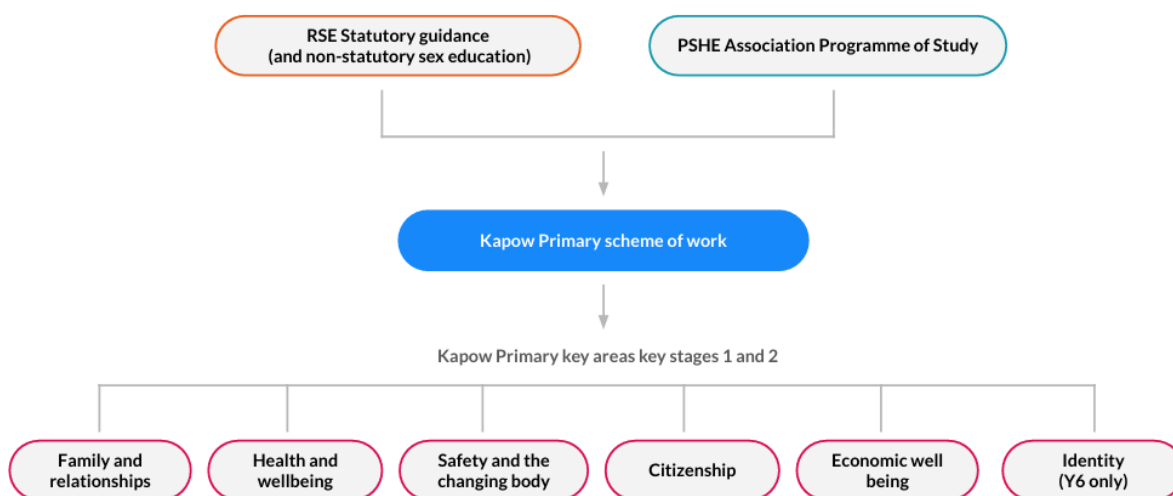
Personal, social and emotional development is one of the three Prime Areas in the [Statutory framework for the early years foundation stage](#). The prime areas, **Communication and language**, **Physical development** and **Personal, social and emotional development**, lay the foundations for children to achieve in all areas of learning and life.

The early learning goals (ELG) below summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year in the Personal, social and emotional development prime area and are referenced in our Kapow Primary RSE & PSHE lesson plans, along with the relevant non-statutory [Development Matters](#) guidance. We have organised our EYFS: Reception content under the most relevant early learning goal, however please be aware that these areas are interrelated.



### RSE and PSHE in Key Stage 1 and Key Stage 2:

## How is Kapow Primary's RSE & PSHE scheme of work organised?



Relationships Education and Health Education will be taught in:

- PSHE through designated lessons, circle time, focused events, health weeks
- Other curriculum areas, especially Science, English, RE, PE and Computing
- Enrichment activities, for example our assembly programme, SEAL programme, growth mindset approaches (e.g. our learning characteristics vocabulary within the Routes to Resilience programme), external visitor supporting education, support groups, involvement in school trips and adventurous activities and activities carried out as part of our development as a healthy school.

### Statutory aspects of Sex Education within the National Curriculum Science

All schools must teach the following as part of the National Curriculum Science; parents/carers do not have the right to withdraw their child/children from this.

|  |   |
|--|---|
| <p><b>Key Stage 1:</b></p> <ul style="list-style-type: none"> <li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> <li>• Notice that animals, including humans, have offspring which grows into adults</li> <li>• Describe the importance for humans of hygiene</li> </ul>   | <p><b>Key Stage 2:</b></p> <ul style="list-style-type: none"> <li>• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>• Describe the life process of reproduction in some plants and animals</li> <li>• Describe the changes as humans develop to old age</li> </ul> |
| <p>Year group specific Science objectives from the National Curriculum;</p> <p><b>Year 1</b><br/>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p><b>Year 2</b><br/>Understand that animals, including humans, have offspring which grow into adults</p> <p><b>Year 5</b><br/>Describe the changes as humans develop to old age<br/>Describe the life process of reproduction in some plants and animals</p> <p><b>Year 6</b><br/>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parent</p> |   |

## Statutory aspects of Relationships Education: content to be covered by the end of primary

### Families and people who care for me

#### Curriculum content:

- 1. That families are important for children growing up safe and happy because they can provide love, security and stability.
- 2. 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.
- 3. 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.
- 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
- 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- 6. 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:

- 1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
- 2. 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.
- 3. 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.
- 4. 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.
- 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
- 6. How to manage conflict, and that resorting to violence is never right.
- 7. 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:

- 1. 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.
- 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- 3. 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.
- 4. 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.

- 5. 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.
- 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
- 7. The conventions of courtesy and manners.
- 8. 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.
- 9. 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.
- 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
- 11. 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:**

- 1. 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.
- 2. 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.
- 3. 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.
- 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
- 5. 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.
- 6. 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:**

- 1. 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.

- 2. 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.
- 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
- 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
- 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- 6. 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.
- 7. 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.

### **Statutory aspects of Primary Health and Wellbeing: content to be covered by the end of primary**

#### **General wellbeing**

##### **Curriculum content:**

- 1. 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.
- 2. The importance of promoting general wellbeing and physical health.
- 3. 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.
- 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
- 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- 6. That isolation and loneliness can affect children, and the benefits of seeking support.
- 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
- 8. 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.

- 9. 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).
- 10. That it is common to experience mental health problems, and early support can help.

### **Wellbeing online**

#### **Curriculum content:**

- 1. 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.
- 2. 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.
- 3. 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.
- 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
- 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
- 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
- 7. 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.
- 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
- 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
- 10. That they have rights in relation to sharing personal data, privacy and consent.
- 11. Where and how to report concerns and get support with issues online.

### **Physical health and fitness**

#### **Curriculum content:**

- 1. The characteristics and mental and physical benefits of an active lifestyle.
- 2. 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.
- 3. The risks associated with an inactive lifestyle, including obesity.
- 4. 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:**

- 1. What constitutes a healthy diet (including understanding calories and other nutritional content).
- 2. Understanding the importance of a healthy relationship with food.

- 3. The principles of planning and preparing a range of healthy meals.
- 4. 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:**

- 1. 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:**

- 1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- 3. 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.
- 4. 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.
- 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- 6. 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:**

- 1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
- 2. 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:**

- 1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
- 2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

### **Developing bodies**

#### **Curriculum content:**

- 1. 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.
- 2. 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.
- 3. 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.

### 3.1 Teaching Methodologies

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

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

#### Ground Rules

In our school, it is important that we always create a positive climate for learning. Relationships Education is taught in a safe, non-judgemental environment where all adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any PSHE work, including Relationships Education work, in addition to those already used in the classroom. The ground rules will be developed and personalised by each class, with the guidance of the teacher, in an age-appropriate way. The purpose of such ground rules is to ensure that the children feel safe and be safe. It will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the pupils. It will also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information. They will cover the following areas:

- appropriate use of language e.g. anatomical terms for the sexual body parts.
- the asking and answering of personal questions – we can put questions in the question box at any time.
- confidentiality - although, realistically, it is unlikely that complete confidentiality will be observed, it is important that children are taught to respect the privacy of others and to do their best to keep what is said in class confidential. Children are to know, discuss and be taught that they have 'trusted adults' that they can talk to and that sometimes it might be more appropriate to seek a 1:1 conversation. The teacher must emphasise that if anyone mentions something which could be harmful or put them at risk, then they will have to pass the information on to help keep them safe.
- don't use names – unless talking about someone positively. Otherwise give examples of personal stories using terms such as 'someone I know' or 'a friend'.
- no-one will be forced to take part in a discussion
- strategies for checking or accessing information

#### Distancing Techniques

In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use *fiction, puppets, case studies, role-play, videos, theatre in education* to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

### 3.2 Anti-bullying and Friends and Family

See Anti-bullying Policy review.

### 3.3 Relationships and Sex Education (RSE)

Our topic, RSE, combines elements of Relationships Education (e.g. learning about families, personal safety and

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

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

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

### **3.4 Curriculum Materials and Resources**

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

- are consistent with our curriculum for Relationships Education
- relate to the aims and objectives of this policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up to date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product, religious viewpoint
- avoid racial, gender, sexual, cultural and religious stereotyping and heteronormativity
- encourage active and participative learning
- conform to the statutory requirements for Relationships Education.

### **3.5 Safe and Effective Practice**

In our school we have a clear safeguarding policy which is shared with staff, pupils and parents/carers. This policy is communicated to parents/carers on the school website. The policy states that:

- Staff are unable to offer absolute confidentiality. The classroom is never a completely confidential place to talk, and that remains true in RSE. Pupils will be reminded that lessons are not a place to discuss their personal experiences and issues, or to ask others to do so, through the establishment of ground rules.
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Children will be told if information is to be shared (taking special care with very young children or those with significant special needs) and will be offered appropriate support.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality than school staff are able to give. However, in a classroom and other teaching situations, when they are contributing to our planned Relationships Education programme, they will follow the school's Safeguarding policy. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with classes.

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

#### **Answering Questions:**

We acknowledge that sensitive and complex issues will arise in Relationships Education, as pupils will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content. As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age-appropriate way, only to the pupil/s who have asked the question. The teacher may decide to inform families about questions which go beyond the planned curriculum, in order to further home/school partnerships. We will also use a question box where questions may be asked anonymously, and teachers will address these appropriately within class. If a member of staff is uncertain about the answer to a question which goes beyond the curriculum, or indeed whether they wish to answer it, they will seek guidance from the PSHE leader/Designated Safeguarding Lead. In some cases, the question will reach beyond the planned curriculum for Y6, and the question will not be answered in school. The child will be asked if they would like support to ask their questions at home or to another trusted adult. Alternatively, if a question goes beyond the planned curriculum and the teacher feels that parental consent needs to be gained then a phrase like "That's a great question. I'll have a think about what is the best way to answer that and get back to you tomorrow," can be used, with the parent consulted in the meantime.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. If a question is too personal, the teacher will remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person.

Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or exploitation, teachers will pass this information to the DSL in line with the school's Safeguarding policy.

Staff training will include sessions on how to deal with difficult questions. Agreed phrases, where appropriate, will be used in response to difficult questions. We will always acknowledge the question and give the message that it is okay to ask, e.g. 'Thanks for asking that question.' or 'That's an interesting one.'

EXAMPLE Phrases we will use are:

- If appropriate, depending on the context and/or setting we will check out the context of the child's question before we answer, e.g. 'Tell me a bit about where you heard about that.' or 'I'm not quite sure what you mean, could you tell me some more?'
- We don't have to answer straight away but we'll always make sure we get back to the child, e.g. 'Thanks for asking that question. I'd like to talk about it later when we can talk about it without being interrupted.'
- We can say we're not sure or we don't know. But we will always make sure that we find out the answer or refer the child to someone who can help them, e.g. 'I'm not sure how to answer that one. Perhaps you could ask someone at home. Who would be a good person to ask?'
- If we feel uncomfortable answering the question we could say 'I'm not the best person to answer that question, let's go and ask...'

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

### **3.6 Assessment, Recording, Reporting**

Relationships Education will be assessed in a variety of ways, including the use of self-assessment and teacher assessment. Guidance provided in the Kapow Primary RSE & PSHE scheme of work will be used.

From time to time the PSHE leader will ask staff to reflect on the effectiveness of learning in particular units of work, using the RAG rating sheets in each unit. Sometimes, we will also use a class record book to record whole class discussions and group work in PSHE. In some cases, we will ask the children to record key learning activities in a PSHE Book, to show their development and progress.

## **4 Sex Education Policy**

### **4.1 Definition of Sex Education**

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

This extends the learning about sexual reproduction in 'some plants and animals' required through the Science national curriculum. It also complements the statutory requirement to teach about puberty as part

of Science and Health Education, as understanding sexual reproduction in humans enables children to understand the processes of puberty. For pupils to understand conception and birth they need knowledge to underpin this; that a sperm and an egg is needed to make a baby, that the process of sexual intercourse or IVF brings the sperm and egg close enough together to fertilise, that babies develop in the uterus and are usually born through the vagina.

#### **4.2 Consultation about Sex Education**

We have taken into account the DfE's recommendation that all primary schools have a Sex Education programme and we understand that this is not statutory. We understand that our teaching in sex education must be tailored to the needs and physical and emotional maturity of the pupils. Over each academic year, we gradually embed these objectives into our curriculum making sure we integrate the learning in across-curricular manner, whilst continually assessing and addressing the particular needs of the children (see Section 3 for curriculum organization and Appendix 6 for a progression of skills, vocabulary and objectives). The aim of this structure and on-going assessment is to ensure the children are developing core vocabulary, skills and 'building blocks' within RSE as they progress through the school. Teachers, parent governors and pupils have been consulted about this and our school has decided that we will offer content in Sex Education in the context of Relationships Education, Health and Wellbeing Education and RSE.

#### **4.3 Content of Sex Education**

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

- Y1/2 will learn that human babies grow inside their mothers alongside learning in Science that adult animals produce offspring like themselves e.g. dogs have puppies and cats have kittens etc. – statutory KS1 Science.
- Y3/4 will learn that every animal (including humans) began when a seed from a male and an egg from a female join together. They will not yet learn about the means by which egg and sperm join.
- Y5/6 will learn about human sexual reproduction and other ways that eggs and sperm are joined (e.g. IVF) in age-appropriate detail. They will learn about vaginal birth and caesarean section in age-appropriate ways, reflecting the experiences of children and families they know.

#### **4.4 Teaching Methodologies**

In Sex Education there is a certain amount of knowledge which has to be imparted. Teachers will give the facts in an accessible way using a range of approaches, such as picture books and scientific descriptions. We will avoid resource-led approaches which rely on worksheets or lengthy audio-visual resources. Pupils will be asked to consolidate their learning in ways which enable them to develop skills to discuss sexual body parts and functions confidently.

#### **4.5 Delivery of the Sex Education Curriculum**

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

Parents/carers will be informed via the school website and/or a termly Key Stage Newsletter about the content of the curriculum in advance of teaching and will be invited to talk to staff if they have questions. Teachers will be offered support to develop their skills and to learn from others where needed.

#### **4.6 Right to be excused from Sex Education**

Within Upper Key Stage Two, parents/carers have the right to request that their child be excused from some or all of Sex Education delivered as part of statutory Relationships Education. This does not include Science. Before granting any such request the Head Teacher will discuss the request with parents/carers (and if appropriate with the child) to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The educational, social and emotional benefits for the child being part of the lessons will also be discussed. We will record the discussion and the outcomes.

Together, we will consider compromise arrangements which will enable the child to receive Sex Education at school (e.g. same sex teacher, same sex teaching group). We will offer support to parents/carers who wish to deliver Sex Education at home.

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

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

### **5 Monitoring, Review and Evaluation**

Monitoring, reviewing and evaluating the Policy is the responsibility of the PSHE leader/head teacher. The governing body will ask for information relating to the effectiveness of the policy when it is monitored every year. Information will be gathered from the Head Teacher, the PSHE Leader, staff, parents/carers and pupils to inform judgements about effectiveness.

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

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

## **6 Appendices**

### **6.1 Our Relationships Education Curriculum and Language:**

#### **Language**

Pupils will be taught the anatomical terms for body parts. This will be shared through the RSE policy and made available via the school website. When each PSHE/RSE unit is taught, this will be shared by the termly Key Stage newsletter. However, we might need to use the terms at other times, such as when dealing with incidents of misuse or disrespectful language.

From Foundation Stage children will be supported in learning how to value and appreciate their own and other people's bodies. They will learn to recognise and name external parts of the body including using

scientific names for the external sexual parts of the body. During these activities and discussions, it is expected that children may volunteer personal names for the sexual parts of the body and many children of this age will have learned colloquial or family names for body parts. These family names for body parts will be fully respected and accepted during discussions. Alongside the use of these, teachers will use anatomical words which will be referred to as the 'doctor' (scientific) words as they are words which are used by health professionals and words that children will hear used when they visit the doctor. Current SRE guidance recommends that teachers accept colloquial or family terms as well as introducing correct anatomical names. Recognising and naming the sexual body parts for both boys and girls helps children to value these parts of their bodies and enables them to discuss these body parts in more detail and without embarrassment later on in their education. This vocabulary is developed across a number of sequential lessons that also help children to appreciate the variety of things that they can do with their bodies, the similarities and differences between different bodies (including those between boys and girls), how they have changed physically since they were very young and how they will continue to grow and change all their lives. They will also look at personal hygiene and support children in developing appropriate responsibility for it. They will also examine what they currently do to look after themselves, including dressing and undressing. They will learn to recognise areas where they still need support from others to ensure their personal needs are met and to be aware of the adults who provide this care.

#### **Agreed list of vocabulary used in school:**

Kapow RSE and PSHE Vocabulary: [RSE PSHE-Vocabulary 16 04 26.pdf](#)

The teaching of [Lesbian, Gay, Bisexual and Transgender \(LGBT\)](#) at Ashby C of E Primary School and specific vocabulary;

- 36. In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.
- 37. Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT+, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT+ content at a timely point as part of this area of the curriculum.

[Relationships education relationships and sex education RSE and health education for intro 1 September 2026](#)

We always aim to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual, transgender or + (LGBT+). We deal with all types of prejudice, including homophobia, and promote understanding and respect (Equality Act 2010) through our inclusive RSE curriculum. Questions, support or issues of sexual orientation and identity, are always dealt with sensitively and honestly. All information will be inclusive and will include LGBT+ people in stories, scenarios and role-plays. In addition, we will also ensure that our teaching is sensitive and age appropriate in approach and content.

#### **Respectful Language**

Ofsted found that in its 2013 report 'Not Yet Good Enough' the casual use of homophobic language in

schools is often unchallenged. Through a respectful, inclusive and well established RSE curriculum we aim to always challenge the use of respectful language, whether that is sexism, homophobia or any other form of prejudice. Pupils may hear references to words such as, 'gay,' 'straight' or different kinds of relationships as part of teaching and assemblies. In doing so, children will be made aware that using terms such as 'gay' to mean something is 'rubbish' is not acceptable and the casual use of homophobic, biphobic and transphobic language in school will not be tolerated.

**6.2 PSHE and Relationship and Sex Education (RSE) programme of study at Ashby C of E Primary School (theKapow RSE and PSHE Programme):**

RSE Breakdown (by year group): [RSE Parent Guidance - breakdown-by-year-group](#)

Mixed Age Progression of skills: [ACE Mixed Age RSE & PSHE Progression-of-Skills](#)

Mixed Age Long Term Plan: [ACE Mixed Age Long Term Plan - Year A / Year B](#)

### 6.3 Linked National Documents

[RSE and Health Education](#)

[Children and Social Work Bill 2017.](#)

[Sex and Relationships Education for the 21<sup>st</sup> Century'.](#)

[Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Framework Guidance on Character Education from the Department for Education \(2019\)](#)

### 6.4 Linked National Sources of Support

<https://www.kapowprimary.com/subjects/rse-pshe/curriculum/rse-pshe-parent-information/>

<http://www.nhs.uk/Livewell/Sexualhealthtopics/Pages/Sexual-health-hub.aspx>

<https://www.brook.org.uk/>

<http://www.fpa.org.uk/>

<http://www.sexeducationforum.org.uk/>

<https://www.pshe-association.org.uk/>

<http://www.stonewall.org.uk/>

<http://www.bodysense.org.uk/>

<http://www.nat.org.uk/>

<https://www.nspcc.org.uk/>

<https://www.childline.org.uk>

### 6.5 Our Charter: Working Together in RSE

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

Children and Young People are entitled to:

- Be valued and respected for who they are, taking into account their background, culture, faith, identity and needs
- Accurate, up-to-date, useful and age-appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time

- Know where and how to access information, support and local services
- Be informed about confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner
- Be involved in developing and evaluating the content, delivery and timing of their RSE programme as appropriate.

**Adults working with children are entitled to:**

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

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

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