



St Peter & St Paul
CofE Primary School

**Relationships, Sex and Health
Education Policy
2026 - 2028**

(This policy has been drafted having regard for the school's Christian ethos.)

	Date	Signed
Agreed by Staff:	March 2026	
Agreed by Governors:	March 2026	
Lead:	Rachel Norton	
Review date:	March 2028	

Our School Mission Statement

Nurture, Flourish, Serve

Our school nurtures the children to flourish in their individual talents so that they go forth and serve as happy, caring citizens in our ever-changing world.

1. Our Vision for PSHE Education

At St Peter and St Paul CofE Primary School we believe every child deserves an education that prepares them not only for academic success but also to thrive as rounded individuals in modern society. Personal, Social, Health and Economic (PSHE) education sits at the heart of this commitment.

PSHE is not an add-on to our curriculum; it is fundamental to our children's development as confident, healthy and respectful members of society. Through high-quality PSHE, we equip pupils with the knowledge, skills and attributes they need to stay safe, maintain wellbeing, and build positive relationships throughout their lives.

Our curriculum is carefully designed to be developmental and progressive. From the moment children join our school, they begin to explore emotional literacy—learning to recognise, name and talk about feelings. This foundation grows year by year, helping pupils to manage emotions, develop resilience, and make informed decisions that support their own and others' wellbeing.

By embedding PSHE across our school culture, we nurture a community where respect, inclusivity and responsibility flourish. In doing so, we prepare our pupils not only for the challenges of childhood but also for adulthood, work and active citizenship.

We are committed to:

- Supporting the whole child - recognising that children's emotional and social development directly impacts their capacity to learn
- Creating a safe, inclusive environment where every child feels valued and able to discuss concerns without fear or stigma
- Building foundations for the future - providing age-appropriate learning that prepares children for the challenges and opportunities of adolescence and beyond
- Working in partnership with families, recognising that parents are children's first educators in many aspects of relationships and health
- Embedding PSHE across school life - not just in weekly lessons, but through our values (including British values), relationships, and everyday interactions

At St. Peter and St. Paul CofE Primary, we want a school where:

- children are the priority
- passion, enthusiasm and drive is at the heart of everything we do
- children's natural curiosity is encouraged and fostered
- children are given opportunities to explore and experience new things
- children feel safe and can therefore thrive and flourish
- pupils exhibit excellent standards of behaviour and take pride in themselves and their environment
- there is a distinctive Christian ethos along with a mutual respect for all other faiths
- the workforce and volunteers are happy and take pride in making a difference to our children
- staff members are approachable, committed and dedicated to providing the best possible education for our children
- positive partnerships and mutual respect between all stakeholders; parents, staff, governors, church and the community helps raise aspirations for our children and enables

them to become confident, successful and ambitious learners

- Individuals and groups from the community are welcomed into the school in order to share knowledge and to learn from each other.
- every child is inspired, challenged and empowered Relationships and Sex Education Policy

2. Rationale:

We are aware at our school that young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal, emotional, moral, social and online lives in a positive way.

A caring and developmental Relationship, Health and Sex Education programme needs to be more than just about biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.

We believe that as part of a Relationships, Health and Sex Education programme, pupils should have the opportunity to express themselves within a trusted and safe environment. They need to be allowed to articulate their thoughts, doubts and anxieties in order that they can build the skills they need to make responsible decisions, communicate effectively and develop healthy and appropriate relationships.

The growth of self-esteem and taking of responsibility for oneself and one's actions is also essential to a Relationships, Health and Sex Education programme. If young people develop a positive self-image and feel good about themselves, they are more likely to take care of themselves and think positively about others. This will lead to the ability to recognise and develop non-exploitative, positive, caring relationships.

We believe it is essential that, through this area of the curriculum, that children acquire accurate information, develop skills and develop positive values which will guide their decision making, judgements, relationships and behaviour throughout their life.

3. Aims:

The aims of Relationships, Health and Sex Education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene. Whilst also preparing pupils for the changes that occur to their bodies, minds and emotions.
- Help pupils develop feelings of self-respect, confidence and empathy. To understand that love and care is required in relationships.
- Create a positive culture around issues of sexuality and relationships and enable our pupils to better understand the nature of relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- To know about the risks of being online and how to stay safe.
- To know and understand about human reproduction, whilst using the correct terminology to describe male and female reproductive organs.
- To know where and how to seek information and advice when they need help.
- To recognize that families come in many forms, including same-sex parents, single parent families, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parent/carers.
- To be able to recognise when something is risky or unsafe and be able to report risks and abuse, including online.
- To support all young people to stay safe and prepare for life in modern Britain with an understanding and respect for British Values.

4. Statutory Requirements and Framework:

We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, Relationships and Sex Education (RSE) and Health Education (RSHE).

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (updated 2025) made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education compulsory for all pupils receiving primary education

This policy is drafted in line with that guidance and in compliance with the provisions of the Equalities Act 2010.

5. The Curriculum

We deliver statutory Relationships and Health Education within our comprehensive PSHE programme, using materials from Jigsaw PSHE 3-11. This provides children with a carefully sequenced, age-appropriate curriculum that meets all statutory requirements whilst also developing wider personal and social capabilities. Our PSHE curriculum also supports our safeguarding responsibilities as set out in Keeping Children Safe in Education and the Prevent Duty, helping children to recognise concerns, stay safe online and offline, and seek help when needed.

Our curriculum addresses all statutory requirements including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Basic first aid
- Developing bodies (including puberty as part of Health Education)

Detailed Curriculum maps are available on the website under PSHE Jigsaw Curriculum Maps.

If you require more detail about lessons taught this is available by messaging the School office.

6. Policy Development and Consultation:

This policy has been developed in consultation with staff, pupils and parents.

The consultation and policy development process involved the following steps:

- Review - a working group pulled together all relevant information including relevant national and local guidance
- Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation - parents and interested parties were provided with a copy of the draft policy and comments were invited
- Ratification - governors reviewed and subsequently ratified the policy having regard for consultation responses

7. Relationships Education

Relationships Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on teaching children the fundamental building blocks of positive, respectful relationships with family, friends, peers and adults.

Relationships Education in Primary School focusses on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

Its focusses are:

1. Building children's understanding and skills at primary is essential for preparing them for more complex content at secondary. For example, in primary, children will learn skills for managing difficult feelings in their friendships, like disappointment or anger. This prepares them to reflect on how to behave with kindness in more complex or challenging relationships at secondary.
2. Schools should be sensitive to pupils' circumstances, recognising that families of many forms provide a nurturing environment for children, and can include single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers. Teaching should illustrate a wide range of family structures in a positive way, and care should be taken to ensure that children are not stigmatised based on their home circumstances.
3. Primary relationships education should be anchored in an understanding of positive relationships, but should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This can be delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information. Pupils should be able to recognise emotional, physical and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right. In addition, pupils should understand about bullying, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation.
4. Pupils should know how to report concerns and seek advice. While teaching children how to stay safe, including online, teachers should be clear that being a victim of abuse is never the fault of the child.
5. Primary children should be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. For example, in late primary, schools may decide to discuss the pressure to share naked images if this is affecting pupils in the school. There may also be cases, such as when they know that pupils have seen pornography, in which schools may feel the need to discuss online sexual content. Teaching should be age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion. The school will also inform parents of any deviation from their published RSE policy and share any relevant materials with them on request.

By the end of Primary School, children will have learnt about the following content.

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.

8. Sex Education

Sex education is not compulsory in primary schools, but at St Peter and St Paul CofE Primary we teach sex education in years 5 and 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.

The Science Curriculum is as follows:

Key Stage 1 (5 - 7 year olds) Pupils should be taught:

- That animals, including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can produce offspring and that these grow into adults
- To recognise similarities and differences between themselves and others, and treat others with sensitivity
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2 (7 - 11 year olds) Pupils should be taught:

- To describe the changes as humans develop to old age.
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Life processes common to humans and other animals include nutrition, growth and reproduction
- About the main stages of the human life cycle

St Peter and St Paul CofE Primary School will inform parents about the content of anything that will be taught within sex education. This process will include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.

Right to Withdraw:

Relationships and Health Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on teaching children the fundamental building blocks of positive, respectful relationships with family, friends, peers and adults.

Parents have the right to withdraw their children from all or part of the Relationships and Sex Education provided by the school with the exception of those parts which are included in the statutory National Curriculum (as found in bold below).

- **To explore sexual reproduction in plants and animals (Science, Y5)**
- **To describe how living things are classified (Science, Y6)**
- **To recognise that living things produce offspring (Science, Y6)**

Requests for withdrawal should be put in writing and addressed to the Head Teacher. No reason needs to be given. A copy of withdrawal requests will be placed in the pupil's educational record. The Head Teacher will discuss the request with parents and take appropriate action. This will include a discussion about exactly which aspects of the school non-statutory SRE curriculum the parents would like to withdraw their child from, and communication with the teacher about how best to do that without isolating the child.

In the event that a parent chooses to withdraw their child from all or part of the Sex Education provided, the school will make alternative arrangements for the child during those periods when this education is taking place. Alternative work will be given.

9. Health and Wellbeing

Health education in Primary starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness. We emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors. As in all of RSHE, we will take care to avoid exposing pupils to concepts which are not appropriate for them.

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.

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).

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.

Wellbeing online

Curriculum content:

1. The benefits of limiting time spent online, th 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. e 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.

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.

10. Roles and Responsibilities:

The Governing Body

The Governing Body will:

- Ensuring the school meets its statutory duties
- Approving this policy
- Monitoring implementation and impact
- Supporting the headteacher and staff
- Engaging with parent consultation processes

The Head Teacher is responsible for:

- Ensuring statutory requirements are met
- Supporting the PSHE lead and teaching staff
- Ensuring adequate resources and professional development
- Engaging with parents, particularly regarding sensitive content
- Managing withdrawal requests from sex education
- Ensuring PSHE connects with whole-school safeguarding and behaviour approaches

The PSHE Lead is responsible for:

- Overall coordination of PSHE across the school
- Keeping up to date with statutory requirements and best practice
- Supporting and advising teachers
- Monitoring quality and impact of PSHE provision
- Leading policy review and consultation processes
- Liaising with parents and external agencies
- Reporting to senior leadership and governors

Staff are responsible for

- Delivering high-quality PSHE in line with this policy
- Reinforcing PSHE learning throughout school life
- Responding appropriately to disclosures and concerns
- Modelling the values and behaviour promoted through PSHE
- Engaging with professional development

Parental Involvement:

The prime responsibility for bringing up children rests with parents. It is therefore recognised that parents are key figures in helping children to cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities that sexual maturity brings. The teaching offered by schools should be complementary and supportive to the role of the parents.

Parents are the key people in:

- Teaching their children about relationships and sex;
- Maintaining the culture and ethos of the family;
- Helping their children cope with the emotional and physical aspects of growing up; and
- Preparing them for the challenges and responsibilities that sexual maturity brings.

Parents can be offered support in:

- Helping their children learn the correct names of the body;
- Talking with their children about feelings and relationships;
- Answering questions about growing up, having babies, feeling attraction, sexuality, sex, contraception, relationships and sexual health.

It is for this reason that we will notify parents when particular aspects of Relationships and Sex Education will be taught, by providing parents with an overview of the SRE provision. Parents will also have the opportunity to view schemes of work and lesson plans if desired. Parents may be given the opportunity to take part in SRE Learning Together workshops alongside their children. On these occasions parents will be formally invited and a question and answer opportunity will be given.

Should the children ask direct questions we will endeavour to answer them simply and honestly. We will inform parents after any discussion if it seems appropriate.

11. Safe and Effective Practice:

Key principles to ensure high quality and effective planning:

- Safe learning environment
- Ground rules
- Distancing
- A protocol for how questions are handled
- Guidance for dealing with sensitive/controversial issues.

RSE is taught:

- by a member of teaching staff who is known to the pupils, preferably the class teacher.
- in a familiar and comfortable environment
- adhering to the school's agreed curriculum content which is age and stage appropriate
- using resources and teaching methods which have been approved by the PSHE lead and the SLT
- through a spiral curriculum which revisits previous learning and builds knowledge and understanding in gradual steps
- in a sequence of lessons which build knowledge and understanding at a gentle pace

Teachers ensure that the learning environment is safe by:

- setting clear ground rules which are to be adhered to by all staff and pupils present
- organising seating so that pupils do not feel threatened or embarrassed
- making provision for supporting pupils who may struggle to adhere to the ground rules or deal with the content of the lessons (this may include arranging for additional staff to support in the lesson or be on standby)
- ensuring that lessons are well prepared and that all staff present are clear about the level of content that will be covered - age and stage appropriate
- providing adequate lesson time for discussion, to answer questions, deal with misconceptions and ensure that the pupils have properly understood the content
- providing regular opportunities for pupils to ask questions in written form to avoid risk of embarrassment or judgement. This will also provide the teacher with time to assess whether the question fits within the age & stage requirements and decide how/whether the question should be answered
- giving scenarios for discussion which allow pupils to explore an issue without relating it to personal experience (de-personalisation)

Ground rules might include:

- allowing others to speak without interruption or judgement
- avoiding giving personal information or asking others to do so
- accepting that people will hold a range of views
- being respectful to everyone in the lesson at all times
- discussing and challenging viewpoints respectfully
- accepting that people will have a range of knowledge and understanding

De-personalisation techniques are used to:

- allow pupils to share and explore different aspects of RSE without fear of being judged or labelled
- allow pupils to consider issues that they have not had experience of
- support pupils to understand that all people are different and that not everyone feels the same way, lives the same lifestyle or will share the same experiences
- teach pupils that all issues which affect society, such as discrimination, are relevant to everyone

The teaching of sensitive and controversial issues must;

- not be avoided because they are difficult to teach
- be supported by the senior leadership team who will enable teachers to deliver the lessons safely and effectively
- be supported by relevant school staff who have been made aware when these issues will be being taught in order that any issues arising can be dealt with promptly and effectively
- be communicated to parents and carers well in advance so that they are aware of the broad content of lessons and also the period of time in which they will be taught

Personal Disclosures:

Disclosures from pupils may take place at an inappropriate place or time. If this happens, the teacher should talk again individually to the pupil before the end of the school day. The teacher should, if able, discuss the issue with an appropriate colleague without identifying information. The teacher should follow the school's confidentiality policy at all times.

Child Protection:

If staff feel a pupil is 'at risk' under any of the categories within its Safeguarding Policy, the named person must be informed promptly and the appropriate procedure followed.

The Senior Leadership Team will be aware of the SRE timetable and may withdraw vulnerable individuals for one-to-one input.

Sexual Activity:

There may be rare occasions where a teacher at the school is directly approached by a pupil who is sexually active or is contemplating sexual activity. This should be viewed as a child protection issue and referred to the Safeguarding officer.

In such cases, the Safeguarding officer should make sensitive arrangements, in discussion with the pupil, to ensure that parents or carers are informed. The

Safeguarding officer should address child protection issues and ensure that full support for the child and family are provided.

Equal Opportunities:

RSE is taught in line with the school's Single Equalities Policy, providing equal opportunities for all children regardless of their gender, race, culture or ability.

In the teaching of RSE, as with all classroom practice, our school takes into account the needs of our whole school community; pupils' ability, age, readiness, cultural backgrounds, religious beliefs, family situations and Special Educational Needs.

We recognise the right for all pupils to have access to factually correct, age appropriate and relevant RSE and staff will identify pupils with additional needs (SEND, EAL, individual needs) who could benefit from a small group or bespoke approach to sensitive and challenging areas of the Relationships and Sex Education programme.

We promote diversity and inclusion and consider all pupils' needs by using a variety of materials to ensure that all parts of our school community are recognised and reflected. We use RSE as a way to further address diversity issues, to challenge prejudice and to promote acceptance and equality for all.

We aim for pupils to better understand their own bodies, instincts and feelings and therefore giving them a positive sense of personal identity, value and esteem.

Where single sex sessions may be incorporated into Relationships and Sex Education sessions, due to need and sensitivities surrounding key topics, pupils identifying by a gender identity other than male or female are welcome to attend whichever session they choose.

The RSE programme will provide equal access for boys and girls.

Special Educational Needs:

RSE will be taught in line with the school's Special Educational and Disability Needs Policy. In planning, the individual needs of all children will be considered and differentiation by task, support or by outcome will take place

Confidentiality:

As part of the school's policy on confidentiality (which is outlined in the school confidentiality policy), it is considered important that pupils are:

- Reassured that their best interests will be maintained;
- Encouraged to talk to their parent or carers and given support to do so;
- Made aware that teachers cannot offer unconditional confidentiality;

- Reassured that, if confidentiality has to be broken, they will be informed first and supported as appropriate;
- Informed of other sources of confidential help.

12. Professional Development of Staff:

Staff are kept informed of developments in key aspects of RSE, including links with safeguarding, inclusion, equality, child protection and antibullying, through regular training provided at staff meetings and INSET days.

Monitoring and Evaluation:

The teaching of RSE is monitored in line with the Learning Outcomes already stated in this policy.

It is also monitored in line with advice from the Department of Education which suggests that for the teaching of RSE to be effective that:

- Teachers should have a broad and detailed understanding of the aspects of Relationships and Sex Education that they teach;
- There should be a clear focus for lesson planning;
- Expectations of the pupils should be appropriate to their different levels of maturity and understanding;
- A climate should be created which encourages pupils to express their views and feelings and to respect the views of others, with clearly established boundaries for both courtesy and confidentiality;
- There should be good teaching methods, a good use of resources and good opportunities for pupils to reflect on and assimilate their learning;
- There should be assessments of the pupils' knowledge and understanding and, in the best practice, of the development of their values, attitudes and personal skills.

The school will assess the effectiveness of the aims, content and methods of promoting pupils' relationships and sex learning by lesson observation, sampling teachers' planning and feedback from teachers, children and parents.

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