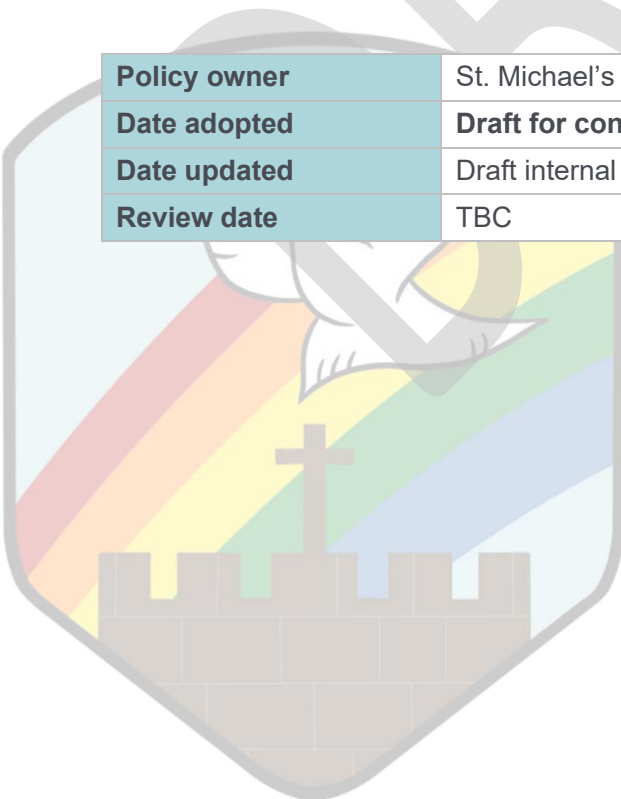




St Michael's
CofE Primary Academy

Relationships and Sex Education Policy

Policy owner	St. Michael's C of E Primary Academy
Date adopted	Draft for consultation
Date updated	Draft internal review 14/05/26
Review date	TBC



SCHOOL ETHOS AND CONTEXT

In our school our Christian vision shapes all we do. The underpinning principles are underpinned by the vision and core values of the school, which are distinctly Christian:

VISION

The Lord says, 'For I know the plans I have for you plans to give you hope and a future.'
Jeremiah 29 verse 11

As a highly, inclusive, Christian school, St Michael's Church of England Primary Academy values everyone as a child of God and rejoices in its diversity. Our vision is to provide a happy, loving and nurturing community where all have the confidence to make outstanding progress and so expand and fulfil their hopes and aspirations. Our inspiring, enriched curriculum promotes a thirst for knowledge and develops wisdom, enabling all to flourish.

MOTTO

Learning to Love – Loving to Learn

'I give you a new command; love each other. You must love each other as I have loved you.'
John 13 v 34

We believe the 4 key values which characterise our school are

FAITH

The love of God revealed in Jesus Christ shapes the life of our school. We value and respect the diverse cultures and faiths represented by our school and wider community. We encourage pupils to share their experiences of faith and culture for the benefit of all.

'For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life.' ***John 3 verse 16***



JOY

We rejoice in our rich and vibrant community. We are committed to a creative, high-quality curriculum which is broad and balanced and embraces pupils' diverse backgrounds, interests and abilities.

'Rejoice in the Lord always. I will say it again: Rejoice!' ***Philippians 4 verse 4***



HOPE

The hope revealed through Jesus Christ inspires us, as we equip pupils with the skills, passion and resilience, to achieve goals, giving them confidence as they journey through life.

'But now, Lord, what do I look for? My hope is in you.' ***Psalms 39 verse 7***



LOVE

We encourage our pupils to love one another as God loves us. By practising forgiveness and reconciliation, we enable all to live well together and flourish. All at St Michael's play a prominent role in understanding their responsibility to care for the world we share.

'Do everything in love.' ***1 Corinthians 16 verse 14***



MISSION STATEMENT

Inclusive and Diverse Community:

We embrace the rich diversity of our whole school community, recognising and valuing each person as a unique child of God. We are fully inclusive, fostering an environment where every individual is supported to thrive, with care tailored to the specific needs of each child and their family.

Christian Vision in Community Partnership:

Our distinctly Christian vision is at the heart of everything we do. We work closely with our local church, diocese, and wider community to nurture a faith-filled, inclusive environment where Christian values shape both our learning and relationships.

Learning and Flourishing Together:

We provide a broad and balanced curriculum that sparks curiosity and a love for learning, enabling all to flourish. Through collaborative learning and community engagement, we create opportunities for every child to grow academically, spiritually and personally in life.

Social Justice and Global Citizenship:

We inspire children to advocate for social justice and equality, both locally and globally. Within our school community, we cultivate a culture of encouragement, endurance and aspiration; inspiring our children to become compassionate leaders who seek to make a difference in the world.

Respectful Dialogue and Shared Values:

In our school community, we foster respectful dialogue, encouraging everyone - children and adults alike - to share differing viewpoints in a safe, supportive environment. We challenge prejudicial behaviours and promote a culture where all voices are heard and valued.

Collective Worship and Spiritual Growth:

Our collective worship is invitational, inclusive and interactive; providing a shared space for the entire school community to grow spiritually. Through worship, we celebrate our faith and nurture the spiritual flourishing of all.

Religious Education and Community Engagement:

We prioritise high-quality religious education, which is a core subject that deepens understanding of faith and fosters empathy and respect for others. Our curriculum integrates community involvement, allowing children to learn and contribute positively within their local and wider communities.

Safeguarding Our Community:

The safety and well-being of every child is our utmost priority. We are committed to ensuring that all members of our school community - children and adults alike - work together to maintain a safe, nurturing environment.



1. POLICY STATEMENT/DEVELOPMENT

As part of the implementation of the updated 2025 DfE statutory requirements around Relationships & Health Education for primary schools, all schools must have in place a written policy for Relationships Education (and additional non-statutory Sex Education if this is also delivered). Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve. This policy sets out our own school approach to Relationships and Sex Education (RSE). It has been updated by the PSHE/RSHE leader in consultation with Governors, Parents/Carers, the School Leadership Team and School Staff.

The consultation and policy development process for this updated policy involves the following steps:

- Internal policy review by subject lead/SLT
- Review of RSHE curriculum content with staff, pupils and specialist PSHE advisor
- Consultation with school governors and staff
- Parent consultation and engagement
- Final policy ratification by school governors, ahead of implementation from September 2026

Current regulations and statutory guidance from the Department for Education (DfE) states that Relationships Education and Health Education must be taught in all primary schools in England from September 2020. This guidance was updated in July 2025 for implementation from September 2026.

The statutory guidance document has been reviewed to ensure that our school policy and approach is in-line with both statutory requirements and established best practice. Information on statutory requirements, including the current statutory guidance document from the DfE can be viewed here: [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

This policy is available on the school website. Copies can also be made available on request from the school office.

This policy aims to provide guidance and information on all aspects of Relationships and Sex Education (RSE) in the school for staff, parents/carers, governors and other stakeholders

2. STATUTORY REGULATIONS

As a primary school academy in the Lichfield Diocese, we must provide relationships education to all pupils as per the DfE statutory requirements. In teaching RSHE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities, and experiences of later life.

Other documents that inform this policy include:



- Education and Inspections Act (2006)
- Equality Act (2010)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025)
- Keeping children safe in education (2025)
- Protected characteristics and separation by sex on school inspections (Ofsted 2025)

Current regulations and statutory guidance from the Department for Education (DfE) states that Relationships Education and Health Education must be taught in all primary schools in England from September 2020. This guidance was updated in July 2025 for implementation from September 2026.

3. DISSEMINATION

The policy will be distributed to all members of the local academy committee, and all teaching and non-teaching members of staff. Copies of the policy document are available to all parents via the school's website. A hard copy of this policy can also be obtained free of charge via the school office if required.

4. MORALS AND VALUES FRAMEWORK

St Michael's approach to RSHE is conducted within a clear morals and values framework underpinned by the school's clear Christ-centred approach to learning. RSHE involves consideration of a number of sensitive issues about which different people may have strong and varying views. The school's approach to RSHE will be balanced and take account of, and be sensitive to, different viewpoints; it will not be based on or taught through personal bias. While our school's teaching reflects our Christian ethos, it is delivered in line with statutory guidance and is inclusive and respectful of all backgrounds and beliefs.

5. DEFINITION OF RELATIONSHIPS EDUCATION AND SEX EDUCATION

Relationships & Sex Education (RSE) is lifelong learning about personal, physical, social, moral, and emotional development. In our school it is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love, and care, for family life. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices. We believe that our pupils need to be educated in relationships education (and sex education) (RSE) themes as part of a broad and balanced curriculum which develops the whole child and supports their personal development, health and wellbeing.

Please note, for the purposes of this policy we also define Relationships Education as any theme and topic that is required content by the DfE within that section of the statutory document. This will be delivered as part of our PSHE education programme of study.

In line with statutory guidance, for the purpose of this policy we define non-statutory sex education as any additional sex education content delivered as part of our PSHE education programme. This is currently taught within Year 6 only and covers conception and the birth of a baby. Any non-



statutory Sex Education content is clearly identified in our curriculum overview (see appendix). Whilst we believe that all of the content within our school's PSHE education curriculum is of the utmost importance and relevance to all pupils, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education lessons. Please also see information in the 'Working with parents/Parents' right to withdraw' section of this policy.

Related statutory sex education content is also part of National Curriculum for Science.

Our delivery of additional non-statutory sex education content supports the recommendation of the DfE (para 30 of updated RSHE Guidance 2025) who state that: "*Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 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.*"

Please note that statutory Health Education, also taught as part of our PSHE programme of study, contains complementary elements of learning around topics such as body changes, puberty, menstrual wellbeing etc as part of the 'Developing Bodies' unit of learning.

At St. Michael's, we believe that that our pupils need to be educated in RSHE themes as part of a broad and balanced curriculum which develops the whole child. By teaching all of these elements via our PSHE programme, we ensure that our pupils receive age-appropriate information in line with statutory requirements and also support the aims, ethos, and values of our school.

6. AIMS OF RELATIONSHIPS AND SEX EDUCATION

At St Michael's, the focus of Relationships Education is on the fundamental building blocks and characteristics of positive and healthy relationships, with particular reference to friendships, family relationships, and relationships with other children and adults, therefore promoting one of our key school values – love.

Through our statutory Relationships Education curriculum, in line with the content required within the statutory guidance, we aim to cover the following themes:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Broadly, this means we aim to teach children:

- that family relationships are important and the characteristics of a healthy family life
- the importance of friendships and the characteristics of healthy friendships
- how to recognise if relationships make them feel unsafe or uncomfortable
- the importance of respecting others regardless of differences
- the importance of self-respect and how this links to their own happiness
- about different types of bullying including cyber bullying
- how to be safe and have positive relationships online



- how to report concerns or abuse, including emotional, physical, and sexual abuse, when they feel unsafe

At an appropriate age for our children it is also about the teaching of Sex Education, as part of National Curriculum Science and via additional non-statutory provision within PSHE to complement this and wider Relationships & Health Education.

Although this is not currently statutory, we believe covering this additional non-statutory content in Year 6 is important in order to meet the needs of our children. We aim to ensure they are fully prepared for the changes that adolescence brings and inform them of how a baby is conceived and born. We teach this content in a safe environment for the children which enables them to absorb new information and provides them with a safe place to ask questions when needed.

Through our non-statutory Sex Education curriculum, we aim to teach children at the appropriate age:

- to know and understand the process of conception
- to understand how babies are born
- to understand the emotional and physical needs of a baby
- to understand how having a baby changes your life

Parents have the legal right to request that their child be withdrawn from some or all of non-statutory sex education delivered as part of RSE in primary schools.

As per the current DfE statutory guidance document, there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any related content which forms part of the National Curriculum for Science.

However RSHE is taught, it is not about the promotion of sexual orientation or sexual activity, rather an understanding and acceptance of the diverse relationships that exist in our school community and beyond.

We consider effective RSE to be a vital part of our school approach to safeguarding. We believe relationships (and sex education) is important for our pupils and our school because it helps to keep everyone safe, happy and healthy.

7. ROLES AND RESPONSIBILITIES

A whole school approach has been adopted that actively involves the whole school community. All groups within the school have roles and responsibilities regarding RSHE. In particular:

- The RSHE programme is led by the designated PSHE co-ordinator, currently Mrs K Luscombe, who will maintain an overview of RSE provision and will have overall responsibility for its. Monitoring, evaluation, subject development and day-to-day running of the programme. This will include keeping up to date with developments and good practise, developing the provision to meet pupil's needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation of the subject.



- The senior leadership team (SLT) will endeavour to support the provision and development of RSE in line with this policy. They will ensure that the policy is followed and monitored effectively so that the school fully satisfies statutory requirements.
- All teaching staff are involved in the delivery of RSHE provision. Teachers will be consulted about the school's approach to RSHE and aided in their work by provision of resources, background information, support and advice from experienced members of staff, and access to appropriate training. Teaching staff should be reflective of their delivery and ensure that the subject lead is kept informed on the delivery of the subject to aid development and any individual training needs they may have to support this. Staff will attend RSHE-based training as and when required to support effective delivery of the subject.
- Non-teaching staff may be involved in a supportive role in some RSHE lessons and also play an important role in the pastoral support of children. They will have access to information about the RSE programme and will be supported in their pastoral role.
- All staff have a responsibility to delivery RSHE in a sensitive and positive way, model positive attitudes and relationships in accordance with the ethos of our schools. Staff should ensure that their personal beliefs and attitudes do not prevent them from providing balanced RSHE in line with this school policy.
- All staff have a responsibility to ensure that they follow this policy and follow school procedures around any safeguarding concerns which may arise via delivery of the subject.
- Governors have overall responsibility for the school RSHE policy. They are consulted about the RSHE provision and policy and have regular reports at Governor's meetings.

8. WORKING WITH PARENTS/RIGHT OF WITHDRAWAL

We highly value the partnership between school and home and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children. We aim to build a 'partnership approach' with parents towards RSE provision where transparency and respectful understanding is the basis for all discussions. We always welcome dialogue with parents about the content of our RSHE programme and how we can best support them to engage with their children on these topics.

As per the current DfE statutory guidance document, there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any related content which forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the DfE statutory RSHE document if further information is required.

Whilst we believe that all of the content within our school's PSHE/RSE & Health Education curriculum is of the utmost importance and relevance to all pupils, including any additional non-statutory elements, parents have the legal right to request that their child be withdrawn from some or all of non-statutory sex education delivered as part of RSE in primary schools.

Currently, there are some lessons taught through the Year 6 PSHE curriculum on conception and the birth of a baby which are classed as non-statutory sex education - these have been highlighted



for parents to view in the appendices of this policy (appendix 1). We acknowledge that parents and carers have an especially important role to play in RSE and that they need to feel confident that the schools programme complements and supports their parenting role. In advance of any non-statutory sex education being delivered in school, letters will go to parents of the children involved where this right of withdrawal applies to remind parents and signpost to the school's RSE policy. We may also choose to hold additional parent meetings to share and discuss relevant materials or other events to support parent's understanding and our rationale around our RSE content. Parents are also able to view curriculum materials and discuss the content and delivery of the programme with the subject leader if needed.

If parents wish to request that their child be withdrawn from any non-statutory sex education, they should contact the school/Principal. Parents will be invited to a meeting to discuss any concerns and view any appropriate teaching resources. At the meeting, parents will be encouraged to discuss any queries or concerns which they may have and discuss any impact that withdrawal may have on the child.

If parents still wish to withdraw their child from lessons, then this request will be recorded, and suitable alternative arrangements will be made for pupils during relevant lessons. Parents should also understand that the decision to remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of National Curriculum Science.

As per DfE requirements, schools should show parents a representative sample of the resources that they plan to use, enabling parents to continue conversations started in class, and should ensure that parents are able to view all curriculum materials used to teach RSHE on request. To meet this duty, we will provide samples of materials during any parent consultation or information events held in school, as necessary or as requested.

We ask any parents who wish to see any further RSHE/PSHE teaching materials to contact the school to make an appointment to attend a meeting where the Principal and/or subject lead will be able to share information and resources and discuss any specific topics, issues or concerns with parents. This approach allows for open and clear discussion and builds understanding of the context of our RSHE/PSHE provision across school.

9. CURRICULUM/DELIVERY OF CONTENT

Our RSE curriculum and policy has been developed in consultation with parents, pupils, Governors and staff, in line with current statutory guidance and with regard to best practice around the age and developmental needs of our pupils. Teaching resources are chosen based on their age-appropriateness to pupils.

The PSHE/RSE subject lead is responsible for overseeing and organising the RSE curriculum. This includes supporting planning and development of the subject, supporting teachers and ensuring that resources used are in line with our curriculum plan and school policy.

RSE is delivered as part of our PSHE programme where we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, and responsible citizens. Our RSE curriculum is delivered predominantly by teachers or other staff within our school and is part of our weekly timetabled Personal, Social, Health & Economic (PSHE) education programme.



When delivering RSE, teachers will be sensitive to the different needs of pupils and ensure that any appropriate adaptations to learning materials are made so that they are inclusive, engaging, safe and accessible to all pupils., including any pupils with additional needs or those with SEND.

The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in our schools and all staff must follow the guidance from this policy when delivering RSE content.

Relationships Education is taught gradually across Key Stages so that learning can be built upon year-by-year in a way that is appropriate to the age and maturity of each child, responds to the needs they have, and enables them to successfully manage the opportunities and challenges they may face as they grow up. At St Michael's C of E Primary Academy we use a scheme of work from a PSHE/RSHE provider called Kapow RSE/PSHE. These resources are adapted to meet the needs of our pupils and wider school community, and where needed additional materials are used from other reputable providers to supplement our PSHE programme so that it is tailored to our school needs.

Parent information for Kapow can be found at:

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

We believe that visitors can add value to the teaching and delivery of RSE because of their expertise. On occasion, appropriate and suitably experienced specialists and/or knowledgeable visitors from outside school may contribute to the delivery of RSE in school, such as school nurses. Relevant policies, including this one, will be shared with any visitor prior to coming into school so they are prepared accordingly. All visitors will always comply with the expectations set out within this policy and other related school policies. School staff will always be present when any visitors are involved in delivery of RSE to our pupils.

Visitors to school, such as parents, health professionals and members of voluntary organisations, may be invited to plan and contribute to RSE lessons. The RSE/PSHE subject leader will ensure that visitors' contributions to lessons are in line with the learning outcomes of the school's RSE programme.

For more information about our RSE curriculum, see our curriculum overview in Appendix 1. Any non-statutory sex education is clearly highlighted for reference.

Creating a safe learning environment is a vital part of allowing students to access PSHE/RSE lessons where sensitive and complex issues can be explored and discussed. Our school intends to help young people develop confidence in talking, listening and thinking about relationships in a safe and secure way and a number of teaching strategies help this, including:

- establishing ground rules with pupils on boundaries in lessons
- using 'distancing' techniques and strategies
- understanding how to discuss sensitive topics, questions or comments from pupils
- use of age-appropriate materials
- encouraging reflection and discussion

Ground Rules

The use of ground rules and our school core values are fundamental tools in creating a safe and secure learning environment within PSHE/RSE lessons. Given the often-sensitive nature of topics within RSE, ground rules are even more important. Guidance for staff around setting ground rules chosen with children before each topic is given below as an example, but it is important that these are created in partnership with pupils so that they are fully embedded in the classroom:

- Listen carefully
- Take turns to speak
- The right to pass



- Respect each other's contributions and right to opinions
- It's not ok to ask personal questions of others or share personal information about others
- If you want to share something personal or something is worrying you, talk to the teacher or a trusted adult after the lesson.

Effective ground rules will help teachers to manage appropriate discussions and help reduce the number of disclosures made within lessons and so that pupils are not put on the spot, feel embarrassed or are expected to discuss their personal issues in class. Pupils are made aware that they can always talk to a member staff about any worries and concerns outside of lesson time and are regularly signposted to pastoral staff or safeguarding leads, as well as other support services such as Childline.

A wide variety of teaching and learning approaches are used to sensitively and effectively teach PSHE education, including RSE. These may include:

- film-clips
- scenarios/case studies
- stories, pictures, imagery
- reflection and discussions i.e. whole class, small groups, paired etc.
- drama / role play
- problem solving
- working alone, in pairs or larger groups
- use of anonymous question boxes

Pupils will be encouraged to reflect on their own learning and values by discussing their opinions and beliefs as this not only builds mutual respect and understanding of others but also reinforces important skills and qualities such as compromise, listening, respect and cooperation.

Staff are sensitive to the needs of individual cohorts of pupils. For certain aspects of the programme, where it is regarded as beneficial, pupils may be divided into single sex groups for part or whole of the lesson.

Answering pupils' questions

During both formal and informal PSHE/RSHE sessions, pupils are encouraged to ask questions. St Michael's believes that pupils should have the opportunity to have their genuine questions answered in a sensible, sensitive, matter-of-fact way. Occasionally a pupil may ask a particularly difficult, explicit, or embarrassing question in class. Teachers will use their professional judgment and discretion to decide whether to answer the question in class and, if so, how, according to the age and maturity of the pupil concerned.

To manage questions effectively, teachers will establish clear parameters of what is appropriate and inappropriate in a class situation by discussing ground rules with pupils before the main body of the programme is taught. Good ground rules will help teachers to manage appropriate discussions and reduce the amount of disclosures made within the lesson. Pupils are made aware that they can always talk to a member staff about any worries and concerns outside of lesson time and are regularly signposted to pastoral staff or safeguarding leads. These rules will be consistently referred to. Teachers will take an approach that encourages pupils to be mature and sensible.

Teaching staff will endeavour to answer questions with facts and as openly as possible but if a teacher doesn't know the answer to a question or if a question is not deemed to be appropriate (or within the school's RSE policy), this should be acknowledged and, if deemed appropriate, this may be followed up outside of the classroom environment with individual pupils.

If appropriate, staff may note or record any questions asked by pupils (anonymously) in order to support signposting or any follow-up discussions needed with other school staff or parents/carers.



If a question is too personal, the ground rules will be reiterated and if necessary, sources of support will be pointed out. A question box will be provided in each classroom during RSHE lessons so that if a child has a personal question that they don't feel comfortable asking in front of others or feel it would be more appropriate to ask in private, they have a way of sharing their thoughts.

If a teacher is concerned that a child's questioning may indicate a risk of sexual abuse, they will follow the school's child protection policy.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

The DfE makes it clear that schools should make provision for how teachers will answer questions that may be asked by pupils about topics in sex education that the school does not cover, or that relate to sex education from which a child has been withdrawn.

Our school delivers Relationships Education and Health Education in the primary phase, as required by statutory guidance. We also deliver additional non-statutory sex education lessons in Year 6 that cover conception and the birth of a baby, where the parental right of withdrawal applies.

If a pupil asks about sex education topics that are not covered in our primary programme (e.g., contraception, explicit sexual content), teachers will redirect the conversation to the subjects being covered, remind pupils about our ground rules on asking questions and where they can seek help or advice from trusted adults. If teachers have concerns regarding any question asked by pupils, they will always follow school safeguarding procedures.

In responding, they will use a neutral script such as:

"That's a thoughtful question. It's not part of our learning today, so we're not going to explore it in class. If you are worried about anything then you can talk to me or another trusted adult privately outside of the lesson"

If a pupil who has been withdrawn from sex education lessons asks a question about withdrawn content, teachers will not answer in class and will use a neutral script such as:

"That question is about content your parent has asked us not to cover with you in school. Let's make sure an adult follows this up with you safely."

Parents will be informed that their child has asked a question which they may need to follow-up with their child and offer guidance for discussing it at home if needed. If teachers have concerns regarding any question asked by pupils, they will always follow school safeguarding procedures.

9.3 Monitoring and Evaluation

The RSHE programme is regularly evaluated by the PSHE leader and Principal. Views of pupils and teachers who deliver the programme are used to inform planning, improving, and refining the programme on an ongoing basis. Evaluation of work and lessons follows the school policy for monitoring and evaluation. The subject lead may use the following methods to monitor and evaluate the subject by:

- Monitoring of planning
- Lesson observations
- Learning walks
- Work scrutiny
- Student voice activities



- Staff feedback
- Surveys
- Assessment activities as part of subject delivery
- Considering local or school level sources of data e.g. behaviour, health, safeguarding etc.

The subject lead will report to the Headteacher/Governors and make information available as requested.

Teachers are expected to reflect on their delivery of RSE so that they can feedback appropriate information to the subject lead in order to support development of the subject within school.

Teachers are expected to monitor and record pupil progress by using appropriate assessment methods as part of their delivery, in line with school assessment policy.

10. EQUAL OPPORTUNITIES & INCLUSION

It is our intention that all students have the opportunity to experience a programme of RSE at a level which is appropriate for their age and cognitive development, with differentiated provision if required. We operate a fully inclusive ethos in our school. Lesson plans and content will be adapted by the subject leader/teachers where necessary to ensure all pupils can access RSE learning, particularly for those pupils who may have additional learning needs or SEND.

Our school understands that there are different ethnic, religious and cultural beliefs and attitudes around RSE topics, as well as recognising that pupils may come from a variety of different family types and backgrounds. These differences are acknowledged through our teaching and resources that promote diversity and inclusion in Relationships (& Sex) Education.

During PSHE/RSE sessions, objective discussion of the diversity of the community we serve, and wider society in Modern Britain, will be approached in a sensitive and age-appropriate manner so that all students have access to lessons which are inclusive and based on factual understanding of the law.

We are mindful of statutory guidance from the DfE, Ofsted and of the legal responsibilities placed upon institutions by the Equality Act 2010 to promote inclusion, mutual respect and the need to protect certain characteristics. RSE provides an excellent opportunity to discharge these duties in a safe and appropriate environment.

All schools in England have a legal responsibility for eliminating discrimination and are required to raise pupils' understanding and awareness of diversity and to promote respectful relationships with those who are different from them.

Our approach to RSHE will consider the following:

- **The needs of children.** We will consider the particular needs of each child to ensure that they have equal access to the RSE programme. We will also be proactive in combating sexism and sexist bullying.
- **Ethnic and cultural diversity.** Different ethnic and cultural groups may have different attitudes to RSE. We will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different social and ethnic groups.



- **Varying home backgrounds.** We recognise that our pupils come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children because of their home backgrounds.
- **Sexuality.** Our RSHE will include sensitive, honest, and balanced consideration of sexuality. We will actively tackle homophobic bullying.
- **Special Educational Needs & Disability.** We shall take account that some of our pupils have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs. Children with SEND may receive tailored materials, smaller group sessions, or one-to-one support where necessary, in consultation with the SENDCO.”

11. SAFEGUARDING

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to the disclosure of a child protection issue. Upon this happening, teachers will consult with the designated safeguarding lead or in their absence, the deputy safeguarding lead following usual school protocol for such situations (see Child Protection and Safeguarding Policy).

Confidentiality in RSE lessons will be in accordance with the school’s safeguarding policies. A member of staff can never promise unconditional confidentiality to students if concerns exist or disclosures are made in lessons. Staff members should make pupils are aware that they cannot guarantee confidentiality and of the procedure they must follow. Our school safeguarding protocols will be followed at all times.

Ground rules will be used in class to effectively manage disclosures and behaviours, as well as other strategies to create a safe learning environment.

External visitors who support with the delivery of RSHE in school will be required to follow the safe expectations as set out in this policy in terms of delivery of content and safeguarding.

12. POLICY REVIEW

The RSE policy will be reviewed annually by the PSHE leader, Principal and Governors of the school.

This policy should be read in conjunction with the school’s Child Protection and Safeguarding Policy.

These related policies should also be read in conjunction with this policy to give a broader understanding as to our approach to this topic.

- PSHE Policy
- Confidentiality Policy/Statement
- E-safety policy
- Anti-bullying policy
- Equality, diversity and inclusion policy



- SMSC/Fundamental British Values policy
- Behaviour policy
- Curriculum policy

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Appendices



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PSHE Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	EYFS-Personal, Social and Emotional Development	EYFS -Personal, Social and Emotional Development	EYFS -Personal, Social and Emotional Development	EYFS -Personal, Social and Emotional Development	EYFS -Personal, Social and Emotional Development	EYFS - Personal, Social and Emotional Development
Year 1	Connecting with others How can I help myself and others feel happy and safe?	My healthy self How can we look after our emotions?	The online world How do we spend time online?	Citizenship How can I help others and the environment?	Staying safe How can I stay safe?	Health protection How can I protect myself and others in daily life?
Year 2	Connecting with others How can I build safe, kind and caring relationships with others?	My healthy self How can we look after our bodies?	The online world How are things shared online?	Citizenship How do people belong to a community and earn money?	Staying safe How can I make safe choices in different places?	Growing up How can we look after and respect our bodies as we grow?
Year 3	Connecting with others What helps us feel safe and included?	My healthy self How can I take care of my mind and body?	The online world How should we treat each other online?	Citizenship 2 What careers do people choose and why?	Staying safe Online safety (Focus on online gaming e.g. Roblox)	Health protection How can we prevent illness and injury and respond if they happen?
Year 4	Connecting with others How can we respect each other?	My healthy self How can I make healthy choices?	The online world How can I evaluate what I see online?	Citizenship How can I spend my money wisely?	Staying safe What signs help me recognise what is safe or unsafe?	Growing up How will my body and emotions change as I grow up?
Year 5	Connecting with others Why are healthy relationships important?	My healthy self How can I support my mind and body as I grow?	The online world How am I influenced by what I see online?	Citizenship 2 How can we be in control of our money?	Staying safe Online safety (linked to social media)	Growing up How can I manage the changes to my body and emotions as I grow up?
Year 6	Connecting with others What does it mean to stand up for myself and others?	My healthy self How do my choices today shape my future wellbeing?	The online world How do I feel about being online?	Citizenship How can we protect everyone's rights?	Staying safe How can I stay safe as I grow up?	Growing Up (inc. Sex Education) How do people become parents and carers? (Parental right of withdrawal for lesson 2 and 3)



**EYFS –
lesson
overview**

	Readiness for school	Autumn	Spring	Summer	Early Learning Goals
	Personal, Social and Emotional Development				
Building Relationships	<ul style="list-style-type: none"> To choose to play near other children To look at someone when I'm talking to them. To tell an adult something about who I live with. To say "sorry" or "thank you" with a reminder. To wait my turn. To smile and say hello to adults and children. 	<ul style="list-style-type: none"> To access the home corner and play with other children To talk happily to a group of children I know To learn other children's names To talk about yourself and your family to an adult and other children To complete a family profile To talk about good 	<ul style="list-style-type: none"> To access role play area and play cooperatively and take turns with other children. Work with partners when appropriate. Work in larger groups to complete a shared goal. To talk about their relationships with other children e.g. 	<ul style="list-style-type: none"> To access the underwater role play area and use it appropriately, monitoring the number of people allowed in the area independently. To share independently To work with different groups of children 	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.



		<p>decisions and bad decisions</p> <ul style="list-style-type: none"> • To know when their birthday is and to find out other people's birthday. • To talk about what makes them special and find out what makes other people special. • To share with some encouragement • To get along with adults and children 	<p>who is their best friend?</p>		
<p>Managing Self</p>	<ul style="list-style-type: none"> • To follow rules like “kind hands” and “listening ears” with reminder. • To look around the classroom and point to what I want to do. • To take of my jumper and shoes with help. • To go to the toilet when needed. 	<ul style="list-style-type: none"> • To understand what is right and wrong. • To understand the school rules • To use Mini Me's to complete tasks with support 	<ul style="list-style-type: none"> • To know that there are processes involved in growing up. • To complete a food diary • To be able to get changed for 	<ul style="list-style-type: none"> • To show increasing independence with their learning – completing mini me tasks independently • To choose their own activities and resources needed for different activities e.g. counters for the maths area. 	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and



		<ul style="list-style-type: none"> To choose their own activities during child-led play To get changed for PE with some support To use the toilet independently To understand the traffic light system Become familiar with the school timetable using the visual timetable with support. 	<p>P.E independently.</p> <ul style="list-style-type: none"> To respond to verbal feedback and correct mistakes in their work To follow the school rules most of the time To know what comes next on our school timetable. To make choices during free play To sort healthy and unhealthy food options 	<ul style="list-style-type: none"> To understand when something is right or wrong and explain why 	<p>personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
Self-Regulation	<ul style="list-style-type: none"> To choose a favourite toy or activity. To talk about own celebrations (e.g. birthday). To name some feelings (e.g. happy, sad, angry, scared). 	<ul style="list-style-type: none"> To talk about likes and dislikes. To discuss our Black History Month figure To talk about different religious celebrations 	<ul style="list-style-type: none"> To talk about the feelings of characters from a story and explain why they might be feeling that way. To concentrate 	<ul style="list-style-type: none"> To talk about the feelings of characters from a story and explain why they might be feeling that way and relate the feelings to their own experiences. To know how to manage feelings and 	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what



	<ul style="list-style-type: none"> • To stay with an activity for 5 minutes. • To follow one-step instructions (e.g. Put on your coat). 	<ul style="list-style-type: none"> • To understand that all people are different but can expect to be treated the same. • To talk about the feelings of characters from a story • To concentrate on a task • To follow instructions 	<p>on a task until it is complete.</p> <ul style="list-style-type: none"> • To know how to manage their feelings 	<p>give some explanation as to why they could be feeling that way.</p> <ul style="list-style-type: none"> • To talk about how things might be different in Year 1 	<p>they want and control their immediate impulses when appropriate.</p> <ul style="list-style-type: none"> • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
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**Y1 – lesson
overview**

<p>Autumn 1</p>	<p>Connecting with others</p> <p>Identifying what makes themselves and others special, pupils develop an understanding of how family members help and support one another. They recognise that respect is shown through appropriate behaviour in different contexts and learn that disagreements within families and friendships are normal, exploring simple strategies to manage them.</p>	<p>Autumn 2</p>	<p>My Healthy Self</p> <p>Recognising and naming a range of emotions, pupils learn to spot facial and body clues linked to feelings. Exploring what helps them feel calm or happy, they identify the importance of rest and enjoyable activities. They also practise simple ways to improve their mood and begin to understand that feelings can be big, medium or small.</p>
<p>Spring 1</p>	<p>The Online World</p> <p>Understanding that they are often online when using everyday devices, pupils develop their awareness of when they are online and offline. They identify activities that can be done online or in person and begin to recognise when screen time prevents them from doing something important or interferes with healthy habits.</p>	<p>Spring 2</p>	<p>Citizenship</p> <p>Considering how they can help others and the environment, pupils explore ways of caring for babies, young children and pets and explore how they can improve their school environment by sharing what they like and do not like. Pupils also investigate their local environment and learn how rules help people to help one another by keeping everyone safe, happy and treated fairly.</p>
<p>Summer 1</p>	<p>Staying Safe</p> <p>Recognising how rules help to keep them safe, pupils learn that hot, sharp and chemical items can cause harm and that some things should not be eaten or put on the skin. They explore simple body clues that warn them when something is not right, identify how to stay safe near roads and practise asking a trusted adult for help when they feel unsure or unsafe.</p>	<p>Summer 2</p>	<p>Health Protection</p> <p>Exploring the roles of people who help to prevent and treat illness, pupils recognise how germs spread and how actions such as hand washing can reduce the spread of illness. They practise asking for help when they or others are unwell or injured and begin to understand what constitutes a medical emergency.</p>



**Y2 – lesson
overview**

<p>Autumn 1</p>	<p>Connecting with others</p> <p>Exploring how families are unique, pupils celebrate similarities and differences within people and communities. They learn how to treat people with kindness and respect, recognise unfair or unkind behaviour, including bullying, and develop an understanding of personal space, privacy and boundaries. Through role-play, pupils practise asking for help and identify trusted adults they can talk to if they feel worried or unsafe.</p>	<p>Autumn 2</p>	<p>My Healthy Self</p> <p>Learning how to look after their bodies to stay healthy and feel good, pupils explore how movement, sleep, food and drink affect how they feel. They identify healthy choices – including eating fruit and vegetables, drinking water, resting well and caring for their teeth – and use this learning to plan a simple healthy daily routine.</p>
<p>Spring 1</p>	<p>The Online World</p> <p>Considering how they use the internet and what they see shared online, pupils develop their awareness of online content and begin to recognise that not everything they encounter is suitable for them. They explore how to respond if something makes them feel uncomfortable and learn that information shared online cannot always be trusted or taken at face value.</p>	<p>Spring 2</p>	<p>Citizenship</p> <p>Considering how people belong to communities and earn money, pupils explore the different groups they are part of and reflect on similarities and differences between themselves and others in their community. They learn how decisions can be made fairly by taking everyone’s views into account, including through simple voting. Pupils are also introduced to what money is, where it comes from and how people earn it.</p>
<p>Summer 1</p>	<p>Staying safe</p> <p>Understanding that unsafe situations can happen in different places, pupils explore common hazards in the home and in public spaces. They also recognise that people can make them feel unsafe through words, actions or touch and it is always okay to say they do not like something.</p>	<p>Summer 2</p>	<p>Growing up</p> <p>Learning how people grow and change as they get older, pupils recognise physical changes as a normal part of growing up and learn the correct scientific names for private body parts. They explore privacy and personal boundaries, develop an understanding of how to respect others’ personal space and identify who to talk to if they feel worried or unsafe.</p>



**Y3 – lesson
overview**

<p>Autumn 1</p>	<p>Connecting with others</p> <p>Building a sense of self-worth and celebrating what makes them unique, pupils learn to express personal boundaries clearly and respectfully. They develop an understanding of how families support one another and that friendships are built on kindness and shared values, use role-play to explore repairing friendships and recognise different types of bullying.</p>	<p>Autumn 2</p>	<p>My Healthy Self</p> <p>Understanding the connection between the mind and body, pupils use more nuanced language to describe their own and others' emotions and feelings. They recognise habits that support a good night's sleep and reflect on how bullying can negatively affect feelings, identifying how and where to get support.</p>
<p>Spring 1</p>	<p>The Online World</p> <p>Considering how relationships and communication work online, pupils learn how to interact respectfully with friends in digital spaces. They explore how words and actions online can affect others, what to do if a friend says something upsetting and how to respond safely if contacted by someone they do not know. They also learn to recognise online bullying and understand when and how to seek help.</p>	<p>Spring 2</p>	<p>Citizenship 2</p> <p>Learning how people choose careers, pupils learn about a range of different jobs and the reasons why people choose them. They examine gender stereotypes linked to work and consider why these should not limit career choices. Pupils consider other important factors, such as what they enjoy, their strengths and pay. They also learn that careers can change over time and explore how workplace stereotypes can be challenged.</p>
<p>Summer 1</p>	<p>Staying Safe</p> <p>Wellbeing Online</p> <p>Pupils will understand why some apps, computer games and online gaming are age restricted. They will consider the risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. They will</p>	<p>Summer 2</p>	<p>Health Protection</p> <p>Understanding how hygiene routines help prevent illness, pupils learn about sun safety and explore how vaccines support the body to build immunity. They practise making judgements on when health concerns can be managed independently and when help is needed, apply basic first aid responses for common</p>



explore the benefits of limiting time spent online, the risks of excessive time spent on electronic devices.

This unit of work will culminate in the creation of a presentation for parents on positives and negatives of online gaming e.g. newsletter, information leaflet or invite parents into a workshop

injuries and role-play making clear and effective 999 calls.

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**Y4 – lesson
overview**

<p>Autumn 1</p>	<p>Connecting with others</p> <p>Recognising respectful and disrespectful behaviours, pupils explore how behaviour can change depending on the setting. They learn how to build trust and solve challenges in friendships respectfully, role-play safe and supportive responses to bullying and develop an understanding of what stereotypes are and how they can harm others.</p>	<p>Autumn 2</p>	<p>My Healthy Self</p> <p>Exploring the benefits of keeping active for both body and mind, pupils recognise the importance of a balanced diet and staying hydrated. They identify strategies to help build a growth mindset and explore different ways to be kind, recognising that helping others can positively affect how they feel.</p>
<p>Spring 1</p>	<p>The Online World</p> <p>Considering how information is found and shared online, pupils develop their critical thinking skills when searching for and evaluating information. They learn how to choose the most useful results, explore what makes information reliable and recognise that some information can be misleading or deliberately untrue.</p>	<p>Spring 2</p>	<p>Citizenship</p> <p>Considering how to spend money wisely, pupils explore the different ways people pay for things, including cash and card. They learn what budgeting means and why planning how money is spent can help people make better choices. Pupils also explore some of the feelings money can cause, understand why it is important to keep track of money and begin to think about what value for money means.</p>
<p>Summer 1</p>	<p>Staying Safe</p> <p>Learning to take greater responsibility for their personal safety, pupils practise spotting warning signs, removing themselves from uncomfortable situations and seeking help. They identify different types of road crossings and identify safe places to crossroads. Pupils also explore why water can be dangerous and learn to distinguish between medicines and harmful substances.</p>	<p>Summer 2</p>	<p>Growing Up</p> <p>Learning about the physical and emotional changes that occur during puberty, pupils recognise that these changes are normal and happen at different times for everyone. They learn about periods and how to manage them and identify who they can talk to if they have questions about body changes. Pupils also consider issues surrounding privacy, boundaries and consent.</p>



**Y5 – lesson
overview**

<p>Autumn 1</p>	<p>Connecting with others</p> <p>Exploring what shapes identity, pupils consider how values and experiences influence choices. They develop an understanding of commitment and support within families and recognise where to get help if home feels unsafe. Pupils also identify what makes friendships healthy and learn to manage friendship challenges.</p>	<p>Autumn 2</p>	<p>My Healthy Self</p> <p>Learning to make informed choices about their health, pupils practise reading food labels and consider different types of physical activity, exploring how they can build more movement into their daily routines. They learn to recognise when emotions begin to build up, practise strategies to self-regulate and identify where they can go for help.</p>
<p>Spring 1</p>	<p>The Online World</p> <p>Considering how online content can influence people’s choices, pupils develop their critical thinking skills when exploring advertising, influencers and online persuasion. They learn how and why people may be encouraged to spend money both online and offline. Pupils also consider what to do if they feel pressured, learn to recognise possible scams and develop strategies to protect themselves.</p>	<p>Spring 2</p>	<p>Citizenship 2</p> <p>Considering how to be in control of their money, pupils explore the difference between needs and wants and how this can affect spending choices. They learn what borrowing means, including the idea of interest and practise creating a simple weekly budget. Pupils also explore the risks linked to money, including handling money online, keeping money safe and the dangers of gambling.</p>
<p>Summer 1</p>	<p>Staying Safe</p> <p>Wellbeing online</p> <p>Pupils will discuss how online relationships can complement and support meaningful in-person relationships, looking at the pros and cons of different ways of using online connection, specifically messaging and social media apps.</p> <p>They will consider the benefits of limiting time spent online, the risks of excessive time spent online and the</p>	<p>Summer 2</p>	<p>Growing Up</p> <p>Learning about the physical and emotional changes that happen during puberty, pupils explore how these changes can affect feelings, behaviour and relationships. They also discuss personal hygiene, kindness and respect, emotional wellbeing, periods, personal boundaries and who to talk to for support during puberty.</p>



impact of positive and negative content online on their own and others' mental and physical wellbeing. Learning the impact that their online behaviour can have on others. Pupils will understand why social media and some apps are age restricted and will learn to take a critical approach to what they see and read on social media and messaging apps.

The unit will culminate with the creation of a presentation for parents on positives and negatives of social media and messaging apps e.g. newsletter, information leaflet or invite parents into a workshop

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**Y6 – lesson
overview**

<p>Autumn 1</p>	<p>Connecting with others</p> <p>Building self-respect by setting a personal growth goal, pupils practise respectful behaviour at school, in public and online, including repairing harm when things go wrong. They set and respect boundaries to build trust; challenge stereotypes, discrimination and bullying using upstander strategies; and judge problem size to identify when to seek help from trusted adults and services.</p>	<p>Autumn 2</p>	<p>My Healthy Self</p> <p>Reflecting on how their current choices can affect future wellbeing, pupils develop an understanding of emotional responses and how to manage them. They explore how mindset can influence their approach to challenges; examine everyday habits such as sleep, physical activity, nutrition and dental care and their long-term impact; and consider how their actions can affect others now and in the future.</p>
<p>Spring 1</p>	<p>The Online World</p> <p>Considering how being online can affect emotional wellbeing, pupils explore the impact that time online can have on their feelings, mood and sense of self. They learn how to recognise signs that they may have spent too much time online and reflect on how online experiences compare with in person relationships. Pupils consider the benefits of face to face connections, explore feelings that may arise when access to being online is limited and develop strategies for maintaining a healthy balance.</p>	<p>Spring 2</p>	<p>Citizenship</p> <p>Exploring how rights are upheld in society, pupils develop an understanding of the rights people have and the responsibilities that come with them. They learn about human rights and why laws exist, including the consequences of breaking the law and how the justice system works. Pupils also explore prejudice and discrimination and consider how stereotypes, including those linked to the workplace, can be challenged to promote fairness and equality.</p>
<p>Summer 1</p>	<p>Staying Safe</p> <p>Learning to prepare for greater independence, pupils assess risks at home and in public and plan ahead to stay safe when out with friends. They develop practical travel safety skills near roads and railways, manage hazards around different water environments, recognise and resist pressure from others and</p>	<p>Summer 2</p>	<p>Growing Up inc. sex education</p> <p>Lessons 1-3 Learning the correct terminology for body parts, pupils develop an understanding of how babies are conceived, grow during pregnancy and are born.</p> <p>Lessons 4-6 Pupils consider their transition to secondary school. The similarities and differences and changes to</p>



understand the risks and consequences of drug use, including when and how to seek help from a trusted adult.

rouines. This will include transition days to their new secondary schools.

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