

INCLUSIVE | MULTI ACADEMY TRUST

RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

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Summary

This policy outlines the statutory relationships and health education all pupils must receive. It will be delivered through PSHE lessons using the Jigsaw scheme for consistency across years, aligned with the DFE's revised statutory guidance (July 2025) which comes into effect from 1 September 2026. The aims are to provide an age-appropriate, evidence-based curriculum supporting pupils to develop healthy relationships and lifestyles. Consultation with parents, staff and pupils shapes our curriculum. Sex education focuses only on reproduction, not relationships. Parents can request to withdraw children from this non-statutory element.

The policy summarises the key knowledge pupils will gain in relationships, health and sex education across each phase. A progressive spiral curriculum revisits themes, building knowledge. Teaching approaches are tailored to pupils' needs and developmental stage. The importance of a safe space for discussions is emphasised. Monitoring pupil progress in PSHE allows adaptation. Links are made across the curriculum to reinforce learning.

Roles and responsibilities are outlined. External experts may deliver elements of RSHE if the school quality assures provision. The approach aims to foster respectful and open communication between pupils, parents and staff to support children's personal development. The policy is reviewed annually in light of feedback and any changes to guidance.

For the purpose of this policy, the term school and schools refer to schools that are part of the Inclusive Multi Academy Trust

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Statement of intent

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

This policy has been updated to reflect the revised statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' published by the Department for Education in July 2025, which comes into effect on 1 September 2026. Our schools will implement these requirements progressively, ensuring full compliance by September 2026.

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

We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which is required to be delivered to every primary-aged pupil.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health education for all our pupils. This policy sets out the framework for our RSHE curriculum, providing clarity on how it is informed, organised and delivered. Any sex education included within the curriculum consists of age-appropriate content which covers how babies are conceived and how they are born. Sex education does not go above and beyond the focus of reproduction.

Legal framework

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

- Section 80A of the Education Act 2002
- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (superseded by July 2025 guidance from 1 September 2026)
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2025) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (revised statutory guidance, July 2025)

This policy operates in conjunction with the following Trust policies:

- Child Protection and Safeguarding Policy
- Low Level Safeguarding Policy
- Behaviour Policy
- Anti-bullying Policy
- Inclusion Policy
- Diversity, Equity and Inclusion Policy
- Online Safety Policy
- School Plan (SP)
- Trust Plan (TP)

The Trust Board has overall responsibility for:

- Accountability for the delivery of RSHE.
- Ensuring that Trustees are up to date with policy changes and guidance relating to RSHE.
- Supporting the principles of this policy and ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Ensuring schools are prepared for implementation of the revised statutory guidance by 1 September 2026, including staff training and curriculum review.
- Reviewing this policy on an annual basis.

The School Governing Committee is responsible for:

- Playing an active role in monitoring and reviewing the policy and its implementation in school.
- Supporting the principles of this policy whilst ensuring that the implementation does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.
- Ensuring that all staff receive ongoing training on issues relating to PSHE and RSHE and how to deliver lessons on such issues.
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSHE.
- Ensuring the school's RSHE provision aligns with the seven guiding principles set out in the July 2025 statutory guidance: engagement with pupils, engagement and transparency with parents, positivity, careful sequencing, relevant and responsive, skilled delivery of participative education, and whole school approach.

The Headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring adequate time on school timetable to deliver RSHE as a statutory curriculum subject.
- Providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSHE to pupils; for example, if staff do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Ensuring that parents are fully informed of this policy and the RSHE resources are available to parents beforehand.
- Ensuring that staff values and attitudes will not prevent them from providing a balanced RSHE in school.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Ensuring meaningful engagement with pupils to inform curriculum development, as required by the revised guidance.
- Ensuring all teaching materials are available to parents on request, with no contractual restrictions preventing parent access to resources.
- Reporting to the School Governing Committee on the effectiveness of this policy.

The RSHE subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- Ensuring the subjects are age-appropriate and high-quality and up-to-date.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships and health curriculum.
- Ensuring the relationships and health curriculum, as well as any optional sex education, is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Liaising and working in partnership with parents and carers to support further conversations at home and to share the resources ahead of teaching upon request.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The SENDCO is responsible for:

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

Teachers are responsible for:

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

Parents are responsible for:

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

Guiding Principles for RSHE (2025 Guidance)

The school's RSHE curriculum is developed in line with the seven guiding principles established in the DFE's July 2025 statutory guidance:

1. **Engagement with pupils** – An inclusive and well-sequenced curriculum informed by meaningful engagement with pupils to ensure relevance and that the curriculum meets pupils' needs.
2. **Engagement and transparency with parents** – Proactive engagement with parents on content and complete transparency about all materials used. All materials will be available to parents on

request. Parents have a right to request withdrawal from sex education, and schools will ensure parents are aware of sex education content within lessons in advance.

3. **Positivity** – Focus on building positive attitudes and skills, promoting healthy norms about relationships and health. The school will avoid language which might normalise harmful behaviour among young people, such as gendered language which might normalise male violence or stigmatise boys.
4. **Careful sequencing** – Coverage of all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school. Teaching is sequenced so pupils are supported and equipped with knowledge to navigate experiences positively before they occur, and to prevent harms.
5. **Relevant and responsive** – Curriculum developed to be relevant, age and stage appropriate, and accessible to pupils in the area. Where appropriate, working with local partners and other bodies to understand specific local issues and ensure needs are met.
6. **Skilled delivery of participative education** – Curriculum delivered by school staff (or external providers where schools choose to use them) who have the knowledge, skills and confidence to create safe and supportive environments and to facilitate participative and interactive education which aims to support and not to alarm pupils. Staff are trained in safeguarding and offering support, recognising the increased possibility of disclosures.
7. **Whole school approach** – Curriculum delivered as part of whole school approach to wellbeing and positive relationships, supported by other school policies, including behaviour and safeguarding policies.

Organisation of the curriculum

Every primary school is required to deliver statutory relationships education and health education. The delivery of the relationships education and of health education coincide with one another and will be delivered as part of the school's PSHE curriculum.

For the purpose of this policy:

- **"Relationships education"** is defined as teaching pupils about developing the skills and knowledge that form the building blocks of all positive relationships, supporting children to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe, in all contexts, including online.
- **"Health education"** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- **"Sex education"** is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort.

The school recognises that relationships education will focus on how to form and sustain positive relationships but will also help children identify risks and harms, including topics related to preventing sexual abuse or avoiding sharing inappropriate material online, without describing the detail of any sexual activity involved.

The relationships and health curriculum takes into account the views of teachers, pupils and parents. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

The school is dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs. For example, if there were to be a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

The school will consult with parents, pupils and staff in the following ways:

- Meetings
- Training sessions
- Questionnaires and surveys
- Newsletters and letters

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

- Organising a meeting with the headteacher.
- Emailing school admin
- Submitting written feedback into the suggestions box in the school office.

Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships and health and how important parents' views are in shaping the curriculum. The school will provide parents with opportunities to understand and ask questions about the school's approach to RSHE.

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

The school will ensure all curriculum materials are available to parents on request, as required by statutory guidance. The school will not enter into any contractual agreements with external providers that restrict or prevent parents from viewing any content used in RSHE teaching. Where contractual clauses exist that seek to prevent sharing materials with parents, these are void and unenforceable. The school will share materials via a parent portal or presentation, acknowledging copyright whilst ensuring parental access. When contracting with external providers, the school will explicitly communicate its legal obligation to share all content with parents.

Parents will be provided with the following information:

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

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

Sex education

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 school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, we do teach pupils sex education beyond what is required of the science curriculum but do not teach above and beyond the focus of reproduction.

The school recommends that sex education is taught in years 5 and/or 6, in line with content about conception and birth which forms part of the national curriculum for science. Parents will be consulted

about the content of sex education, with support offered in talking to their children about these topics and advice about parents' right to request withdrawal.

Delivery of the curriculum

The school uses the JIGSAW scheme to teach all the RSHE objectives. The school always considers the age and development of pupils when deciding what will be taught in each year group. The school implements a progressive curriculum, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

An overview can be found here on the school websites:

- [Beechfield overview](#)
- [Cherry Tree overview](#)
- [Laurance Haines overview](#)

The school will ensure that keeping children safe and preventative education remain at the heart of PSHE subjects. The relationships and health curriculum will be delivered as part of our PSHE curriculum. Sex education will be delivered through the science curriculum and the PSHE curriculum.

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

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

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional development. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

Curriculum organisation

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

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

Terminology

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

Dealing with difficult questions

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

questions they feel ill-equipped to answer to the RSHE subject leader for advice or support in handling the question.

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

The school recognises that discussions around what is acceptable and not acceptable in relationships may lead to disclosure of a child protection issue. If this is the case, the school's Child Protection and Safeguarding Policy will be followed, and pupils will be informed of procedures whilst maintaining that confidentiality will be maintained unless staff feel a child is at risk of harm.

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

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

Whilst there are no formal examinations for the relationships and health curriculum, the school will undertake informal assessments to determine pupil progress.

Working with external experts

The school will not enter into any contracts with external providers that seek to prevent parents from viewing materials used in RSHE teaching. When contracting with external providers, the school will explicitly communicate that it is legally obliged to share all content with parents and that any contractual clauses preventing this are void and unenforceable. The school will ensure that external providers understand this requirement before any agreement is made.

The school may invite guest speakers into school to talk on issues related to RSHE, e.g. an expert or experienced health professional. A teacher will be present throughout these lessons.

Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it. All resources used by guest speakers will be available to parents to view prior to lesson delivery.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.
- Ensure external resources do not come from organisations with a broader interest in promoting harmful products (e.g. cigarettes, alcohol, vaping products) or that have a strong partisan view on a contested topic.

Equality and accessibility

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

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

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

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

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

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

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

Lesbian, Gay, Bisexual and Transgender content

The school will ensure pupils understand the importance of equality and respect throughout their education. They will learn about all protected characteristics, including sexual orientation and gender reassignment.

The school will teach about healthy loving relationships and include same-sex parents along with other family arrangements when discussing families. The school will ensure content is integrated into RSHE programmes rather than delivered as a standalone unit or lesson.

Pupils will be taught the facts and the law about biological sex and gender reassignment, recognising that people have legal rights by virtue of their biological sex and that those with the protected characteristic of gender reassignment have protection from discrimination and should be treated with respect and dignity.

In teaching this, the school will be mindful that beyond the facts and the law about biological sex and gender reassignment there is significant debate. The school will not endorse any particular view or teach it as fact. For example, the school will not teach as fact that all people have a gender identity. The school will avoid language and activities which repeat or enforce gender stereotypes and will be mindful to avoid any suggestion that social transition is a simple solution to feelings of distress or discomfort.

The school will encourage pupils to express their views respectfully whilst remaining clear that bullying or disrespectful language or behaviour is never appropriate.

Where the school uses external resources on this topic, it will avoid materials that use cartoons or diagrams that oversimplify the topic, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage pupils to question their gender. The school will consult parents on external resources in advance and make all materials available on request.

Addressing sexual harassment and sexual violence

Relationships education has an important role in supporting young people to develop skills for positive relationships, including navigating boundaries with kindness and respect. From early primary, the school will support young children to behave with respect and to understand and identify prejudice.

The school will implement a whole school approach where relationships education underpins behaviour and safeguarding policies to ensure an ethos of kindness and respect is evident throughout the school.

The school recognises that preventing sexual violence and abusive behaviour starts from this foundational support for children in primary, helping them develop skills they need to build healthy relationships and grow into kind and respectful adults.

Staff will be conscious of everyday sexism, misogyny and stereotypes, and will take action to build a culture where prejudice is identified and tackled. Staff have an important role in modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes.

Curriculum links

The school seeks opportunities to draw links between RSHE and other curriculum subjects wherever possible to enhance pupils' learning. RSHE will be linked to the following subjects in particular:

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- Citizenship – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals.

Withdrawing from the subjects

Relationships education and health education are statutory at primary and parents do not have the right to withdraw their child from these subjects. Parents do not have the right to withdraw pupils from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents have the right to request to withdraw their child from all or part of the sex education curriculum.

The headteacher will automatically grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum; however, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. In discussing requests with parents, the headteacher will explain the benefits of sex education and any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what was said in class, which may not be accurate. The headteacher will document this process to ensure a record is kept and will inform the parent in writing of the decision.

The headteacher will keep a record of the discussion between themselves, the pupil and the parent. The parent will be informed in writing of the headteacher's decision.

Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

Behaviour

The school aims to foster a culture based on mutual respect and understanding for one another, and as such, has a zero-tolerance approach to bullying. Any bullying incidents caused as a result of the RSHE programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises. These incidents will be dealt with following the processes in our Behaviour Policy and Anti-bullying Policy.

The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

Staff training

Members of staff responsible for teaching the subjects will undergo training led/directed by the RSHE subject leader, to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

Confidentiality

The school will aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. All staff will understand how confidentiality will work in lessons, particularly that pupils cannot be promised that information will not be shared if there are safeguarding concerns. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's Child Protection and Safeguarding Policy should be followed.

Pupils will be informed at the start of lessons how confidentiality will be handled and what might happen if they choose to make a report about themselves or a peer. It is important that children understand how confidentiality will be handled in a lesson. Pupils will also understand where they can report concerns and seek help, including to external services if they do not feel comfortable talking to school staff. Staff who breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's Disciplinary Policy and Procedure.

Managing difficult questions

Pupils may ask questions about topics which go beyond any sex education covered by the school or relate to sex education from which they have been withdrawn. Teachers will handle such questions with an emphasis on supporting the child, which may include asking a pupil to speak to their parents or a trusted adult, signposting to support services where needed, and recognising that children whose questions go unanswered might instead turn to inappropriate sources of information, including online.

Teachers will receive training and support in handling questions that may be better not dealt with in the classroom setting. The RSHE subject leader will provide guidance to staff who require support in responding to difficult questions.

Monitoring and review

The Trust Board is responsible for approving this policy. This policy will be reviewed on an annual basis by the CEO and headteacher. This policy will also be reviewed in light of any changes to statutory guidance; feedback from parents, staff or pupils; and issues in the school or local area that may need addressing.

Implementation of revised guidance

The school will work towards full implementation of the July 2025 statutory guidance by 1 September 2026. This will include:

Autumn 2025: Review of current curriculum against new requirements; staff training on revised content and guiding principles; consultation with parents on changes.

Spring 2026: Update of curriculum planning and resources; engagement with pupils on curriculum development; review of external provider contracts.

Summer 2026: Final preparations, including ensuring all materials are available to parents; staff CPD on new content areas.

September 2026: Full implementation of revised curriculum.

This information is statutory and must be taught by law.

Families and people who care for me

By the end of primary school, pupils will know:

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

By the end of primary school, pupils will know:

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

By the end of primary school, pupils will know:

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

By the end of primary school, pupils will know:

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

By the end of primary school, pupils will know:

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.

Health and wellbeing overview

This information is statutory and must be taught by law.

The aim of teaching about health and wellbeing is to enable pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed. Health and wellbeing education starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness.

General wellbeing

By the end of primary school pupils will know:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.

9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

By the end of primary school, pupils will know:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Physical health and fitness

By the end of primary school, pupils will know:

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

By the end of primary school, pupils will know:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.

4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol, tobacco and vaping

By the end of primary school, pupils will know:

The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health protection and prevention

By the end of primary school, pupils will know:

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

By the end of primary school, pupils will know:

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

By the end of primary school, pupils will know:

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

Developing bodies

By the end of primary school, pupils will know:

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.

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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.

Annex B: Key Government Resources

The school's RSHE curriculum is supported by the following key government resources and guidance:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (July 2025)
- Keeping Children Safe in Education (statutory guidance)
- Working Together to Safeguard Children
- Behaviour in Schools (advice)
- Equality Act 2010: advice for schools
- SEND code of practice: 0 to 25 years
- Mental Health and Behaviour in Schools
- Domestic Abuse Statutory Guidance
- Teaching Online Safety in Schools
- DfE sexual harassment webinars covering domestic abuse, pornography and sexual exploitation
- National curriculum in England: citizenship, religious education, computing, science and physical education programmes of study
- Early years foundation stage (EYFS) statutory framework
- Preventing and Tackling Bullying
- Promoting Fundamental British Values as part of SMSC in schools
- Period product scheme for schools and colleges

Full details of government resources are available in Annex B of the statutory guidance at:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>