



Relationships, Sex and Health Education (RSHE) Policy

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1. Overview

Peterborough Diocese Education Trust's (the Trust) vision is:

'For every child, within our Trust, to experience an excellent education and to realise their God-given potential to flourish.'

Part of achieving this vision, is helping our children embrace the challenges of creating fulfilled and successful lives. In order to do this, they 'need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships ¹. Our intention is that our children will be given high quality, evidence-based teaching of relationships, sex and health education (RSHE) to help prepare them for the opportunities and responsibilities of adult life and to promote their moral, social, mental and physical development. 'Effective teaching will support them to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trust worthiness.' It will also support 'prevention of harms by helping them understand and identify when things are not right'.

The Church of England has a charter for *'Faith Sensitive and Inclusive Relationships Education, Relationships and Sex Education and Health Education.'* We believe the Charter embraces the ethos of our Trust. A copy of the Charter is attached to this policy ([Appendix 5](#)) and we will be guided by the principles within it.

This policy is underpinned by the Trust's commitment to inclusiveness and eliminating discrimination in accordance with the Equality Act 2010; advancing equality of opportunity between people who share a protected characteristic and people who do not share it, and to foster good relations across all characteristics.

2. Context and Guiding Principles

All of Relationships, Sex and Health Education is set in the context of a wider whole-school approach to wellbeing and positive relationships supporting children to be safe, fulfilled and prepared for life beyond school. It is complemented, and supported by, the Trust's wider policies on behaviour (including bullying), SEND, respect for equality and diversity and safeguarding. It sits within the context of a school's broader ethos and approach to developing children socially, morally, spiritually and culturally; and its pastoral care system.

Relationships and Health Education is compulsory in all primary schools. We choose to teach the compulsory content of Relationships and Health Education within a wider programme of Personal, Social, Health Education, integrated within a broad and balanced curriculum. This compulsory content is age appropriate and developmentally appropriate. It is taught sensitively and inclusively, with respect to the backgrounds and beliefs of children and parents / carers. The curriculum on Health Education complements, and is supported by, the school's wider education on healthy lifestyles through physical education, food technology, science, sport and extra-curricular activity and the benefits of helping others for health, wellbeing and happiness.

Topics in RSHE will be taught in a way that does not discriminate against children or amount to harassment.

Relationships and Health Education supports the wider work of our schools in helping to foster children's wellbeing and develop resilience and character that we know are fundamental to children being fulfilled, successful and productive members of society. It complements the development of virtues such as kindness, integrity, generosity and honesty.

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers (DfE, 2025)

We are clear that parents and carers are the prime educators for children in relation to the above. We recognise that our schools complement and reinforce this role.

3. Aim

The overriding aim of Relationships, Sex and Health Education, outlined in this policy, is to put in place the key building blocks for healthy, respectful relationships (focusing on family and friendships, in all contexts, including online) alongside an essential understanding of how to be healthy. Teaching about general wellbeing and wellbeing online is central to this. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. Teaching about wellbeing will give them the knowledge and capability to take care of themselves and know how to receive support if problems arise.

4. Statutory Requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Health Education compulsory for all children in primary education.

This policy is based on the guidance *'Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams, and teachers'* which contains information on what schools **should** do and sets out the legal duties with which schools **must** comply when teaching Relationships Education and Health Education.

This policy should be read in conjunction with the following policies and guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- The Trust's Safeguarding / Child Protection Policy
- The Trust's Equality Information and Objectives Statement
- The Trust's SEND Policy
- The Trust's Behaviour Policy; and
- The Trust's Prevention of Radicalisation and Extremism Policy.

Additional / related guidance can be found in the following documents:

- [National curriculum in England: citizenship, religious education, computing, science and physical education programmes of study](#)
- [Keeping children safe in education \(statutory guidance\)](#)
- [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#) The safeguarding and welfare requirements in section 3 cover children from 0-5 and therefore schools must follow this for children in reception year
- [Working Together to Safeguard Children](#) (statutory guidance on multi-agency working to help, protect and promote the welfare of children)
- [Behaviour in schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Technical guidance for schools in England | EHRC](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Promoting Children and Young People's Emotional Health and Wellbeing](#) (guidance for schools and colleges)

- [Domestic Abuse Statutory Guidance](#)
- [Preventing and Tackling Bullying](#)
- [Teaching Online Safety in Schools](#)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development)
- [Guidance for schools on colleges on gender questioning children](#) (currently in draft, to be finalised after consultation)

5. Policy Development

This policy has been developed in consultation with staff, parents / carers and the Trust Board (which includes parent directors), through its Education Committee. Policy development has been divided into two parts: and has involved the following steps:

5.1 Whole Policy Development:

1. An updated draft policy was prepared by the Trust's Central Executive with reference to all relevant information including DfE statutory guidance and relevant national guidance
2. The revised updated draft policy was submitted to the Trust's Education Committee
3. Ratification: following any amendments, the final proposed policy was shared with, and ratified by, the Trust Board.

5.2 School Specific Policy Development:

1. An updated draft of School Specific details, including an overview of the programme of study to be taught, was prepared by individual school Senior Leaders and shared with staff for consultative purposes.
2. The updated draft was submitted to a parents' / carers' reference group for consultation
3. The final version of the School Specific details was appended to the Trust policy.

5.3 Developing a Curriculum

A school's curriculum should be in line with the needs of children. Effective, high-quality teaching will break down core knowledge and skills into manageable and well sequenced units, including opportunities for children to practise skills so that they will be confident to use them in real-life situations. The curriculum should build knowledge and skills sequentially, with regular feedback provided on children's progress. Lessons should ensure that all children are challenged, and assessments should identify where children need extra support or intervention.

The lead teacher will need to work closely with colleagues in related curriculum areas to ensure the subjects complement and do not duplicate content covered in national curriculum subjects such as citizenship, science, computing and PE. The lead teacher will want to look for opportunities across other curriculum subjects to reinforce concepts introduced in RSHE, for example discussing misogyny in the context of history or using examples in literature to discuss positive and less positive examples of relationships.

Schools will have regard to the '[Guiding Principles for Relationships, Sex and health Education](#)' as set out in page 5 of the DfE guidance when developing their curriculum

6. Relationships Education

6.1 What is Relationships Education?

The focus for primary relationships education is teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

Relationships Education starts with children being taught about:

- What a relationship is
- What friendship is
- What family means; and
- Who the people are who can support them.

From the beginning of primary school, building on early education, children should be taught:

- How to take turns
- How to treat each other with kindness, consideration and respect
- The importance of honesty and truthfulness
- Permission seeking and giving; and
- The concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate / unsafe physical and other contact are the forerunners of teaching about consent, which takes place at secondary school.

Respect for others is taught in an age-appropriate way, for example, in terms of understanding one's own and others' boundaries in play and in negotiations about space and possessions.

6.2 Healthy Friendships and Relationships:

From the start of primary school, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. This enables children to form a strong, early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

6.3 Relationships – Online:

The principles of positive relationships also apply online especially as many children in primary school will already be using the internet. When teaching relationships content, teachers will address online safety and appropriate behaviour in a way that is relevant to children's lives. Teachers include content on how information and data is shared and used, for example, sharing pictures; understanding that many websites are businesses and hence, may use information provided by users in ways they might not expect.

6.4 Families:

Teaching about families requires sensitive and well-judged teaching. Families of many forms provide a nurturing environment for children, and can include single parent families, same sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents / carers. Teaching includes teaching about healthy loving relationships and illustrates a wide range of family structures in a positive way, and care is taken to ensure that there is no stigmatisation of children based on their home circumstances.

6.5 Development of Personal Virtues:

A growing ability to form strong and positive relationships with others depends on the deliberate development of positive personal virtues. Encouraging the development and practice of resilience, for example, helps children to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, children should develop personal virtues including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

6.6 Recognising Abuse and Boundaries:

Primary relationships education is anchored in an understanding of positive relationships, but should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. Through Relationships Education, we teach children the knowledge they need to recognise and to report risks and abuse, including emotional, physical and sexual abuse. This is delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information. This also includes understanding boundaries in friendships with peers, in families and with others, in all contexts, including online. Children are also taught to understand about bullying and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation.

Children are taught to know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages, teaching children about making sensible decisions to stay safe (including online) is balanced with the fact that it is never the fault of a child who is abused and why victim blaming is always wrong.

Relationships education also introduces children to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. For example, in late primary, some of our schools may decide to discuss the pressure to share naked images if this is affecting children in the school. There may also be cases, such as when they know that children have seen pornography, in which schools may feel the need to discuss online sexual content. Teaching should, however, be age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion.

Schools will inform parents / carers of any deviation from their published RSE policy in advance and share any relevant materials with them on request.

See [Appendix 2](#) for the content to be covered in relationships education by the end of Primary and [Appendix 3](#) for the Trust's Expectations regarding sensitive aspects.

6.7 How Relationships Education is Taught and Who is Responsible for Teaching it

Effective high quality teaching ensures that core knowledge and skills are broken down into units of manageable size and communicated clearly to children, in a carefully sequenced way, within a planned programme of lessons. Teaching includes sufficient well-chosen opportunities and contexts for children to embed new knowledge and skills so that they can be used confidently in real life situations.

Details of how and when individual schools teach Relationships Education, and those responsible for the teaching, are set out in [Appendix 1](#).

7. Health and Wellbeing Education

In addition to the content above, we also teach health and wellbeing education, both physical health (including puberty), general wellbeing and wellbeing online. The national curriculum for Science also

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.

7.1 What is Health and Wellbeing Education?

The aim of teaching children about health and wellbeing is:

- To enable them 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.

It is important for schools to promote children's self-control and ability to self-regulate, persevere and be determined, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere, even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing should have a positive impact on behaviour and attainment.

Our effective, quality teaching aims to reduce stigma attached to health issues, in particular relating to mental health and discourages the pejorative use of language related to ill health. We engender an atmosphere that encourages openness. This means that our children feel they can check their understanding and seek any necessary help and advice.

We focus on teaching the characteristics of good physical health, mental wellbeing and online wellbeing. Teachers are clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

As in all of RSHE, care is taken to avoid exposing children to concepts which are not appropriate for them.

7.2 The Subject Content

Health and wellbeing education starts with children being taught about:

The benefits and importance of:

- Physical activity
- Good nutrition
- Sufficient sleep; and
- Wellbeing online

It also supports children to develop emotional awareness and gives them the language and knowledge to understand the normal range of emotions that everyone experiences. This enables children to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers go on to talk about the steps children can take to protect and support their own and others' health and wellbeing, including:

- Simple self-care techniques
- Personal hygiene
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety; and

- Basic first aid.

Emphasis is given to the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors.

Children are also taught the benefits of hobbies, interests and participation in their own communities. This teaching makes clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

Children are taught about the benefits of limiting time spent online and the risks of excessive time spent on electronic devices. In Key Stage 2, children are taught why social media, some apps, computer games and online gaming, including gambling sites, have age restrictions and our aim is that they should be equipped to manage common difficulties encountered online.

A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

Puberty is covered in Health Education for Years 5 and 6. This ensures male and female children are prepared for changes they and their peers will experience. The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Hence, children are taught key facts about the menstrual cycle. (Adequate and sensitive arrangements are also put in place to help girls prepare for, and manage, menstruation including requests for period products). Schools should use appropriate language such as period pads and menstrual products instead of sanitary items or feminine hygiene products.

See [Appendix 2](#) for the statutory content to be covered in relation to health and wellbeing by the end of primary and [Appendix 3](#) for the Trust's Expectations regarding sensitive aspects.

7.3 How Health and Wellbeing Education is Taught and Who is Responsible for Teaching it

Details of how and when individual schools teach Health and Wellbeing Education, and those responsible for the teaching, are set out in [Appendix 1](#).

8. Sex Education in Years 5 and 6

Whilst Relationships and Health Education is compulsory in all primary schools, Sex Education is not. However, it is important that the transition phase before moving to secondary school supports children's ongoing emotional and physical development effectively. In line with DfE recommendations, therefore, our schools incorporate a sex education programme to meet the needs of their children, tailored to the age and the physical and emotional maturity of their children and that has regard to their religious background. This ensures that both boys and girls are prepared for the changes that adolescence brings. Building on the knowledge of the human life cycle set out in the national curriculum for Science, children are taught how a baby is conceived and born.

Individual schools ensure that their teaching and materials are appropriate, having regard to the age and religious backgrounds of their children. Individual schools also take into account the significance of other factors, such as any special educational needs or disabilities of their children.

Schools are aware that children with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. RSHE can be particularly

important for these children, particularly those with social, emotional, and mental health needs or learning disabilities.

Relationships education (see above) may include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This can be done without describing the detail of any sexual activity involved. Similarly, good safeguarding practice requires young people to understand the correct terms for different parts of the body and to be able to confidently use these terms. This can be provided as part of health education in primary, without describing any detail of sexual activity.

Details of the Trust's requirements for Sex Education are set out in [Appendix 3](#).

As well as consulting parents / carers more generally about the trust's overall policy, our schools consult parents / carers prior to the teaching of Sex Education about the detailed content of what is to be taught. This process will include offering parents an opportunity to digest the materials / resources that will be used when teaching Sex Education. It should also include supporting them in talking to their children about Sex Education and how to link this with what is being taught in school.

8.1 Right to Request Withdrawal from Sex Education

Primary schools that choose to teach Sex Education must automatically grant a parent / carer request that their child is withdrawn from this teaching, other than content that is taught as part of the science curriculum. Before granting any such request the headteacher will discuss the request with parents / carers to understand the request and clarify the nature and purpose of the curriculum. The headteacher will also discuss with parents / carers 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 the class, which may not be accurate.

Schools will also take into account the significance of other factors, such as any special educational needs or disabilities of their children and will discuss these factors with the parents / carers.

Requests for withdrawal should be put in writing using the form found in [Appendix 4](#) of this policy and addressed to the Headteacher / Head of School. Alternative work will be given to children who are withdrawn from Sex Education.

8.2 Working with External Agencies

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people, but schools always remain responsible for the content and the way in which children are taught. Schools should check that external resources are accurate, age and stage appropriate and unbiased. Schools should be particularly cautious about using resources from organisations that have a broader interest in promoting harmful products (e.g. cigarettes or alcohol) or that have a strong partisan view on a contested topic. As with any visitor, schools are responsible for ensuring that they check the visitor or visiting organisation's credentials. Schools should also ensure that the teaching delivered by the visitor fits with their planned programme and their published policy. It is important that schools discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the children. Schools should ask to see the materials visitors will use as well as a lesson plan in advance, so that they can ensure it meets the full range of children's needs (e.g. special educational needs) and should seek the views of parents / carers, making sure that all materials can be viewed by parents / carers.

It is important to agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy (*see Safeguarding section below*.)

Use of visitors should be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.

8.3 Managing Difficult Questions

Primary-age children will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships and Health Education and / or Sex Education or relate to sex education from which they have been withdrawn. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Teachers should use a variety of strategies to provide opportunities for children to ask questions e.g. the use of a question box. However, questions should not be posed anonymously so that any safeguarding issues that arise can be dealt with effectively, in liaison with the DSL.

Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including specific special educational needs or disabilities) and consider the potential for discussion on an individual basis (with two adults present) or in small groups. Schools will consider what is appropriate and inappropriate in a whole-class setting; it may be that some questions are better not dealt with in front of a whole class. Teachers should only answer questions that are within the year group's Sex Education curriculum. Children should be told to ask their parents / carers or [trusted adult] if questions go beyond the Sex Education curriculum offered at the school appropriate to their year group.

Details of how individual schools handle such questions are set out in [Appendix 1](#).

8.4 How Delivery of the Content of RSHE is made Accessible to all Children, including those with SEND

We recognise the significance of other factors, such as any special educational needs or disabilities of our children when teaching these subjects and our teaching methods take account of these differences. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

8.5 Teaching about the Law

It is recognised that there will be a range of opinions regarding some topics within RSHE. The starting principle, however, should be that applicable law should be taught in a factual way so that children are clear about their rights and responsibilities as citizens.

Children should be made aware of the relevant legal provisions (in an age appropriate way) when relevant topics are being taught.

9. Links with the National Curriculum

Our schools work hard to ensure that the RSHE programme of study complements, and does not duplicate, content covered in the national curriculum subjects of Science, Computing and PE.

At Key Stages 1 and 2, the national curriculum for Science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty.

The national curriculum for Computing aims to ensure that all children can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation. It also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and where to go for help and support.

The national curriculum for PE aims to ensure that children develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

9.1 Addressing Sexual Harassment and Sexual Violence

Relationships education has an important role in supporting young people to develop the skills they need to build healthy relationships and grow into kind and respectful adults. From early primary, schools can support young children to develop skills for positive relationships, including skills for navigating boundaries with kindness and respect. Schools can support young children to behave with respect and to understand and identify prejudice. Preventing sexual violence and abusive behaviour starts from this support for children in primary.

Supporting young people to develop the skills they need to build healthy relationships should be part of a whole school approach and underpin schools' policies, including behaviour and safeguarding, to ensure that an ethos of kindness and respect is evident throughout the school.

Children should understand (appropriate to their age) that anyone can be a victim of sexual violence, regardless of sex, sexual orientation, gender reassignment or any other protected characteristic, and that the victim is never to blame. It is important to acknowledge that most sexual violence is committed against women and girls, and it often has a gendered component – for example, manifesting an inequality of power between men and women. However, anyone can be affected by sexual violence and teachers should avoid language which stigmatises boys or suggests that boys or men are always perpetrators or that girls or women are always victims.

Both within and beyond the classroom, staff should be conscious of everyday sexism, misogyny, homophobia and stereotypes, and should 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. Children should understand the importance of challenging harmful beliefs and attitudes and should understand (appropriate to their age) the links between sexism and misogyny and violence against women and girls. Where misogynistic ideas are expressed at school, staff should challenge the ideas, rather than the person expressing them.

Children should have opportunities to develop positive conceptions of masculinity and femininity, including how to identify and learn from positive male role models. It is important for children to understand that most boys and young men are respectful to girls and young women and each other. Children may be exposed to online content which normalises harmful or violent sexual behaviours, which might include sexist and misogynistic influencers who normalise sexual harassment and abuse. Young people may be more vulnerable to this content when they have low self-esteem, are being bullied, or have other challenges in their lives. Teachers should encourage children to consider (appropriate to their age) how this content may be harmful to both men and women, while avoiding stigmatising or perpetuating harmful stereotypes about boys, and avoiding directly signposting to specific content and content producers.

It is important for children to understand that ethical behaviour in friendships and other relationships goes beyond respecting boundaries and consent, and that strong relationships of all types involve kindness and care. RSHE lessons should be clear that all sexual activity should involve kindness, care, attention to the needs and vulnerabilities of the other person and an awareness of the power dynamics that can exist within relationships.

RSHE lessons should ensure that both boys and girls have opportunities to practise respectful communication and understand experiences which are different from their own, including menstruation and menopause. However, in some cases, such as when a school identifies a specific need, the school may

consider that separating classes by sex is the best way to create a safe space for discussion of a particular topic. This should be done in a way that avoids stigmatising boys or making girls feel like they will inevitably be victims of abusive behaviour or that it is their responsibility to protect themselves.

10. Safeguarding

At the heart of Relationships, Sex and Health Education is a focus on keeping children safe and we recognise, as a Trust, our important role in preventative education. In line with Keeping Children Safe in Education (KCSIE), the Trust's Safeguarding / Child Protection Policy and Online Safety Policy, we teach our children about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

We also recognise that good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased reporting of safeguarding concerns and, therefore, we make our children aware of how to raise their concerns and how these will be handled. This includes processes for when they have a concern about a friend or peer.

All staff know what to do if they have concerns that a child is being neglected or abused, including those who have seen heard or experienced the effects of domestic abuse and how to manage the requirement to maintain an appropriate level of confidentiality. Schools will ensure that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report, about themselves or a peer. Children should also understand where they can report any concerns and seek help, including to external services if they do not feel comfortable talking to school staff.

If any school within the Trust invites external agencies in to support delivery of Relationships, Sex and Health Education, they must agree in advance of the session how a safeguarding concern should be dealt with by the external visitor – *see above*.

11. Monitoring and Evaluation

The delivery of Relationships, Sex and Health Education is monitored by the headteacher / principal. The headteacher / principal is responsible for ensuring that it is taught consistently across the school in line with this policy, and for managing requests to withdraw children from Sex Education.

Monitoring and evaluation of the implementation of this policy in each individual school is the responsibility of the Trust Central Team through Academy Improvement Officers.

12. Approval and Review

[Appendix 1](#) of this policy, where individual school specific information is contained, is approved by the relevant headteacher / principal. The full policy is approved by the Trust's Board of Directors, acting through its Education Committee, and reviewed every three years.

Appendix 1 - School Specific Information

Name of School: Towcester CE Primary School

Vision:

We will send the children out, as Noah did the dove (Genesis 8:8-12), having nurtured and prepared them for life. Knowing that they are valued they can fly and take the values of the school out into the world.

'If we live by the spirit, let us also walk in the spirit.' (Galatians 5:25)

Policy Development

This policy has been developed in consultation with staff, governors and parents/carers.

Subject Content

In addition to what is set out in the policy and appendices, we follow the relevant programme of study outlined in the Jigsaw Programme of Study for PSHE Education. We focus on teaching the fundamental building blocks and characteristics of positive relationships. These can be found in the sections - Being Me in My World, Celebrating Difference, Dreams and Goals and Relationships

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Relationships Education

Subject content

We use the 'Relationships', 'Being in my World' 'Celebrating Differences' and 'Dreams and Goals' units to deliver our Relationship Education.

	Puzzle Overview: Relationships
EYFS	Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also practise Jigsaw's Calm Me and how they can use this when feeling upset or angry.
Year 1	In this Puzzle, children explore families, friendships and what it means to belong and help others feel included. They learn how to make friends, solve problems and when to seek help or support. Across the six Pieces, children practise appropriate ways to greet others, learn who can help them in their school community, and reflect on how to ask for support when they feel upset. They also build confidence by recognising their own qualities and learning how to praise themselves. By the end of the Puzzle, children celebrate people who are special to them, creating a Relationship Fiesta, contributing their balloons and labels from Piece 6
Year 2	In this Puzzle, children explore different types of families and learn why cooperation and care are important in relationships. They develop understanding about safe and unsafe physical contact and practise expressing what feels comfortable to them. Across the six Pieces, children learn how to manage friendship conflicts, recognise the difference between good and worrying secrets, and identify trusted adults who can help them. They reflect on trust, honesty and appreciation in relationships. By the end of the Puzzle, children celebrate special people in their lives by sharing their compliment bunting to a Relationship Fiesta Puzzle Outcome.
Year 3	In this Puzzle, children explore family roles and responsibilities and develop skills for building positive friendships, including solving conflicts and negotiating fairly. They start to learn how to stay safe online and think critically about information they see through the media and digital platforms. Across the six Pieces, children explore global connections, rights and wellbeing, developing empathy for people in different cultures and understanding how the world is interconnected. By the end of the Puzzle, children celebrate their web of relationships by creating Appreciation Streamers, recognising the importance of respect, kindness and belonging in family and friendship groups.
Year 4	In this Puzzle, children explore feelings such as jealousy, love and loss, and learn how memories can help us stay connected to people we no longer see. They develop strategies for managing difficult emotions and supporting others through change. Across the six Pieces, children practise negotiating, compromising and repairing friendships, and reflect on what makes healthy relationships. They consider early ideas about romantic relationships and learn not to feel pressured. By the end of the Puzzle, children celebrate relationships with people and animals through a Memory Box outcome, recognising care, appreciation and connection.
Year 5	In this Puzzle, children build a strong sense of self by reflecting on their qualities, interests and self-esteem. They explore how relationships form online and consider both the benefits and risks of digital communities. Across the six Pieces, children learn how to stay safe when using digital technology for uses such as gaming and the internet. They learn how to balance screen time, protect personal data and recognise unsafe situations. They practise being responsible, respectful and assertive online, and learn how to seek help when worried. By the end of the Puzzle, children create an Internet Safety poster, showing how to stay happy, safe and respectful when using technology in relationships.
Year 6	In this Puzzle, children explore mental health, learning how to recognise stress, anxiety and early warning signs, and how to seek support for themselves and others. They examine love and loss, understanding grief and developing strategies for managing strong emotions. Across the six Pieces, children learn about power and control in relationships, practise assertive responses, and explore how to stay safe online, including judging what is real or fake and resisting pressure. By the end of the Puzzle, children create an Internet Safety presentation, showing how to use technology responsibly while protecting wellbeing, privacy and relationships.

	Puzzle Overview: Being in My World
EYFS	In this Puzzle (unit), the children learn about how they have similarities and differences from their friends and how that is OK. They begin by working on recognising and managing and naming their feelings. The children learn about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children learn what it means to be responsible.
Year 1	In this Puzzle, children are introduced to their Jigsaw Journals and explore what helps them feel special, safe and calm in their class. They learn what it means to belong and understand their rights and responsibilities as class members. Children think about welcoming others, keeping their classroom safe for learning, and how their views are valued when contributing to the whole-school Learning Charter. They explore feelings linked to rewards and pride, reflect on their choices, and recognise emotions that can arise from consequences. By the end of the Puzzle, children understand their role in creating a positive, respectful and safe school community, with the Learning Charter as the shared outcome.
Year 2	In this Puzzle, children reflect on their hopes and fears for the year and learn how to recognise feelings of worry and seek help. They explore belonging in their class and school community, developing an understanding of rights and responsibilities and making positive contributions. Across the six Pieces, children discuss rewards and consequences, consider how choices affect themselves and others, and explore what makes a classroom safe and fair. Children then learn how the Learning Charter supports learning and boundaries. By the end of the Puzzle, children understand their role in creating a positive school community, with the whole-school Learning Charter as the shared outcome.
Year 3	In this Puzzle, children reflect on their achievements, set personal goals, and learn how to make others feel welcome. They explore emotions linked to worries and fears and think about what helps a school feel safe and supportive. Children compare nightmare and dream schools, develop an understanding of rights and responsibilities, and consider how behaviour and choices affect others. They work together to create and follow their Learning Charter, focusing on teamwork, fairness and inclusion. By the end of the Puzzle, children recognise how their actions impact others and take responsibility for following the whole-school Learning Charter.
Year 4	In this Puzzle, children explore what it means to be part of a class team, reflecting on inclusion, friendship and how their actions affect others. They learn about roles in school and how to contribute to their community. Across the six Pieces, children explore rights, responsibilities and democracy, including how to share their own thoughts, opinions and ideas. They consider how rewards and consequences influence behaviour and practise empathy. By the end of the Puzzle, children understand how responsible choices and participation benefit their school community, with the Learning Charter as the shared outcome.
Year 5	In this Puzzle, children look ahead to the year, setting personal goals and reflecting on what they value about their school community. They explore leadership, motivation and how to approach challenges positively. Across the six Pieces, children learn about rights and responsibilities as citizens and develop empathy for people whose lives are different from their own. They consider fairness, privilege and disadvantage, and how choices affect themselves and others. Children examine how rewards and consequences influence behaviour and work together to create and follow their Learning Charter, focusing on cooperation and having a voice. By the end of the Puzzle, children understand how democracy and shared expectations support a positive school community, with the whole-school Learning Charter as the shared outcome.
Year 6	In this Puzzle, children reflect on the year ahead, identifying goals, worries and fears and exploring how to feel welcome and valued. Across the six Pieces, children explore what it means to be a global citizen, comparing wants and needs, learning about children's rights, and considering how their choices affect people locally and worldwide. Children then explore how rights, responsibilities, rewards and consequences connect to the Learning Charter, working collaboratively to agree shared expectations and safe behaviour. By the end of the Puzzle, children understand how democracy and modelling positive choices support a strong school community, with the whole-school Learning Charter as the shared outcome.

	Puzzle Overview: Celebrating Differences
EYFS	In this Puzzle (unit), children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things . They discuss being different and how that makes everyone special but also recognise that we are the same in many ways. The children share their experiences of their homes and are asked to explain why it is special to them. They learn about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them
Year 1	In this Puzzle, children explore how people can be similar and different, reflecting on their own similarities and differences while learning to include others, use kind words and recognise what makes them special. They develop an understanding of what bullying is, how it can make people feel, and who they can talk to if they need help. Across the six Pieces, children practise making new friends, giving and receiving compliments, and showing courage by supporting others. They reflect on how differences should be respected and celebrated. By the end of the Puzzle, children will have created gingerbread people to contribute to a shared Hall of Fame display, recognising that everyone is unique and valued
Year 2	In this Puzzle, children explore similarities and differences, learning how assumptions and stereotypes can form and why it is important to treat others with courtesy and respect. They develop an understanding of why bullying can happen, how it makes people feel, and how to seek help. Across the six Pieces, children practise standing up for themselves and others and solving problems kindly. They explore diversity in families, cultures and abilities, and reflect on what it means to belong and be a good friend. By the end of the Puzzle, children celebrate what makes everyone unique by creating a shared Trophy of Celebration display.
Year 3	In this Puzzle, children explore different types of families and why they are important, learning how to manage disagreements calmly and solve problems together. They develop an understanding of what it means to be a witness to bullying and how their actions and words may help or harm others. Across the six Pieces, children practise using kind language, challenging stereotypes, and offering support to those who feel excluded. They learn how to give and receive compliments and reflect on how the words we choose affect feelings. By the end of the Puzzle, children create a shared Hall of Fame display using kite templates, celebrating difference and positive relationships.
Year 4	In this Puzzle, children explore how first impressions and appearance can influence assumptions, learning to accept others for who they are and question their own judgements. They develop a deeper understanding of bullying, including the roles of bystanders and witnesses, and practice how to seek help and solve problems safely. Protected characteristics are introduced including age, disability, race and sex. Across the six Pieces, children reflect on what makes them special and unique, learn to value physical differences, and practice kindness, respect and empathy. They explore how opinions can change when people get to know one another. By the end of the Puzzle, children create a shared Hall of Fame display using photo frames, celebrating individuality and inclusion
Year 5	In this Puzzle, children explore cultural similarities and differences, reflect on their own identities, and consider how assumptions and stereotypes can lead to conflict. They develop an understanding of racism, discrimination and different forms of bullying, including rumours, name-calling and cyberbullying. Across the six Pieces, children practise problem-solving, managing feelings and supporting others who experience bullying. They explore how wealth and happiness are not the same and compare lives across the world, developing empathy and respect for different communities. By the end of the Puzzle, children will be able to contribute their culture class work to the whole school Hall of Fame display, celebrating diversity and fairness across the world.
Year 6	In this Puzzle, children explore what "normal" can mean and develop empathy for people who are different. They examine prejudice, discrimination and protected characteristics, reflecting on their own attitudes and the importance of equality and respect. Across the six Pieces, children learn about power imbalances, why bullying might happen, and how to manage feelings and solve problems safely. They explore inspirational individuals, including disabled athletes, and reflect on perseverance and achievement. At the end of the Puzzle, children's admiration accolades can contribute to the shared Hall of Fame display that values diversity, empathy and inclusion.

	Puzzle Overview: Dreams and Goals
EYFS	In this Puzzle, the children consider challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.
Year 1	In this Puzzle, children explore what success means to them, learn how to set simple goals and recognise their own strengths. They practise breaking goals into steps, trying new challenges and understanding how learning can feel "stretchy", with challenge as a sign our brains are growing. Across the six Pieces, children work with others, celebrate achievements and reflect on how perseverance and a positive attitude help them overcome obstacles. They talk about feelings linked to challenge and success and learn how to support friends in reaching their goals. By the end of the Puzzle, children will have created stretchy learning flowers and dream wellies that they can contribute to the whole school Garden of Dreams and Goals, celebrating effort, resilience and confidence.
Year 2	In this Puzzle, children learn how to set realistic goals, recognise their strengths and reflect on achievements. They explore how healthy choices, motivation and perseverance help them succeed and consider how working with others can support learning. Across the six Pieces, children practise teamwork through group challenges, develop problem-solving skills and learn how relaxation and managing feelings can support wellbeing. They reflect on pride, courtesy and sharing success with others. By the end of the Puzzle, children create a shared Garden of Dreams and Goals with Dream Birds, celebrating effort, cooperation and achievement.
Year 3	In this Puzzle, children explore people who have overcome challenges and reflect on their own dreams and ambitions. They consider how goals, motivation and a positive attitude support success, and learn to respect differences and build self-esteem. Across the six Pieces, children break goals into steps, work collaboratively on new challenges and make responsible choices that support wellbeing and safety. They practise overcoming obstacles, managing frustration and helping others to succeed. By the end of the Puzzle, children will have contributed their garden designs to the shared Garden of Dreams and Goals, celebrating learning, resilience and achievement.
Year 4	In this Puzzle, children explore their hopes and dreams and learn how feelings such as excitement, anxiety and disappointment can accompany them. They develop resilience by reflecting on setbacks, coping strategies and how support from others can help them move forward. Across the six Pieces, children practise creating new plans, setting achievable goals and working collaboratively on group challenges. They reflect on the importance of perseverance, positive attitudes and self-belief whilst helping themselves and others to succeed. By the end of the Puzzle, children celebrate shared achievements by sharing their Potato people to the Garden of Dreams and Goals, recognising effort, wellbeing and teamwork.
Year 5	In this Puzzle, children explore the lifestyles they hope for as adults and consider how money, careers and personal values can shape future choices. They investigate different jobs, think critically about information online and reflect on how goals can change over time. Across the six Pieces, children compare aspirations with young people in other cultures, learning about rights, opportunities and barriers. They explore ways to support others through teamwork, fundraising and community action. By the end of the Puzzle, children work together to rally support for shared causes and share these ideas, developing motivation, empathy and responsibility within the Garden of Dreams and Goals whole school puzzle outcome.
Year 6	In this Puzzle, children set ambitious but realistic personal learning goals and identify steps to success, reflecting on motivation, strengths and perseverance. They explore global issues that matter to them and consider how these affect people's lives. Across the six Pieces, children work collaboratively to plan fundraising and awareness projects, developing empathy, leadership and teamwork while learning how to make a positive difference in the world. By the end of the Puzzle, children recognise their own and others' achievements in their shared planning for a school event and share this work, the shared Garden of Dreams and Goals outcome.

How we will teach Relationship Education in our academy and who is responsible for teaching it

Class teachers are responsible for the teaching of Relationships Education. Sometimes external visitors, i.e the school nurse, will support the delivery of Relationships Education, as appropriate. We use

schemes of work from Jigsaw. Relationship Education is clearly mapped across the school and is delivered in mixed gender groups as good practice suggests.

Health and Wellbeing Education

Subject Content

In addition to what is set out in the policy and appendices, our Health and Wellbeing Education is delivered through the 'Healthy me' unit.

	Puzzle Overview: Healthy Me
EYFS	In this Puzzle, children learn about their bodies: the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also <u>discuss</u> safe adults and what they should do if approached by someone they don't know.
Year 1	In this Puzzle, children learn what it means to be healthy, exploring food, exercise, sleep and everyday choices that help their bodies and minds. They develop understanding of hygiene, germs and how to keep clean and safe at home. Across the six Pieces, children learn about medicine safety and road safety, practise recognising when they feel worried or unwell, and think about who can help them stay safe. They reflect on how healthy choices can make them feel good about themselves. Pupils share their ideas about how to keep clean and healthy in the whole school Happy, Healthy Me Recipe Book.
Year 2	In this Puzzle, children learn about healthy eating, balanced diets and making healthier food choices, including nutritious foods. They explore how to keep safe at home and outside, learning to recognise risks and hazards, and how to respond when something feels unsafe. Across the six Pieces, children develop understanding of medicine safety and how to care for their bodies. They reflect on feelings linked to safety and practise making calm, responsible choices that support wellbeing. By the end of the Puzzle, children <u>are able to</u> share ideas for the whole school Happy, Healthy Me Recipe Book, celebrating practical ways to stay healthy and safe every day.
Year 3	In this Puzzle, children learn how exercise and food affect their bodies, exploring energy, fitness and making balanced choices. They consider attitudes towards drugs and reflect on how these make them feel. Across the six Pieces, children learn about ways to keep themselves safe, recognise risk - especially around water - and who to contact in emergencies and how to do <u>this</u> . They practise identifying safe and unsafe situations, managing worried feelings and taking responsibility for their own safety and the safety of others. By the end of the Puzzle, children <u>are able to</u> contribute their ideas on how to keep safe to the whole school Healthy Me Recipe Book.
Year 4	In this Puzzle, children explore friendships, group dynamics and the emotions linked to belonging, trust and feeling left out. They consider how peer influence can affect choices and learn ways to stay safe with friends, including near railways. Across the six Pieces, children learn key facts about smoking, vaping and alcohol, and practise recognising pressure, managing uncomfortable feelings and acting assertively. They reflect on what makes a healthy friendship and how to resist unsafe situations. By the end of the Puzzle, children celebrate their inner strength and assertiveness and share their ideas in the Happy, Healthy Me Recipe Book about healthy friendships.
Year 5	In this Puzzle, children learn about the health risks linked to smoking, vaping and alcohol, and practise making informed, pressure-resistant choices. They develop basic emergency aid skills, including how to stay calm and get help. Across the six Pieces, children explore body image, the influence of media and advertising, and reflect on their relationship with food. They learn to respect and value their bodies while considering what supports a healthy lifestyle. By the end of the Puzzle, children contribute to the Happy, Healthy Me Recipe Book focusing on positive body image.
Year 6	In this Puzzle, children learn to take responsibility for their physical and emotional wellbeing, exploring how choices, prevention and healthy habits support long-term health. They develop understanding of different types of drugs and their effects and discuss safer ways to cope with life's challenges. Across the six Pieces, children learn about exploitation and how pressure can affect decisions. Children learn how to seek <u>help</u> and they explore emotional and mental health, recognise signs of stress and practise strategies for managing pressure. By the end of the Puzzle, children create a Healthy Body, Healthy Mind outcome for the Healthy Me Recipe Book Puzzle Outcome, celebrating resilience

How we will teach Health Education in our academy and who is responsible for teaching it

Class teachers are responsible for the teaching of Health Education. Sometimes external visitors, e.g. the school nurse, MHST (Mental Health and Support Team) and CORAM SCARF specialist teachers who will support the delivery of Health Education, as appropriate. We use schemes of work from Jigsaw and specific CWP lessons. (Christopher Winter Project). Health Education is clearly mapped across the school and is delivered in mixed gender groups as good practice suggests.

Sex Education

Subject content

We use the 'Changing me' section to deliver our Sex Education.

	Puzzle Overview: Changing Me
EYFS	Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.
Year 1	In this Puzzle, children learn about life cycles and the changes that happen as humans and animals grow. They reflect on how their own bodies have changed and develop understanding that everyone grows at different rates. Across the six Pieces, children learn the correct names for private body parts, explore how boys' and girls' bodies can be different, and practise respecting their own bodies and those of others. They also think about feelings linked to change, such as excitement and worry, and learn ways to cope. At the end of the Puzzle, children contribute their flowers of change work to the whole school Tree of Change display, celebrating growth, learning and new beginnings.
Year 2	In this Puzzle, children explore life cycles in nature and how humans grow from young to old, learning that some changes are outside their control. They reflect on how their own bodies and independence change over time and develop respect for differences in themselves and others. Across the six Pieces, children learn correct names for body parts, understand privacy, and practise being assertive about touch and personal boundaries. They also think about feelings linked to future change, such as excitement and worry, and learn ways to cope. By the end of the Puzzle, children create Leaf Mobiles to celebrate growth and looking ahead.
Year 3	In this Puzzle, children learn how babies grow and explore the physical changes that happen to bodies as people grow up, including some inside and outside changes linked to puberty. They develop understanding of personal hygiene and why caring for their bodies becomes more important as they grow and change. Across the six Pieces, children reflect on their feelings about change, learn correct vocabulary for body parts, challenge family stereotypes, and consider who they can ask for help if they feel worried. They also think about future transitions and how to cope with them. By the end of the Puzzle, children create Ribbon Mobiles to celebrate growth and looking ahead.
Year 4	In this Puzzle, children explore identity and what makes them unique while learning about physical and emotional changes linked to puberty, including menstruation. They consider the role of families, trusted adults, and inner circles in providing care and support. Across the six Pieces, children develop strategies for coping with change, managing worries, and accepting things beyond their control. They practise reflecting on personal goals and positive changes they would like to make. By the end of the Puzzle, children use Circles of Change to think about future transitions and celebrate growth and resilience.
Year 5	In this Puzzle, children explore self-image and body confidence while learning about physical and emotional changes during puberty for girls and boys. They develop understanding of menstruation, male puberty, and how media influences perceptions of appearance and wellbeing. This Puzzle includes one non-statutory sex education lesson where children learn about conception, fertility support, and how babies are made. Across the six Pieces, pupils practise identifying trusted adults and reliable sources of information, alongside discussing responsibilities linked to growing up. By the end of the Puzzle, children reflect on upcoming transitions using Circles of Change and consider how to manage feelings about future changes with confidence and resilience.
Year 6	In this Puzzle, children explore self-image and self-esteem while learning about physical and emotional changes during puberty. Across the six Pieces, children reflect on identity, adolescent friendships, and the pressures linked to appearance and growing independence. They practise challenging negative self-talk and identifying trusted adults for support, alongside discussing attraction, consent, and respectful relationships. This Puzzle includes a non-statutory sex education lesson where develop understanding of reproduction, pregnancy, and birth. By the end of the Puzzle, children consider the transition to secondary school, using Circles of Change to reflect on worries, hopes, and how to prepare confidently for the year ahead.

How we teach Sex Education in our academy and who is responsible for teaching it?

Class teachers are responsible for the teaching of Sex Education. Sometimes external visitors i.e the school nurse will support the delivery of Sex Education, as appropriate. Sex Education is usually taught in mixed class groups, but where appropriate to teach certain aspects, children may be split into specific year groups.

Managing difficult questions

We encourage the children when learning about Sex Education to ask questions if they do not understand or have queries. We will use a number of strategies during this unit to give children the opportunity to ask questions and have them answered (e.g the use of a question box). However, questions should not be posed anonymously so that any safeguarding issues that arise can be dealt with effectively, in liaison with the DSL. (Designated Safeguarding Lead)

In school it will be considered what is appropriate and inappropriate in a whole-class setting; it may be that some questions are better not dealt with in front of a whole class. If we consider that a question needs to be answered solely for the child that has asked this, we will ensure two adults are involved in the explanation. If any child asks a question that is deemed not to be age appropriate (if it is inappropriate or goes beyond the Sex Education curriculum offered in school) we will refer them to ask the question to parents or carers or explain that it will be answered by a responsible adult when they are older. We believe it is important that these questions are answered for the children, in order to reduce the likelihood of them looking online to find answers for their questions as some sources online could be inappropriate sources of information.

Appendix 2 - Statutory Requirements for Relationships Education and Health Education

Relationships Education

Content to be covered by the end of primary:

Families and People Who Care for Me	Curriculum content: • That families are important for children growing up safe and happy because they can provide love, security and stability • 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 • That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnership represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring Friendships	Curriculum content: • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Children should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • How to manage conflict, and that resorting to violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
Respectful, Kind, Relationships	Curriculum content: • How to pay attention to the needs and preferences of others, including in families and friendships. Children should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults

	• How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration • Children should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. • That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. Children should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests • The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online Safety and Awareness	Curriculum content: • That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. • That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. • The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up

	That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being Safe	Curriculum content: - What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. - The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and do not know - How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust - How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so - How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and / or other sources.

Primary Health and Wellbeing

Content to be covered by the end of primary

General Wellbeing	Curriculum content: - The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. - The importance of promoting general wellbeing and physical health. - The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Children should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition - How to recognise feelings and use varied vocabulary to talk about their own and others' feelings - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate - That isolation and loneliness can affect children and the benefits of seeking support - That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others - That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently
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	• Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • That it is common to experience mental health problems and early support can help.
Wellbeing Online	Curriculum content: • That for almost everyone the internet is an integral part of life. Children should be supported to think about positive and negative aspects of the internet • Children should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection • The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • How to consider the impact of their online behaviour on others and how to recognise and display respectful behaviour online • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive • How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. • That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults • How to understand the information they find online, including from search engines, and know how information is selected and targeted • That they have rights in relation to sharing personal data, privacy and consent. • Where and how to report concerns and get support with issues online.
Physical Health and Fitness	Curriculum content: • The characteristics and mental and physical benefits of an active lifestyle • The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and / or vigorous physical activity • The risks associated with an inactive lifestyle, including obesity • How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	Curriculum content: • What constitutes a healthy diet (including understanding calories and other nutritional content)

	• Understanding the importance of a healthy relationship with food • The principles of planning and preparing a range of healthy meals • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, Alcohol, Tobacco and Vaping	Curriculum content: • The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Health Protection and Prevention	Curriculum content: • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn • About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to children.
Personal Safety	Curriculum content: • About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic First Aid	Curriculum content: • How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them • Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing Bodies	Curriculum content: • About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Children should understand that all of these parts of the body are

	private and have skills to understand and express their own boundaries around these body parts • The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.
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Appendix 3 - Parent / Carer Form: Request to be Excused from Sex Education (Right to Withdraw)

TO BE COMPLETED BY PARENTS / CARERS			
Name of child		Class	
Name of parent / carer		Date	
Reason for withdrawing from Sex Education within the Relationships, Sex and Health Education provision			
Parent / carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents / carers	<i>Include notes from discussions with parents / carers and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons, including those covering the physical changes that take place in puberty. During the sex education lessons, he will be working independently on a project in the Year 5 classroom</i>
Headteacher / Head of School signature	

Appendix 4 - A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)

We seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

- 1. To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
- 2. That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
- 3. That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act² - and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
- 4. That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
- 5. That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.

¹ RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

² The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

6. That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights. It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.

7. To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities. It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special educational needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality Relationships and Sex Education.

8. To seek pupils' views about RSHE so that the teaching can be made relevant to their lives. It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.