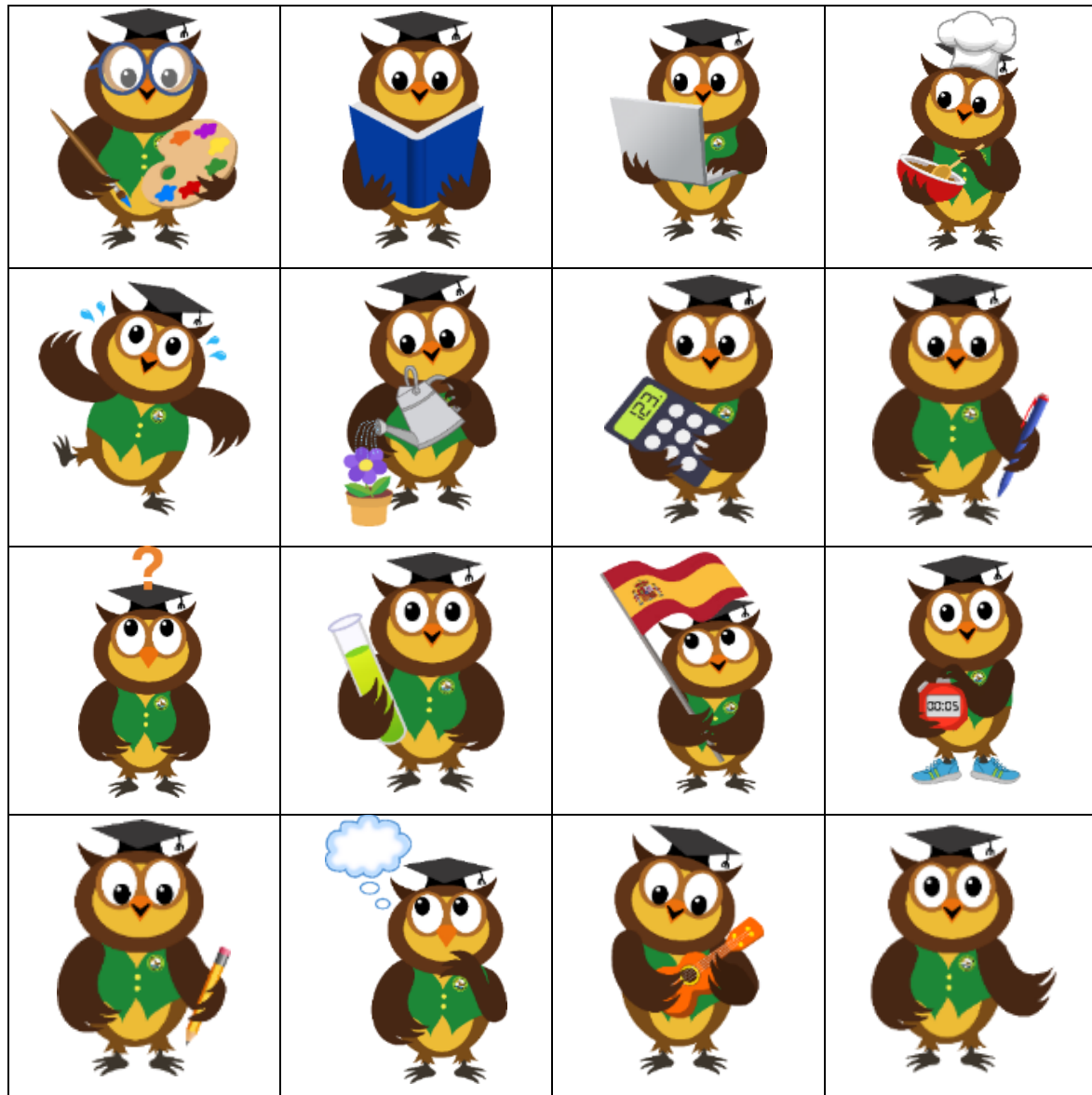


Sawley Junior School



Relationships, Sex and Health Education Policy

VERSION CONTROL			
Version	Date	Author/Reviewer	Substantive changes since the previous version
v1	2015	LT	SJS Sex and Relationship Policy
Draft V2	Sept 2020	LT	New policy written for Jigsaw PSHE to include Relationships and Sex Education (RSHE). Updated to reflect current DfE requirements for Statutory Relationships, Sex Education (RSHE) and Health Education (2019). Renamed SJS PSHE including Relationships and Sex Education (RSHE) Policy and associated information to be shared as part of consultation with stakeholders
v2	June 2020	LT	Policy approved by governors for publication
V2	Sept 2022	LT	reviewed no changes
Draft V3	March 2025	EP	Updated policy for change of Scheme for RSHE
V3 FINAL	May 2025	EP	Reviewed by staff, governors and parents for the change of scheme for RSHE.
Draft V4	June 2026	EM/CW	Updated to reflect current DfE requirements for Statutory Relationships, Sex Education (RSHE) and Health Education (2025). Policy and information to be shared as part of consultation with stakeholders.
V4	August 2026	EM/ CW/ NS	Updated policy finalised after being reviewed and consulted with staff, governors and parents. Approved by Natalie Sisson (HT)

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1. Aims

Our values at Sawley Junior School are embedded in everything we do. Our vision is to create a safe, positive and stimulating environment in which all members of the school community learn and grow in confidence, knowledge and skills. Through our RSHE Curriculum, we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSHE to be fundamental. Pupils will understand their self-value within society so that they can effectively contribute to make a difference in their own lives and the lives of others.

The aims of relationships, sex and health education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a primary academy (part of ONE Academy Trust), we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSHE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

This policy complies with our articles of association and our funding agreement

This policy reflects legislation at the time when it was last reviewed. Any changes in legislation will take precedence over anything printed in the policy.

At Sawley Junior School, we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils, parents/carers and governors. The consultation and policy development process involved the following steps:

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1. Review – a staff working group pulled together all relevant information including relevant national and local guidance
2. Governor consultation – All governors were given the opportunity to look at the policy and make recommendations discussion, alongside a discussion about the proposed changes to the policy and why these are important to the RSHE Curriculum.
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder Feedback opportunity – parents/carers and any interested parties were able to view the draft policy and provide feedback via an online form.
5. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
6. Pupil consultation – we investigated what exactly pupils want from their RSHE
7. Ratification – once amendments were made, the policy was shared with the Head Teacher.

4. Definition

RSHE is lifelong learning about physical, moral and emotional development. Through RSHE children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth in a sensitive and age-appropriate way. At Sawley Junior School, we are building the foundations of skills and knowledge that will be developed further at secondary level.

Our key aim in providing RSHE throughout the school is to safeguard our pupils. During their time at Sawley Junior School, children will learn key knowledge and skills to help keep them safe and prepare them for their next stages of life. Additionally, we aim to equip pupils with the tools to navigate and manage their own emotional wellbeing, making them resilient in the face of challenges.

For the purpose of this policy:

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

5. Curriculum

Our RSHE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

RSHE will be taught in each year group throughout the school. The curriculum we deliver is age-appropriate and progressive, building the children's knowledge, understanding and skills year on year. The progressive objectives taught in each year group support the outcomes outlined in the government RSHE guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSHE_and_Health_Education.pdf .

Our RSHE Curriculum is taught via the 'SCARF' (Safety, Caring, Achievement, Resilience, Friendship.) Coram Life Education program. RSHE specific lessons are designed to cover key skills, attitudes and values children need to explore in order to develop healthy relationships with their peers. Below is an overview of topics covered across the school:

Aged 7-8 years (Year 3): introduces themes about change and bereavement; healthy and unhealthy relationships (friendships); to know how people can commit to each other and recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents) making informed choices; identify when it is appropriate or inappropriate to allow someone into their body space; recognise that repeated name calling is a form of bullying; safe and unsafe secrets; keeping safe; Safe & unsafe secrets and Relationships, including online.

Aged 8-9 years (Year 4): builds on the themes covered in previous years, looking more closely at body changes as they approach and move through puberty; including body changes; an introduction to menstruation; conflicting emotions; what positively and negatively affects their physical, mental and emotional health; understanding good and not-so-good feelings; online safety and behaviours.

Aged 9-10 years (Year 5): builds on the themes covered previously and in greater depth, looking more closely at body changes and feelings during puberty including: menstruation and human reproduction; how their changing feelings can affect those they live with; what makes relationships unhealthy; as well as different types of bullying including homophobic and transphobic; understanding what is meant by confidentiality; safe and unsafe secrets; digital awareness; online bullying and self-esteem; media manipulation and artificial intelligence; oral health and hygiene; positive masculinity.

Aged 10-11 years (Year 6): builds on and reinforces all the themes of the previous years, with new content built into the lesson plans looking at body image and the media; gender identity and stereotyping; sexual intercourse and introducing the concept of wet dreams; explore the risks of sharing photos and films of themselves with other people directly or online. Keeping safe including online and AI/Deep fakes; Digital footprints.

From Year 3 to Year 6, the school will teach the NSPCC 'PANTS' programme for primary schools. This important programme of work is vital to support our children's developing understanding of appropriate and inappropriate touch, empowering them with the age-appropriate information they need to keep themselves and others safe. More information can be found at: <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

As a school, we want to be able to respond to our pupils as and when the need arises. Teachers and leaders may cover additional content for individuals, classes or whole year groups. These may include, but are not limited to, lessons about healthy lifestyles, vaping or smoking, positive relationships, or appropriate touch. We will notify you prior to these lessons being taught to give you an opportunity to discuss this before it is taught.

Elements of RSHE are also included within the Science National Curriculum and are taught in Years 3,5 and 6. Pupils should be taught to:

Year 3: Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Year 5: Compare lifecycles of animals

Year 6: Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

We have developed the curriculum in consultation with parents/carers, pupils, staff and governors, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers on request. We also have a library of books that can be loaned to support with conversations at home.

6. Delivery of RSHE

We deliver RSHE via the Coram SCARF framework. Lessons are taught progressively across half-termly units to meet statutory RSHE requirements. We adapt delivery for pupils with SEN, and teach sex education in an age-appropriate manner during the summer term. We use the comprehensive Coram SCARF scheme of work, which is mapped to the Department for Education's statutory guidance for Relationships and Sex Education (RSHE). Teaching is delivered through six core thematic units taught progressively throughout the academic year:

- Me and My Relationships
- Valuing Difference
- Keeping Myself Safe
- Rights and Responsibilities
- Being My Best
- Growing and Changing

These topics are integrated into our broader PSHE curriculum using interactive, age-appropriate resources, classroom discussions, and distancing techniques (such as using a "question box") to ensure a safe learning environment.

Sawley Juniors are committed to an inclusive RSHE curriculum that meets the needs of all pupils. Teachers adapt and differentiate the SCARF lesson plans to support pupils with Special Educational Needs and Disabilities (SEND) by using visual aids, simplified language, and social stories. If required additional 1-on-1 adult support or small-group pre-teaching is considered, modifying expected learning outcomes based on individual pupils' Education, Health and Care Plans (EHCP) or learning targets. Ensuring all teaching respects and reflects diverse family structures, faiths, and cultural backgrounds.

Alongside statutory Relationships Education and Health Education (which includes puberty and menstrual wellbeing), Sex education is taught in an age-appropriate manner, during the Summer Term within the Growing and Changing unit. Parents will be notified prior to the commencement of these specific lessons and are reminded of their statutory right to withdraw their child from the **non-statutory aspects** of sex education. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

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

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

➤ Being safe

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Within the 'Relationship, Sex and Health Education framework', we teach 'Sex Education' in Year 4, Year 5, and Year 6.

In **Year 4** this includes: knowing the correct words for the external sexual organs; exploring the word 'puberty' giving examples of some of the physical (including body odour) and emotional changes associated with it; discussing some of the myths associated with puberty; recognising that babies come from the joining of an egg and sperm; explaining what happens when an egg doesn't meet a sperm; understanding that periods are a normal part of puberty for girls; identifying some of the ways they can cope better with periods, identifying products that they may need during puberty and why and to know what menstruation is and why it happens; puberty for boys.

In **Year 5** this includes: Looking more carefully at how the body changes during puberty, how pupils manage these changes, as well as how they can look after themselves. Pupils revisit periods and understand that periods happen when an egg doesn't meet a sperm; masculinity.

In **Year 6** this includes: Exploring puberty in more depth; suggesting strategies that would help someone who felt challenged by the changes in puberty; identifying the changes that happen through puberty to allow sexual reproduction to occur; know ways in which the sperm can fertilise the egg to create a baby and knowing the legal age of consent and what it means; keeping safe including online; AI deep fakes; self-esteem; challenging gender stereotypes, prejudice or discrimination; biological sex, gender identity and gender reassignment; wet dreams and masturbation.

The content of sex education includes learning about reproduction, pregnancy, and birth as well as consent. This part of the RSHE curriculum will always be taught in the Summer Term. Puberty, reproduction, and birth are statutory and are included in either the Health Education curriculum or the National Curriculum: Science. Parents/carers, have a right to withdraw from Sex Education, if they choose to. In the first instance, a meeting should be arranged with the class teacher and phase leader.

Throughout each year group we will use appropriate material and teaching practices to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities
- Establishing ground rules with pupils;
- Using 'distancing' techniques (e.g., Non-personal case studies)
- The provision of a 'question box' during each planned session
- Dealing with children's questions in an appropriate manner
- Using discussion and appropriate materials; and role play
- Encouraging reflection.

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved. Where curriculum content may require, some aspects of learning will be taught in single gender groupings.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

Resources and materials used in lessons, will be viewed prior to lessons by the RSHE Lead and class teachers to assess the quality and appropriateness in line with this policy.

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers. Prior to lessons beginning, a letter is sent to parents detailing the Year Groups curriculum, and resources can be made available for parents to view and discuss through with the class teacher and/or RSHE Lead.

PSHE/RSHE has a progression document where the half-termly skills and knowledge for each year group are outlined. Teachers use this to provide an overview of pupil achievement in the PSHE/RSHE at the end of the year, which is shared with parents. A pupil is assessed to be either below, emerging or expected.

In lessons, teachers use a range of assessment strategies to track pupils' progress this may include pre and post assessments; questioning; marked workbooks; self-assessment, as well as pupil interviews.

For more information about our RSHE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Health, Mental Health and Wellbeing

We recognise that promoting pupils' physical health, mental health and emotional wellbeing is fundamental to their ability to learn, develop positive relationships and flourish both in school and beyond. Through Relationships, Sex and Health Education (RSHE), pupils are supported to develop the knowledge, understanding and skills needed to maintain healthy lifestyles, build resilience and manage a range of emotions appropriately.

Through the RSHE curriculum, pupils are taught:

- The importance of physical activity, spending time outdoors and contributing positively to their communities in supporting physical health, mental wellbeing and overall happiness.
- Simple strategies to promote wellbeing, including adequate rest and sleep, spending time with family and friends, and engaging in hobbies, interests and community activities.
- How healthy lifestyle choices can positively influence both physical health and emotional wellbeing.
- That people experience a wide range of emotions, including happiness, sadness, anger, fear, surprise and nervousness, and that these feelings are a normal part of everyday life.
- That feelings of worry, sadness or anxiety can occur from time to time and do not necessarily indicate a mental health difficulty.
- How to recognise, understand and discuss their own emotions and the emotions of others using appropriate vocabulary.
- How to reflect upon their feelings and behaviours and consider whether they are appropriate and proportionate to different situations.

- That loneliness and social isolation can affect wellbeing and the importance of seeking support when needed.
- The impact that bullying, including cyberbullying, can have on emotional wellbeing and the ways in which support can be accessed for themselves or others.
- That experiences such as change, loss and bereavement may evoke a range of emotions, and that grief is a natural process experienced differently by individuals.
- That mental health difficulties are common and that seeking help at an early stage can be beneficial.
- How and where to seek support, including identifying trusted adults both within school and beyond, if they are concerned about their own wellbeing or that of another person.

Teaching is delivered in a sensitive, inclusive and age-appropriate manner. Staff exercise professional judgement and adapt learning experiences to meet the diverse needs of pupils.

6.2 Wellbeing Online

We recognise that digital technology and online communication form an important part of children's daily lives. While digital platforms offer significant opportunities for learning, creativity and social connection, they can also present challenges that may impact emotional, mental and physical wellbeing. Through RSHE, pupils are supported to develop healthy, balanced and responsible approaches to technology use.

Through age-appropriate teaching, pupils are supported to:

- Understand that online activities can enhance learning, communication and creativity, whilst also recognising potential risks to wellbeing.
- Appreciate the importance of maintaining a healthy balance between online and offline activities, including prioritising sleep, physical activity, play and face-to-face interactions.
- Recognise how online content and experiences can affect their own wellbeing and that of others, both positively and negatively.
- Understand that online relationships can complement, but should not replace, meaningful in-person relationships.
- Demonstrate respectful and responsible behaviour online and consider the impact their actions may have on others.
- Understand the reasons why certain websites, applications, social media platforms, games and gambling-related content are subject to age restrictions.
- Develop an awareness of their rights regarding privacy, consent and the protection of personal information.
- Recognise that bullying, harassment and abusive behaviour can occur online and may have a significant impact on wellbeing.
- Know how to report concerns, seek support and access appropriate help when experiencing online issues.

Teaching in this area is closely aligned with the school's safeguarding, online safety and behaviour policies, ensuring a consistent approach to supporting pupils' wellbeing both online and offline.

6.3 Influences and Online Content

We recognise that children are increasingly exposed to a wide range of online content, social media platforms and digital influences that can shape their attitudes, beliefs and behaviours. As part of Relationships, Sex and Health Education (RSHE), pupils are supported to develop the knowledge, skills and critical thinking needed to engage with online content safely, responsibly and respectfully.

Through the RSHE curriculum, pupils are taught to:

- Recognise and challenge harmful, discriminatory or prejudicial attitudes and behaviours encountered online, while promoting respect, equality, inclusion and kindness.
- Understand that content shared through social media, influencers and digital platforms may be carefully selected, edited or designed to influence opinions, beliefs and behaviour.
- Develop an awareness of how online content, advertising and algorithms can shape the information they see and the choices they make.
- Identify potential online risks, including scams, manipulation, coercion and inappropriate pressure to share personal information, images or other sensitive content.
- Apply critical thinking skills when accessing online information, enabling them to question its reliability, accuracy and purpose.
- Make informed and responsible decisions about the content they view, engage with and share online.
- Understand the importance of personal boundaries, privacy and consent within online interactions and relationships.
- Recognise situations that may make them feel uncomfortable, unsafe or pressured online and know how to respond appropriately.
- Know how to report concerns, block inappropriate contact and seek support from trusted adults when needed.

Teaching in this area is delivered in an age-appropriate, balanced and safeguarding-focused manner. Staff use professional judgement to ensure learning is sensitive to pupils' developmental needs and avoid directing pupils towards specific harmful content, individuals or online communities.

This aspect of RSHE complements the school's wider safeguarding, online safety and digital citizenship provision, reinforcing key messages about respectful behaviour, critical awareness, personal responsibility and seeking help when concerns arise.

6.4 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

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- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

➤ Give careful consideration to the level of differentiation needed

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with Special Educational Needs and Disabilities, a differentiated approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers. Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Through consultation, parents can inform class teachers of any information relating to this. Care will be taken to ensure that, where this is the case, teachers will find the most appropriate way to teach this Curriculum.

6.1 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

7. Use of external organisations and materials

We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We **will**:

➤ Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)

➤ Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy. The governing board has delegated the approval of this policy to the Head Teacher.

8.2 The headteacher

The headteacher is responsible for making sure that RSHE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSHE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL), Natalie Sisson.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher. All Class Teachers are responsible for, and expected to teach RSHE. Charlotte White is responsible for leading PSHE/RSHE across Sawley Junior School, supported by Emma Manning (Curriculum Lead).

8.4 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

9. Menstrual Wellbeing

Some pupils will begin menstruation in primary school. To support pupils who are menstruating, we have in place the following:

- Sanitary disposal units are available in all toilet cubicles.
- Pupils can access sanitary products from all of the Years 4, 5 and 6 toilets.

When a pupil starts menstruating in school, we will support them on-site and inform parents/carers. Our RSE Curriculum covers detailed information about menstruation in Year 4 and 5. If your child has difficulties managing their periods at school, please contact Mrs. Sisson as Safeguarding Lead. However, you can also speak to any member of staff who you feel comfortable speaking to.

10. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

11. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher, and RSHE Lead, will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

12. Monitoring arrangements

The delivery of RSHE is monitored by Charlotte White (PSHE/RSHE Lead) and Emma Manning (Curriculum Lead) through:

- Monitoring planning
- Monitoring resources
- Lesson learning walks
- Book monitoring
- Pupil feedback

- Staff feedback

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Charlotte White (PSHE/RSHE Lead), Emma Manning (Curriculum Lead) and Natalie Sisson (Head Teacher) annually for the first year and then bi-annually. At every review, the policy will be approved by the Head Teacher.

13. Links to other policies

- Anti-bullying
- Safeguarding & Child Protection
- Equality Statement and Objectives
- Health and Safety

14. More information

If you would like to discuss our provision of RSE further please contact Mrs Manning as Curriculum Lead or Miss White, our PSHE/RSHE Lead.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

RSHE Curriculum Overview (SCARF Growing and Changing Unit – Summer 2)	
Year Group	Overview of lessons
Year 3	Moving house- Describe some of the changes that happen to people during their lives; Explain how the Learning Line can be used as a tool to help them manage change more easily; Suggest people who may be able to help them deal with change. Relationship tree- Identify different types of relationships; Recognise who they have positive healthy relationships with. Body space- Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space; Rehearse strategies for when someone is inappropriately in their body space; PANTS (NSPCC) Secret or surprise?- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe. Together- Understand that marriage or civil partnership is a commitment to be entered into freely and not against someone's will; Recognise that marriage or civil partnership includes same sex and opposite sex partners; Know the legal age for marriage or civil partnership in England or Scotland; Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. Basic first aid- How to make a clear and efficient call to emergency services if necessary; Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Year 4	My feelings are all over the place! – Name some positive and negative feelings; Understand how the onset of puberty can have emotional as well as physical impact; Suggest reasons why young people sometimes fall out with their parents; Take part in a role play practising how to compromise. None of your business!- Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; Recognise and describe appropriate behaviour online as well as offline; Identify what constitutes personal information and when it is not appropriate or safe to share this; Understand and explain how to get help in a situation where requests for images or information of themselves or others occur; Understand that people online may not always be who they say they are, and learn how to stay safe by checking with a trusted adult before communicating with others; Understand that they should not share images of others without permission; Think carefully before sharing any information about themselves; Understand that once something is posted online it is very hard to remove or delete it. All change!- Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens. Preparing for changes at puberty- Know the key facts of the menstrual cycle; Understand that periods are a normal part of puberty for girls; Identify some of the ways to cope better with periods. Secret or surprise?- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe.

	My changing body- Recognise that babies come from the joining of an egg and sperm; Explain what happens when an egg doesn't meet a sperm; Understand that for girls, periods are a normal part of puberty.
Year 5	How are they feeling?- Use a range of words and phrases to describe the intensity of different feelings; Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; Explain strategies they can use to build resilience. Taking notice of our feelings- Identify people who can be trusted; Understand what kinds of touch are acceptable or unacceptable; Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. Dear Ash- Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe. Growing up and changing bodies- Identify some products that they may need during puberty and why; Understand changes to the body during puberty, including those linked to oral health; Know what menstruation is and why it happens. Changing bodies and feelings- Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty. Help! I'm a teenager - get me out of here!- Recognise how our body feels when we're relaxed; List some of the ways our body feels when it is nervous or sad; Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.
Year 6	I look great!- Understand that fame can be short-lived; Recognise that photos can be changed to match society's view of perfect; Identify qualities that people have, as well as their looks; Understand the importance of avoiding putting pressure on others to share information and images online.

Media manipulation- Define what is meant by the term stereotype; Recognise how the media (including digital platforms) can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people.

Pressure online- Understand the risks of sharing images online and how these are hard to control, once shared; Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.

Helpful or unhelpful? Managing change- Recognise some of the changes they have experienced and their emotional responses to those changes; Suggest positive strategies for dealing with change; Identify people who can support someone who is dealing with a challenging time of change.

Is this normal?- Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; Understand that a healthy attitude towards food can really support growth and puberty changes; Suggest strategies that would help someone who felt challenged by the changes in puberty; Understand what FGM is and that it is an illegal practice in this country; Know where someone could get support if they were concerned about their own or another person's safety.

Making babies- Identify the changes that happen through puberty to allow sexual reproduction to occur; Know a variety of ways in which the sperm can fertilise the egg to create a baby; Know the legal age of consent and what it means.

Appendix 2: By the end of primary school pupils should know (DfE requirements for Statutory Relationships, Sex Education (RSHE) and Health Education (2025))

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	• That families are important for children growing up because they can give 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 other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other 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 partnerships represent a formal and legally recognised commitment of 2 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	• 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, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • 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 • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take 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. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met • How information and data is shared and used online, including where pictures or words might be circulated • 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	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example • About the concept of privacy and the implications of it for both children and adults, including that it's 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 physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't 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 concerns or abuse, 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 • Where to get advice, for example from their family, school and/or other sources

Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	