Eastlands Primary School

Relationships, Health and Sex Education Policy

Date	Review Date	Nominated Person	Nominated Governor
October 2026	**October 2027**	**Mrs Warrington and Mrs Vikmanis**	**S.F-F**
	Annual	**Website publication Yes**	**FGB**

This policy relates to the following legislation: -

- Education Act 2002, Academies Act 2010, Equalities Act.
- RHSE and Health Education 2019 Updated September 2026
- Children and Social Work Bill 2017.

This policy fulfils the school's statutory duty under the Education Act and DfE Relationships Education, RSE and Health Education guidance (and National Curriculum Science) and has been written in line with Keeping Children Safe in Education 2026.

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Eastlands Primary School

Section 1 – The Context of our Relationships and Sex Education Policy

a) Our Shared Beliefs about RHSE

We believe RHSE is learning about emotional, social and physical aspects of growing up and about ourselves and our relationships. It enables children to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships and staying safe, both on and off line. It should equip children with age appropriate information about the body, reproduction, sex, sexuality and sexual health. It will help children to develop skills to keep themselves and others safer, both physically and emotionally.

RHSE will enable children to explore their own attitudes and those of others respectfully. This curriculum is designed to build self-esteem and to explore personal identity. It is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact every human being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch you in a way you don't like but also the difference between public and private behaviours. It is important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private parts, children are shown to be safer from abuse.

Finally, we believe comprehensive relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

b) Entitlements

We, together with our community partners, are committed to working towards the implementation and development of the following entitlements.

Children are entitled to:

- Accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RHSE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about issues of confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner
- Be involved in developing and evaluating the content, delivery and timing of their RHSE programme.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RHSE
- Contribute their views and ideas in support of the development of RHSE for children
- Professional guidance and support
- Opportunities to share good practice

- Be informed about issues of confidentiality and procedures to be followed.

Parents, carers and other adults in the community

Parents will receive an annual RHSE overview of planned topics – updated on the school website. For units with potentially sensitive content (e.g., puberty), parents can request to see the planning and suggested home resources at least two weeks before teaching begins.

The school will run at least one annual parent workshop explaining the RHSE approach

Parents/carers are entitled to:

- Understand their rights and responsibilities in relation to RHSE policy and curriculum
- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas received in a respectful, non-judgemental manner.

c) The Wider Agenda

RHSE is part of the wider agenda of promoting positive relationships, health and sexual health for children to which many individuals and organisations in our community contribute. Our RHSE Policy contributes to meeting local and national priorities as described in strategies such as:

https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RHSE_and_Health_Education.pdf

Sexual Health Improvement Framework

Transforming Children and young people's Mental Health Provision July 2018

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 Updated September 2025 including duties to prevent female genital mutilation (FGM), child sexual exploitation (CSE) and Child on Child abuse

The link between pupil health and wellbeing and attainment 2014 Public Health England. This policy draws on and is informed by the following national and local documents:

Sex and Relationships Education for the 21st Century' (Brook, PSHE Association, Sex Education Forum)

Sex Education Forum Guidance & Resources (Sex Education Forum)

https://www.gov.uk/national-curriculum/key-stage-1-and-2 (DfE)

https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum

New Sex and Relationship Education Guidance
https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RHSE_and_Health_Education.pdf

Not Yet Good Enough (Ofsted 2013) (report on PSHE)

Programme of Study for PSHE Education (PSHE Association)

Young People, Relationships and Sex – The New Norms (IPPR 2014)

Health-Related Behaviour Survey 2016 SHEU

Shhh….No Talking – LGBTQ Inclusive RHSE in the UK 2016

Digital Romance Report December 2017

'It's just everywhere' Sexism in Schools Report December 2017

New document on Sexting in schools and colleges: Responding to incidents and safeguarding young people https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people#full-publication-update-history

International technical guidance on sexuality education UNESCO

Mental Health and Online Safety links:

RHSE will be taught in conjunction with the school's Mental Health and Wellbeing and Online Safety policies. Lessons will include age-appropriate content on online relationships, consent in digital contexts and where to seek help online. The PSHE lead will liaise with the DSL and computing lead to ensure consistent coverage.

Section 2 – Our Relationship & Sex Education Policy

Introduction

Eastlands Primary school aims: -

Aims:

Empowering &

Preparing for

Success in a changing world.

1. To celebrate perseverance, resilience and risk taking, ensuring children welcome challenge and are not frightened to make mistakes.
2. To encourage children to take ownership of and responsibility for their learning, so they have the confidence and curiosity to ask questions, solve problems and respond to quality feedback.
3. To praise hard work, determination and having a positive attitude.
4. To develop our school so that it has consistency at its heart, that it is a creative and exciting place for our children and for the community, that we have high expectations of each other and that we hold each other to account.
5. To educate in a holistic way, focusing on the social, moral, creative and artistic as well as academic.
6. To give opportunities to develop the knowledge and skills our children will need for later in life.
7. To build a school community with positive relationships based upon clear values, respect and support.
8. To be ambitious for our children and for our school.

Our work in RHSE is set in the wider context of our school values and ethos:

- We promote a healthy, safe and caring environment for all children and staff.
- We promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- We prepare our children to confidently engage with the challenges of adult life.
- We provide sufficient information and support to enable our children to make safe choices through a planned programme of education about human development, relationships, health sexuality and family life which is developmental and appropriate to the age and maturity of the child.
- Through an enriched curriculum, we provide children, with opportunities to develop the necessary skills to manage their lives effectively.
- We help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.

This RHSE Policy will be made available to staff and parent / carers through the school website.

We are engaged in the following areas of work to support this policy and the delivery of effective RHSE: continuing work within the Cambridgeshire Primary Personal Development Programme, PSHE Association as well as developing as a health promoting school

Our RHSE policy is the responsibility of the governing body and has been developed through discussion with children, staff, parents and governors.

Our Policy also reflects recommendations from OFSTED and the Sex Education Forum.

We believe that provision of high quality RHSE supports us in fulfilling other statutory duties:

- Education and Inspection Act 2006 describes our duty to promote pupil wellbeing
- Keeping Children Safe in Education sets out our responsibilities for safeguarding and the requirement to be alert to signs of female genital mutilation (FGM), child sexual exploitation (CSE) and child on child abuse, including sexual abuse and sexual harassment.
- The Equality Act 2010 describes our duty to ensure that teaching is inclusive for all students.

b) Our Aims for RHSE

All adults will work towards achieving these aims for RHSE in our school. We seek to enable our children to:

- develop interpersonal and communication skills
- develop positive values and a moral framework that will guide their decisions and behaviour
- develop understanding of the value of marriage, civil partnership, stable relationships and family life as a positiv environment for bringing up children
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop loving, caring relationships based on mutual respect
- name the private parts of the body confidently and communicate with trusted adults to keep themselves safe
- understand the process of human reproduction
- be prepared for puberty and the emotional and physical effects of body changes
- understand the attitudes and skills needed to maintain their sexual health
- have opportunities throughout their schooling to address RHSE in an age-appropriate way
- help develop feelings of self- respect, confidence and empathy leading to respect of their bodies
- access additional advice and support by providing a framework in which sensitive discussion can take place
- recognise and avoid exploitative relationships

c) Definitions

Defining Comprehensive Relationship Education:

- The Department for Education defines relationships education as, teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.

Defining Sex Education at Primary School:

Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations (2019), made RHSE compulsory in all primary schools, Since September 2020, Sex education lessons which form part of this curriculum are not currently compulsory. The Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the children.

As set out in the guidance it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their children. We, like many other schools already choose to teach some aspects of sex education and will continue to do so. We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology we believe it is better that children receive age appropriate answers from us than it being left to their peers or the internet.

In our school, sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in human life cycle set out in the national curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls' and boys' bodies function and change as they grow into adults.

We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement. Evidence states that a graduated age-appropriate spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic.

We believe it is the duty of our school to give our children the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse.

d) Policy Development

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

1. Review –working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly children want from their RHSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

e) Delivering our RHSE curriculum

Our RHSE Curriculum (see appendix A) is wholly consistent with Relationships Education and Health Education (2020), National Curriculum (2014), DfE and OFSTED guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. Some elements of our RHSE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses) and some parts are based on non-statutory guidance from the PSHE Association (2013).

We consider RHSE to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have planned a progressive curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of RHSE.

The objectives of the RHSE Curriculum will be taught in:

- PSHE through designated lessons, focused events, science/health weeks
- Other Curriculum areas, especially Science, English, RE and PE
- Enrichment activities, especially our assembly programme: Protective Behaviours see appendix B, visits from social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a health promoting school.

Specific Units of Work on RHSE are planned into our teaching programme every year in EYFS to Year 6. Specific content on Puberty will be taught in Year 5 and revisited in Year 6.

We understand that at times children will benefit from varying methods of delivering the RHSE curriculum. For example, we will use single-sex groups or small group teaching where this will help us to meet the needs of children more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

Assessment will be formative and age-appropriate (e.g., self-reflection, learning journals, exit tickets, pupil conferencing). Teachers will record attainment against end-of-year RHSE outcomes on the whole-school PSHE tracking system. Significant pastoral concerns arising from RHSE lessons should be recorded on the safeguarding system and communicated to the DSL

f) Roles & Responsibilities for Curriculum Delivery and Policy Implementation

We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child's request for information and advice. All staff are encouraged to access support from colleagues where necessary.

The RHSE curriculum will primarily be delivered by class teachers.

Staff are responsible for:

i. Delivering RHSE in a sensitive way
ii. Modelling positive attitudes to RHSE
iii. Monitoring progress
iv. Responding to the needs of individual children
v. Responding appropriately to children whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RHSE
vi. Staff do not have the right to opt out of teaching RHSE. Staff who have concerns about teaching RHSE are encouraged to discuss this with the headteacher.
vii. Those delivering RHSE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs, supported by the PSHE Co-ordinator.

The PSHE Co-ordinator is responsible for reviewing and evaluating RHSE at our school.

The PSHE Coordinator will ensure that RHSE curriculum planning and delivery are regularly reviewed in collaboration with SEND and EAL leads to ensure full accessibility and cultural responsiveness.

The PSHE Co-ordinator will report to the Head Teacher in this task.

viii. Staff will be assisted in their planning and delivery of the 'Curriculum for RHSE' by the PSHE Co-ordinator who will, with support, provide lesson plans and activities for colleagues, collate assessments, plan INSET to meet staff needs and liaise with visitors who support the RHSE curriculum.

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

Governors hold responsibility for the RHSE Policy and will be assisted in monitoring its implementation by the PSHE Co-ordinator/ Head Teacher/ Staff.

g) Teaching Methodologies

Ground Rules: RHSE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any RHSE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information.

Answering Questions: We acknowledge that sensitive and complex issues will arise in RHSE, as students will naturally ask questions.

If a pupil asks a sensitive question, staff should:

- acknowledge and, where appropriate, answer at a level suitable for the whole class or defer to a 1:1 discussion;
- use the model response 'That's a good question. I'll answer you in a moment' and, where necessary, say they will speak privately later;
- record the question and any concerning disclosure on the school's safeguarding system and, if a disclosure suggests possible abuse, follow safeguarding procedures immediately and inform the Designated Safeguarding Lead (DSL)

We will provide staff with ongoing professional development on handling sensitive questions, including culturally responsive approaches and managing disclosures, to ensure consistency and confidence We are aware that children are likely to have many questions that may occur at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.

When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RHSE. As a first principle, we will answer questions relating to the planned curriculum for

that age group or below to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age appropriate way, only to the student/s who have asked the question. We believe children are better off receiving honest, open answers from safe adults in their lives, rather than it being left to the internet or older children with a smart phone. By tackling the topic in a matter of fact manner, without embarrassment means that we take the mystic allure out of the topic. We believe that if children ask a question they deserve an answer. If ignored they merely build unnecessary barriers, making children think they have done something wrong; they are unlikely to ask again, and are instead left to seek their answers from less reliable or child friendly sources, due to shame. However uncomfortable the question may be, the thought is already in their head. It is much better that we as safe adults take responsibility and tackle the question safely and age appropriately. For children these questions are not rude, they are simply signs of a healthy and natural curiosity. We can stop the topic becoming taboo and embarrassing and removing the stigma before it has had chance to form

When answering questions, we shall ensure that sharing personal information by adults, students or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or sexual exploitation, teachers must pass this information to the designated person for child protection in line with school Safeguarding and Child Protection policy.

Staff have received training as to how to deal with children's questions age appropriately. This will be done consistently across the school as follows:

- Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults.
- If a question is relevant to the whole class, we will answer it to the whole group.
- However, as with any other subject, there may occasionally, be the need to differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others.
- If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question until they have spoken to the parent/carer if possible and talk through their response.
- Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either parties vulnerable.

Distancing Techniques: In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play, and videos to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

h) Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to RHSE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RHSE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our children and, in addressing different views and beliefs, seek to promote tolerance and understanding.

For children with SEND, teachers will work with the SENCO to ensure RHSE is accessible: adapt materials, use multisensory approaches, visual supports, social stories and, where appropriate, produce a personalised RSE plan which sets out agreed outcomes and strategies. The SENDCO will also liaise with parents and external professionals when necessary.

In order to ensure the RHSE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will encourage respect, and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will review our RHSE programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for children.

i) Resources

We will primarily use the **Cambridgeshire Primary Personal Development Programme** and the resources recommended within it when planning and delivering the RHSE Curriculum. We will avoid a 'resource-led' approach to delivering RHSE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them.

We will select resources which:

- are consistent with our Curriculum for RHSE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning

- conform to the legal requirements for RHSE.

j) Use of visitors to support RHSE

We believe that RHSE is most effectively taught by those who know our children well and are aware of their needs. We encourage visitors to our school who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our children are met.

All visiting providers must provide a lesson plan in advance and agree outcomes with the class teacher/PSHE lead. The school will have a written agreement with visiting organisations (including DBS evidence), and the PSHE lead will evaluate visitor sessions and provide feedback to the head teacher.

We will follow this Code of Practice when working with visitors:

- The care and management of children is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with children, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this policy, prior to their visit.
- All lessons will be planned in liaison with the class teacher, taking account of the age and needs of the group and the context of the work within the RHSE programme.
- Visitors will be reminded that, whilst contributing to RHSE in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHE Co-ordinator/Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

k) Confidentiality

In our school we have clear confidentiality expectations outlined in the Safeguarding and Child Protection Policy and Staff Behaviours Policy which is shared staff. Visitors Information Leaflet explains the need for confidentiality to visitors, parent /carer helpers. Our confidentiality principles are:

- Staff are unable to offer absolute confidentiality.
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Children will be told if information is to be shared (unless the child is very young or has significant special needs) and will be offered appropriate support.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual children. This often involves offering a greater level of confidentiality to children than school staff are able to give. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with them. If healthcare professionals offer 1:1 sessions, the school will ensure parents are informed in advance (unless doing so would increase risk). Any information that raises safeguarding concerns will be shared with the DSL following the school's safeguarding policy.

1) Safeguarding and Child Protection

We recognise that because effective RHSE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

2) Sexually Active Children

There are extremely rare occasions when a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The designated member of staff will follow Safeguarding and Child Protection Procedures and seek advice from the relevant agency.

l) Staff Training

Teaching RHSE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop the knowledge, skills and attitudes. We recognise that all adults have different personal beliefs and attitudes about RHSE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Curriculum for RHSE. We will also encourage the sharing of good practice. Those with special responsibility for the development of RHSE will be offered training.

m) Role of Governors

This policy describes the governors' views on how RHSE will be delivered in addition to requirements of Relationships Education, Health Education and the National Curriculum.

It is the responsibility of the governors to ensure, through consultation, that the RHSE Policy reflects the wishes of the parents and the views of our community. It is the responsibility of governors to ensure that the Policy is made available to parents.

In order to facilitate this process, the RHSE Policy will appear *regularly o*n the agenda of a governors' meeting. The policy will be available on the school website.

The Personal Development and/or Safeguarding Governor will receive an RHSE report annually from the PSHE lead and will review the RHSE policy at least once a year. The named governor for RHSE/safeguarding will meet with the PSHE lead termly to review implementation and report to the governing body.

Pupil Participation

We will involve children in the evaluation and development of their RHSE in ways appropriate to their age.

a. We will refer to local/countywide/national data e.g. Health Related Behaviour Survey for our school (e.g. through Compass).
b. We will engage the children in assessment activities to establish their development needs, for example 'Draw and Write' activities
c. We will encourage children to ask questions as they arise by providing anonymous question boxes.
d. We will ask children to reflect on their learning and set goals for future learning.
e. We will consult children (e.g. through School Council) about their perception of the strengths of our RHSE programme and the areas to be further developed.

n) Working with Parents/Carers and our School Community

Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up and relationships education. We recognise that many children like to receive information about RHSE from their parents and carers in addition to what they learn in school. Therefore, we seek to work in partnership with parents and carers when planning and delivering RHSE. We will encourage this partnership by:

a) Informing parents/carers of forthcoming RHSE topics
b) Inviting parent/carers to learn more about the approach used in RHSE
c) Gathering parents/carers' views on the RHSE Policy and taking these into account when it is being reviewed
d) Informing parents / carers about the RHSE programme as their child joins the school through the school website
e) Providing supportive information about parents' role in RHSE
f) Inviting parents to discuss their views and concerns about RHSE on an informal basis.

We will provide accessible resources and workshops for parents/carers to support them in discussing RSE topics at home, fostering a consistent approach between school and family Parents/carers will be given access to this policy on request. It will also be available on the school website.

Parent & Carers Right to withdraw from non-statutory RHSE

After September 2020, parents have the right to withdraw their child/ren from Sex education. They will have no right to withdraw from Relationships Education, Health Education or the Science National Curriculum.

Parents wishing to withdraw their child from non-statutory sex education should notify the headteacher in writing at least two weeks prior to the planned teaching. The school will then arrange a meeting to discuss the request. Where withdrawal is agreed, the school will provide supervised alternative activities which are differentiated and purposeful (e.g., age-appropriate PSHE or reading tasks) and will support parents with resources to cover the content at home if requested. Parents must confirm any continued withdrawal annually.

The DfE describes the duty of the Headteacher to engage in conversation with parents/carers on this topic. Appendix A will be used to guide the discussion to explain clearly which areas of RHSE are currently statutory and which are non-statutory. We will enable parents wishing to withdraw their children from the non-statutory elements of RHSE to develop their understanding the learning objectives and approaches taken.

o) Monitoring, Evaluating and Reviewing our RHSE Policy

This policy will be reviewed annually in consultation with staff, children, parents/carers, and governors to ensure it remains current, relevant, and reflective of best practice. This policy will be published on the school website. A printed copy is available on request from the school office. Any parent wishing to discuss the policy should contact the headteacher or PSHE lead.

The PSHE lead will produce an annual RHSE evaluation report for SLT and governors including: a) coverage against the RHSE curriculum plan,

b) pupil voice outcomes,

c) key assessment evidence (annotations, examples of learning),

d) staff training log,

e) parental feedback and any withdrawals,

f) identified next steps.

Monitoring activities (learning walks, work trawls, lesson observations) will be scheduled termly and be available for governors.

Monitoring and evaluation of the policy is the responsibility of the governing body.

Cambridgeshire PSHE/C offer support and training through their training programme.

We are committed to working towards the delivery of the Entitlements (1b) and the provision of the 'Curriculum for RHSE' (4a).

- We will reflect on our contribution to the provision of the Entitlements for RHSE and seek to develop this.
- We will continue to work in partnership with parents/carers and members of our community to ensure the delivery of high quality RHSE for our children.

Linked Policies

▪ *PSHE and Citizenship*	▪ *Equalities Policy &Objectives*	▪ *Mental Wellbeing*
▪ *Safeguarding and Child Protection*	▪ *Science,*	▪ *SEND & Inclusion*

Section 3 – Topics Explored

a) Puberty

Primary: We will teach about puberty in Years 5 and 6, in accordance with our Curriculum for RHSE. Younger children may be aware of puberty and we will answer their questions appropriately on an individual basis. We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. If Year 4 children appear to have an advanced physical development, we will consider whether they too should be involved in lessons about puberty. This will always be done in consultation with parents. Children have always been taught in mixed groups and not separate as it is felt that boys should know what happens to girls and vice versa. There are 'drops ins' offered to girls and boys at other times of day so they can ask their questions away from a group. As part of these lessons all children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically, and sensitively. During lessons where puberty and menstruation are discussed, we will take the opportunity to highlight the location of sanitary bins available in school, and how these are to be used. We may work with groups of Year 5 and Year 6 children separately to ensure they receive appropriate information at these age groups.

We will provide tailored support sessions for children experiencing early or late puberty, ensuring sensitive pastoral care and liaising with parents/carers to meet individual needs.

We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests discreetly.

b) Contraception

Primary: We recognise that many primary-aged children are aware of some forms of contraception and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce. Children

may ask direct questions about contraception, or may reveal knowledge (accurate or inaccurate) about contraception in discussion with adults or their peers. We will refer to guidelines for responding to these questions. We will answer children's questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will enable children to further understand the responsibilities of adult life.

We have also decided to address this issue directly in very broad terms as part of the taught RHSE Curriculum at Year 6. The learning will be set in the context of responsible parenting decisions. It will not include details regarding access to or application of contraception.

There are extremely rare occasions when an adult in a primary school may believe that a child's question about contraception derives from a child's own sexual activity or contemplation of sexual activity. In this case, the adult will consult immediately with the DSL – designated Safeguarding lead, who will make sensitive arrangements, ensuring there has been discussion with the child and explanation of the Confidentiality Policy, to involve the child's parents and, if necessary, other professionals. Sexual activity under 13 is always a matter of Safeguarding and Child Protection.

c) Sexual Identity and Sexual Orientation

Primary: We understand our responsibility to ensure that RHSE meets the needs of all our children. Whatever their developing sexuality, children must feel that RHSE is relevant to them and sensitive to their needs. We will not teach directly about sexual orientation, but acknowledge that many children will be aware of both heterosexual and homosexual relationships and may ask questions about these. We will answer these questions factually, in a general way, seeking to challenge prejudice. We will discuss different family arrangements, including same sex partners, when considering relationships. If we encounter examples of homophobic language or attitudes, we will challenge these. Incidents of homophobic bullying will be dealt with according to our Anti-Bullying Policy which explicitly refers to homophobic bullying.

Other possible topics that may arise include: IVF (as suggested at previous parent consultation)

Section 4 – Appendices

Appendix A - The Curriculum for RHSE

Reception	Year 1	Year 2
My Body and Growing Up (BG F) What does my body look like? How has my body changed as it has grown? What can my body do? What differences and similarities are there between our bodies? How can I look after my body and keep it clean? MS How am I learning to take care of myself and what do I still need help with?	Relationships and Sex Education (RS 1) What are the names of the main parts of the body? How has my body changed since I was little? What can my amazing body do and how has this changed since I was younger? When am I in charge of my actions and my body?	Relationships and Sex Education (RS 2) How do babies change and grow? NC Science What's growing in that bump? NC science How have I changed since I was a baby? NC science What are my responsibilities now I'm growing up? What do babies and children need from their families?

Who are the members of my family & trusted people who look after me? How do I feel about growing up?	How can I keep my body clean? How can I avoid spreading common illnesses and diseases?	Which stable caring relationships are at the heart of families I know?
Year 3	Year 4	
Relationships and Sex Education (RS 3) How are male and female bodies different and what are the different parts called? When do we talk about our bodies how they change and who do we talk to? Can I describe new or developing physical skills–and how special my body is? Why is it important to keep myself clean? What can I do for myself to stay clean and how will this change in the future? How do different illnesses and diseases spread and what can I do to prevent this?	Relationships and Sex Education (RS 4) What are the main stages of the human life cycle? NC Science What does it mean to be grown up? What am I responsible for now and how will this change? How do different families care for their children physically and emotionally?	

Year 5	Year 6
Relationships and Sex Education (RS 5) What are male and female sexual parts called and what are their functions? How can I talk about sexual body parts comfortably, confidently and appropriately? What happens to different bodies during puberty? What might influence my view of my body? How can I keep my growing and changing body clean? How can I reduce the spread of a wider range of viruses and bacteria?	Relationships and Sex Education (RS 6) What are the different ways babies are conceived and born? Sex Ed What effect might puberty have on feelings and emotions? When can I take responsibility for how others feel? What should adults think about before they have children? Why might people get married or become civil partners? What are different families like?

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Appendix B - The Curriculum for Protective Behaviours

Protective Behaviours (as recommended by Warwickshire's Safeguarding)

Protective Behaviours is a practical and down to earth approach to personal safety. It is a process which encourages self-empowerment and brings with it the skills to avoid being victimised. This is achieved by helping children recognise and trust their intuitive feelings (Early Warning Signs) and to develop strategies for self-protection. The Protective Behaviours Process encourages an adventurous approach to life which satisfies the need for fun and excitement without violence and fear.

1. Theme 1: We all have the right to feel safe all the time.

2. Theme 2: we can talk with someone about anything, even if it feels awful or small.

Protective Behaviours using a Rights and Responsibility approach, and encourages children to recognise their Early Warning Signs (EWS) and develop their own support networks of safe adults who they can share their worries with. Protective Behaviours is delivered across the entire school from [Reception to year 6]. There are four lessons in each year group. Lessons are delivered [over 2-4 weeks]. As a school Protective Behaviours is delivered in the [Autumn/Spring/Summer] term, across all year groups.

An overview of the Programme Content for infants. For more details please see the school's Protective Behaviour Manuals for each year group. These can be made available on request.

Protective Behaviours - Taking Care Programme Reception, Year 1 & Year 2				
Reception	**Feelings:** There is no such things as good or bad feelings **Theme 1,**	**Body Awareness:** Naming Private body parts: Penis, Vulva, & anus. mouths are private too	**EWS/Scary body feelings:** identifying children's EWS	**Telling & Secrets:** **Theme 2,** Children will construct their own support networks hands.
Year 1	**Feelings:** Feelings are feelings, not good or bad, it is how we behave when we have feelings that matters **Theme 1.**	**Unsafe Feelings & Body Awareness:** Our bodies warn us if we feel unsafe - we call these feelings EWS	**Body Privacy & Secrets:** Naming Private body parts: Penis, Vulva, & anus. mouths are private too. Safe & unsafe secrets	**Telling & Networks:** **Theme 2,** Children will construct their own support networks hands.
Year 2	**Feelings, Rights & Responsibilities:** What are Rights & Responsibilities? **Theme 1.**	**Unsafe Feelings, Problem Solving:** recognising EWS. Is my fun, fun for everyone?	**Body Awareness & Personal Space:** my body belongs to me. No one has the right to touch me in a way I don't like.	**Networks & Using Them:** Children will construct their own support networks hands. **Theme 2.**

			Theme 2.	
Protective Behaviours - Taking Care Programme: Years 3,4,5,& 6				
Year 3	**Feelings, Rights & Responsibilities:** A feeling is a feeling, not good or bad, right or wrong. What are Rights & Responsibilities? **Theme 1.**	**Unsafe Feelings:** identifying children's EWS. Strategies as to what to do when experiencing their EWS.	**Body Awareness & Telling:** my rules for safety & my body. My body belongs to me.	**Networks & Using Them:** Children will construct their own support networks hands. **Theme 2.**
Year 4	**Rights & responsibilities, Feelings:** exploring children's Rights & responsibilities that come with them. **Theme 1.**	**Safe & Unsafe Feelings:** exploring Situations when it feels fun to feel scared. Recognising EWS.	**Exploring Theme 2, Secrets:** safe & unsafe secrets. **Theme 2**	**Networks & Using Them:** Children will construct their own support networks hands. **Theme 2.**
Year 5	**Rights & responsibilities, Feelings:** exploring the Rights of the child. **Theme 1.**	**Safe feelings, Fun to Feel Scared & EWS:** exploring & creating safe places. Situations when it feels fun to feel scared. Recognising EWS.	**Theme 2, Secrets & Networks:** safe & unsafe secrets. exploring **Theme 2 and** creating support network hands.	**Using Networks:** Network review, who makes a good network person. Keep telling.
Year 6	**Rights & responsibilities, Feelings:** exploring the Rights of the child. Emotions **Theme 1.**	**Safe feelings, Fun to Feel Scared & EWS:** **Theme 1.** is my fun fun for everyone? Recognising EWS.	**Theme 2, Secrets & Networks:** safe & unsafe secrets. exploring **Theme 2 and** creating support network hands.	**Using Networks:** Network review, who makes a good network person. Keep telling.

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Appendix C – Frequently asked questions

https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs

https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-RHSE-and-health-education-faqs



Appendix D – Parent form: withdrawal from Sex Education within RHSE

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

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

TO BE COMPLETED BY THE SCHOOL	