



RELATIONSHIPS, SEX and HEALTH EDUCATION POLICY

BOUNDS GREEN SCHOOL

Governors Responsible: Toby Nation

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Status: Statutory

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Governor Signature:

Contents

1. Aims.....	2
2. Statutory requirements.....	3
3. Policy development.....	3
4. Definition	3
5. Curriculum.....	4
6. Delivery of RSHE	4
7. Health and Wellbeing Curriculum.....	10
8. Roles and responsibilities	13
9. Parents' right to withdraw.....	13
10. Training	14
11. Monitoring arrangements	14

1. Aims

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

- Work in partnership with parents, governors and staff to develop the knowledge and skills of our learners in this important area
- To offer all pupils a planned programme of education about human development, healthy relationships of all kinds, and family life, which is developmental and appropriate to the age, and maturity of the child.
- To teach about relationships in relation to the children's experiences and observations of the different families that they come across in our community and world within a shared moral framework that emphasises stable relationships and family life.
- 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
- Give pupils the knowledge and skills to recognise and manage risks and keep themselves safe, in real life and online
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Help children understand that they have rights over their bodies and teach them the correct vocabulary to describe themselves and their bodies

We aim to do this by continuing to:

- Maintain a happy, caring environment in which children feel secure to grow and develop intellectually, socially, emotionally, culturally, spiritually and physically
- Set high standards of achievement and to have high expectations of all children
- Provide a broad and well taught curriculum where children have many wide and varied experiences
- Give children opportunities to develop independence and the responsible attitudes that will enable them to become active and caring members of the community

2. Statutory requirements

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

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

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

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (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

At Bounds Green we teach RSHE as set out in this policy.

3. Policy development

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

1. Review – a member of the Senior Leadership Team 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/carers and any interested parties were invited to look at the policy online and make suggestions, and meet with the SLT member if necessary
4. Pupil consultation – we investigated what exactly pupils want from their RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified
6. The policy will be reviewed every 2 years

4. Definition

RSHE is a lifelong learning programme that begins in childhood and continues to provide relevant knowledge and skills as individuals grow and mature

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 gives pupils the opportunity to learn about how to assess risks and keep themselves safe from harm.

RSHE is not about the promotion of sexual activity.

RSHE sits well within the the morals and values of our school.

5. Curriculum

Why is RSHE important to our school?

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace British Values and ensure all children are ready for their next steps.

At Bounds Green School we see the core of the RSHE to be concerned with enabling our children to value themselves and their bodies, foster respect, love and care of others, understanding and valuing participation in stable and loving relationships, including marriage, civil partnership and wider family life, and tolerance of others' relationship decisions. We also see it as teaching how the human body works, understanding the human life cycle and helping parents to prepare children for physical and emotional changes in their lives. Keeping safe online and making judgements about what is appropriate online behaviour are also skills we see as vital.

There have been some recent changes to the RSHE curriculum guidance; however, we have not needed to make any changes to our policy or curriculum. This is because our curriculum has always covered key areas such as online safety, the correct anatomical names for genitalia, and developing an understanding of both healthy and challenging relationships, including how to manage them appropriately.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, 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 upon request.

Primary sex education will focus on:

- Preparing our children for the changes that adolescence brings
- How a baby is conceived and born

6. Delivery and Content of RSHE

Content of RSHE

As part of our Relationships Education programme of study, children will be taught what a relationship is; the different types of relationships they might have e.g. with family members, friends, and other adults; the importance of healthy and secure relationships to wellbeing; what constitutes a healthy relationship, in person and online; how to set and observe appropriate boundaries in relationships; how to recognise when a situation is unsafe; strategies for dealing with situations that they find uncomfortable or that are unsafe; and sources of help and advice.

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

A summary of the key objectives of the statutory Relationships Education curriculum is set out below:

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

Curriculum content:

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

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 (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Sex Education

The DfE guidance 2026 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include healthy relationships, boundaries, consent, reproduction, pregnancy and child-birth

Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. Children are taught:

Year Group	Topic
Nur/Rec Our Lives	1. Our Day 2. Keeping Ourselves Clean 3. Caring friendships 4. Families
1 Growing and Caring for Ourselves	1. Different friends 2. Growing and changing 3. Families and care
2 Differences	1. Differences 2. Male and female animals 3. Naming body parts
3 Valuing differences and keeping safe	1. Body differences 2. Personal space 3. Family differences (no lesson plan on CWP) 4. Help and support
4 Growing Up	1. Changes 2. What is puberty 3. Healthy relationships
5 Puberty	1. Talking about puberty 2. Reproductive system 3. Help and support
6 Puberty, Relationships & Reproduction	1. Puberty and Reproduction 2. Communication & relationships 3. Families, Conception and Pregnancy 4. Online Relationships

Additional Folder Y5/Y6

1. FGM
2. Respect & Equality

(Based on the Christopher Winter Project Programme)

However, where the needs and immediate safeguarding of a particular child, group or Key Stage 2 year group require it, we will discuss these issues to safeguard and inform parents and carers of the steps we have taken.

Parents are able to withdraw their upper KS2 child from this part of the curriculum if they would prefer to deliver this element of the curriculum themselves.

Early Years Foundation Stage - Nursery & Reception (age 3-5)

Within the Early Years Foundation Stage we aim to:

Make clear links between the existing Curriculum Guidance for the Foundation Stage (DfE, 2021) and the expectations set out in the Relationship Education, Relationship and Sex Education (RSHE) and Health Education (DfE, 2026)

Provide an appropriate RHE curriculum for young children through a combination of discreet time tabled sessions, such as circle times and key group times, as well as through well-planned continuous provision.

Ensure the individual needs of children are met through careful observation, assessment and intervention by practitioner's, who consistently seek opportunities to support children develop the knowledge and skills enabling them "to make decisions about their well-being, health and relationships and to build their self-efficacy"

Ensure our provision contributes to securing the outcomes set out in the relevant statutory guidance (DfE, 2019, 2021) and complies with duties under the Equality Act (2010) but in addition, seeks to make the most of the unique opportunities offered within the EYFS to work closely with our parents and carers, ensuring the learning environment and resources reflect our families.

Within the Early Years Foundation Stage this will be achieved through:

Sensitive interactions between children and practitioners that promote conversation and reflection.

Well-planned, well-resourced circle-times, group times and key group sessions supported by effective materials.

Regular review and reflection, focused on the resources and approach to delivering the RHE curriculum, ensuring we challenge stereotypes and reflect the families within our setting including taking account of the faith and religious background of all our children and families.

Effective professional development which provides EYFS practitioners with up to date knowledge about curriculum content and statutory obligations, as well as, providing a context in which to discuss and reflect on practice related to RHE as it relates to the teaching of young children. Provide practitioners with the skills and confidence to engage in, and promote, balanced and respectful debate about issues that may be seen as contentious.

Engaging with families, through our current provision of home visits, Learning Journeys, our optional online assessment tool (Evidence Me) and continuous dialogue, to ensure parents and carers feel actively involved in making contributions to the organisations of the learning environment, curriculum content and assessment in relation to RHE. Examples might include, ensuring families contribute to EYFS displays, completing the EYFS parent-skills register or making on-going observations about their child's developing capabilities e.g. expanding their vocabulary around emotions or capacity to "bounce back" from adversity.

Making full use of existing systems, such as, home visits, transitions programmes, SEND reviews, online and off-line assessment in combination with on-going discussion and dialogue with parents, to ensure we draw effectively on experiences from home so that children feel able to discuss and share the features of healthy relationships, friendships and what factors help them stay safe.

6.1 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:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats

Give careful consideration to the level of differentiation needed

Pupils with Special Educational Needs and Disabilities

As with other subjects, pupil with SEND may need additional support to access the RSHE curriculum. Teachers will assess the needs of each pupil and ensure that appropriate support is put in place. This may involve individual work with a TA or Learning Mentor and/or small group work. We will liaise with parents to ensure that each child's needs are met. Some pupils, for example those with Autistic Spectrum Disorders, may need a more explicit approach to some of the key concepts of RSHE– this will be discussed with parents/carers to ensure a plan is put in place to support learning both at school and at home.

DiveRSHE families

In our provision of RSHE, we will explore the diverse families that are represented in our school and in wider society, including same sex parents, single parents, adopted families, fostering, children living with grandparents and so on, under British Law. We recognise that under informal and international religious laws, other family arrangements exist, which children may be aware of. Where relevant, this will be discussed sensitively. Our resources and teaching will reflect this diversity to ensure every pupil feels included and valued.

Equality and Identity

We actively challenge stereotypes around disability, race, sex (sexual orientation) and language through RSHE, Personal Social Health education (PSHE) and our wider curriculum and school ethos. Our aim is for pupils to be respectful of everyone's identity and recognise the equality of all.

6.2 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, developmental stage and background of our 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

Answering questions

During both formal and informal RSHE/PSHE sessions, pupils are encouraged to ask questions. Any questions from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer. Teachers will:

- use specific ground rules for this work which will clarify boundaries for children/young people, and mitigate disclosures in class
- clarify that personal questions should not be asked
- clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, pastoral staff.

In some lessons, an anonymous question box may be used to allow children to ask questions about potentially sensitive or embarrassing topics.

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or that is not age-appropriate (or within the school's

RSHE policy), provision may be made to address the individual child/young person's requirements. The school believes that individual teachers must use their professional skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about any question from a safeguarding perspective.

If a teacher does not know the answer to a question or if a question is felt to be inappropriate, this should be acknowledged and, if considered necessary, this may be followed up outside of the classroom environment with individual pupils.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. However, it is our policy to inform parents ourselves about the sensitive matters as the child can easily forget or not want to ask the same question at home.

We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

Assessment

As with all curriculum areas there will be assessment in RSHE/PSHE to ensure that pupils are achieving the intended learning outcomes. Teachers will assess pupils' learning on an ongoing basis. This assessment will be in different forms and may involve quizzes, work samples, observation of role-play, pictures, and so on.

Confidentiality and safeguarding

Due to the content of RSHE and PSHE where pupils are exploring sensitive issues this may lead to disclosures of a child protection concern. The boundaries around confidentiality will be explained to pupils through the group agreement. Pupils will be told that teaching staff will respect a pupil's confidence unless they consider them or another child to be at risk. Where confidentiality has to be breached this will be explained to the pupil. Teachers cannot promise a pupil that they will 'keep a secret'.

7. Health & Wellbeing Curriculum

The aim of teaching about health and wellbeing is to enable pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed. We will support our children to develop strategies for self-regulation, perseverance and determination.

Our effective teaching should aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the negative use of language related to ill health. We will promote openness, so that children can check their understanding and seek any necessary help and advice.

Our curriculum content related to puberty and menstruation should be complemented by sensitive arrangements to help girls prepare for and manage menstruation, including with requests for period products. We will use appropriate language such as period pads and menstrual products instead of sanitary items or feminine hygiene products.

At Bounds Green Health education in starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness. We also emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors. We will take care to avoid exposing pupils to concepts which are not appropriate for them.

Primary health and wellbeing: content to be covered by the end of primary

General wellbeing

Curriculum content:

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

Wellbeing online

Curriculum content:

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

Physical health and fitness

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol, tobacco and vaping

Curriculum content:

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

Health protection and prevention

Curriculum content:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils

Personal safety

Curriculum content:

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

Curriculum content:

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

Developing bodies

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation. A link Governor will be appointed to monitor, review and evaluate the policy.

8.2 The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from the sex education components of RSHE.

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- 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 sex education components of RSHE.

- 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.

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. 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 sex education components of RSHE.

Requests for withdrawal should be put in writing using the form found on our website and addressed to the headteacher.

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

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action.

10. Training

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

If appropriate the headteacher 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.

11. Monitoring arrangements

The delivery of RSHE is monitored by the Senior Leadership Team through learning walks and book looks.

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

This policy will be reviewed by Helen Chrysafi-Bartrip (SLT), annually. At every review, the policy will be approved by the Chair of Governors (Toby Nation) and the Headteacher (Damien Parrott).

DRAFT

