SS Simon & Jude
Church of England Primary School

Relationships and Sex Education (RSE) and Health Education Policy

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Statement of intent

At SS Simon and Jude CE Primary School, we will provide age-appropriate relationships and health education (RHE) to all pupils as part of the school's statutory curriculum. Our school aims to assure parents and pupils that all aspects of RHE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to RHE will be delivered in a sensitive manner as part of a whole-school approach where parents and teachers work in partnership.

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

We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which is required to be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and ensures can talk to a trusted adult if there is anything worrying them. Health education focusses on equipping pupils with the knowledge they need to make informed decisions about their own health and ensures they receive factual information about the changes they will experience emotionally and physically during puberty.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based RHE curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

1. Legal framework

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

- Section 80A of the Education Act 2002
- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE 'Science programmes of study: key stages 1 and 2'
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE 'Teaching about relationships, sex and health'
- DfE 'Keeping children safe in education'

This policy operates in conjunction with the following school policies:

- Safeguarding and Child Protection Policy
- Trauma Informed and Relationships Policy
- SEND and Inclusion Policy
- Inclusion Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Staff Equality, Equity, Diversity and Inclusion Policy
- Anti-bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Online Safety Policy
- Visitor Policy

2. Roles and Responsibilities

The Local Advisory Board will be responsible for:

- playing an active role in monitoring, developing and reviewing the policy and its implementation in school.
- appointing a link governor for RHE who supports the school and monitors any aspects of RHE.
- ensuring all pupils make progress in achieving the expected educational outcomes.
- ensuring the curriculum is well led, effectively managed and well planned.
- evaluating the quality of provision through regular and effective self-evaluation.
- ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.
- ensuring that all staff receive ongoing training on issues relating to PSHE and RHE and how to deliver lessons on such issues.

- ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RHE.

The Executive Headteacher / Head of School will be responsible for:

- the overall implementation of this policy.
- ensuring adequate time on school timetable to deliver RHE as a statutory curriculum subject.
- providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RHE to pupils; for example, if staff do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- ensuring that parents are fully informed of this policy and the RHE resources are available to parents beforehand.
- reviewing requests from parents to withdraw their children from the subjects.
- discussing requests for withdrawal with parents.
- organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- reporting to the Local Advisory Board on the effectiveness of this policy.
- reviewing this policy on an annual basis.

The PSHE / RHE subject leader will be responsible for:

- overseeing the delivery of the subjects.
- ensuring that staff values and attitudes will not prevent them from providing a balanced RHE in school.
- providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- ensuring the subjects are age-appropriate and high-quality and up-to-date.
- ensuring teachers are provided with adequate resources to support teaching of the subjects.
- ensuring the school meets its statutory requirements in relation to the relationships, and health curriculum.
- ensuring the relationships and health curriculum is inclusive and accessible for all pupils.
- working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- liaising and working in partnership with parents and carers to support further conversations at home and to share the resources ahead of teaching upon request.
- monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The SENCO will be responsible for:

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

Teaching staff will be responsible for:

- delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.

- using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- ensuring they do not express personal views or beliefs when delivering the programme.
- modelling positive attitudes to relationships, sex and health.
- responding to any safeguarding concerns in line with the Safeguarding and Child Protection Policy.
- acting in accordance with planning, monitoring and assessment requirements for the subjects.
- liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- working with the RHE subject leader to evaluate the quality of provision.

Pupils will:

- take part fully in lessons.
- follow and contribute to agreed ground rules in lessons.
- behave appropriately and treat others with respect and sensitivity.
- talk to teachers or other school staff if they have worries or concerns.
- support the creation of positive and inclusive Relationships and Health Education.

. Parents are responsible for:

- supporting their children through their personal development and the emotional and physical aspects of growing up.
- ensuring that they are aware of curriculum content, organisation and delivery.
- fostering an open home environment where pupils can engage, discuss and continue to learn about topics that have been taught in school.
- liaising with the school to seek additional support if needed.

3. Definition and Aims of Relationships and Sex Education and Health Education

At SSSJ, we believe that our pupils need to be educated in Relationships Education and Relationships and Sex Education (RSE) as part of a broad and balanced curriculum that develops the whole child and supports their personal development, health and wellbeing.

For the purposes of this policy:

Relationships Education teaches pupils about healthy, respectful relationships, including friendships, family relationships and relationships in the online world.

Health Education teaches pupils about physical health, mental wellbeing and the importance of making healthy lifestyle choices.

Sex Education refers to learning beyond the statutory National Curriculum for Science and Health Education about human sexuality and sexual relationships. SSSJ does not currently teach additional non-statutory sex education. SSSJ will continue to teach the national curriculum for science which includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. School may also cover human reproduction in the science curriculum and this is in line with the factual description of conception in the science curriculum.

SSSJ considers effective Relationships Education and Health Education to be a vital part of the school approach to effective safeguarding. It is important for our pupils as it helps to keep everyone safe, happy and healthy.

Through a nurturing and inclusive curriculum, we aim to equip all children with the knowledge, understanding and skills they need to build healthy relationships, stay safe, value themselves and others, and thrive as confident, respectful and responsible members of society.

Our Relationships, Sex and Health Education (RSHE) curriculum aims to help pupils:

- build positive, healthy and respectful relationships.
- develop self-awareness, self-esteem and resilience.
- understand and manage their physical and emotional wellbeing.
- stay safe both online and offline.
- recognise and report concerns about themselves or others.
- understand personal boundaries and privacy.
- become responsible, respectful and active members of society.
- prepare for the opportunities and responsibilities they will encounter as they grow up.

The aims of Relationships, Sex and Health Education at our school are closely linked to our core values of Aspiration, Service, Togetherness and Respect. Through RSHE, we encourage children to aspire to be confident and responsible individuals, serve and support others through kindness and empathy, develop a sense of togetherness by building positive relationships and valuing diversity, and show respect for themselves, others and the world around them. These values underpin all aspects of our RSHE curriculum and help prepare pupils for life in modern Britain.

Relationships Education is not about the promotion of sexual orientation or sexual activity. Instead, it is about supporting understanding and acceptance of the diverse relationships that exist within our school community, in modern Britain and beyond.

We ensure that any Relationships Education and RSE we deliver are inclusive and meet the needs of all our pupils, including those pupils who have special educational needs and disabilities (SEND)

4. Curriculum Content and Organisation

Our Relationships Education and Health Education curriculum and policy have been developed in consultation with parents, pupils, governors and staff, in line with current statutory guidance and with regard to best practice, the age and developmental needs of our pupils, and the context of our school community.

The PSHE/RSE Subject Leader is responsible for overseeing and organising the Relationships Education and Health Education curriculum. This includes supporting curriculum planning, monitoring provision, supporting staff, reviewing resources and ensuring that teaching and learning are consistent with statutory requirements and the school's aims and values.

Relationships Education and Health Education are delivered through our planned PSHE curriculum and are taught through regular timetabled lessons across all year groups. Through this curriculum, we aim

to provide pupils with the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible citizens. Our provision helps children develop confidence in discussing and understanding the different relationships they experience throughout their lives.

Relationships Education and Health Education are taught progressively across the primary phase so that learning builds year by year in a way that is appropriate to pupils' age, maturity and stage of development. This graduated approach supports pupils in understanding themselves, managing change, developing healthy relationships and responding safely to the opportunities and challenges they may encounter as they grow up.

At SSSJ, we use the Kapow Primary PSHE and RSE scheme of work as the foundation for our curriculum. This scheme was selected because it provides a comprehensive and inclusive programme that meets the statutory requirements for Relationships Education and Health Education. Resources and lesson content are reviewed and adapted where appropriate to ensure learning is relevant and responsive to the needs of our pupils.

Our curriculum is informed by pupil voice, safeguarding information, staff knowledge of pupils, and local and national priorities. This helps ensure that learning remains meaningful and responsive to pupils' needs. Feedback gathered through discussions, pupil surveys and learning reviews is used to inform future planning and identify areas where additional teaching may be beneficial.

Our Relationships Education and Health Education provision is mapped against the statutory curriculum requirements and is designed to be accessible to all pupils. Resources are carefully selected to reflect a diverse society and promote equality, respect and inclusion. Teaching is adapted where necessary to ensure that all pupils, including those with additional needs, can access and engage with the curriculum.

Curriculum Links

The school seeks opportunities to draw links between Relationships and Health Education and other curriculum subjects wherever possible in order to enhance pupils' learning and promote a coherent understanding of key concepts. Relationships and Health Education is linked particularly to the following subjects:

- **Science** – pupils learn about the main external parts of the body, human development and the changes that occur as they grow from birth to old age, including puberty.
- **Computing** – pupils learn about online safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support when needed.
- **Physical Education (PE)** – pupils learn about physical activity, healthy lifestyles, teamwork, resilience and the benefits of exercise for physical and mental wellbeing.
- **Citizenship** – pupils learn about rights, responsibilities, rules, laws and the importance of making positive contributions to their communities.
- **PSHE** – pupils develop their understanding of relationships, respect, diversity, wellbeing, personal values and responsible decision-making.

- **Religious Education (RE)** – pupils explore different beliefs, values and perspectives, supporting their understanding of respect, inclusion and diversity within modern Britain.

Learning is further enhanced through assemblies, themed weeks, visitors, whole-school events and enrichment opportunities where appropriate. Through these experiences, pupils have opportunities to revisit and reinforce key messages about relationships, wellbeing, safety and respect.

We believe that parents and carers are the primary educators of their children in matters relating to relationships and health. Information about our Relationships Education and Health Education programme is available through the school website, curriculum documentation and this policy. Parents and carers are welcome to discuss the curriculum with school staff and request further information about the content taught in individual year groups.

The Relationships Education and Health Education curriculum is reviewed annually by the PSHE/RSE Subject Leader in consultation with senior leaders, staff, governors, pupils and parents. Reviews take account of statutory guidance, curriculum developments, safeguarding considerations and stakeholder feedback to ensure that provision remains effective, responsive and up to date.

Relationships Education Statutory Overview

The following sections detail the statutory relationships education overview that must be taught by the end of primary school. Relationships Education is categorised as follows:
Families and people who care for me
Caring Friendships
Respectful, Kind Relationships
Online safety and awareness
Being safe

Families and people who care for me ~ Statutory Guidance
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 ~ Statutory Guidance
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 ~ Statutory Guidance
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 ~ Statutory Guidance
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 ~ Statutory Guidance
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.

Health and Wellbeing Statutory Overview

The following sections detail the statutory health and wellbeing overview that must be taught by the end of primary school. Health and Wellbeing is categorised as follows:

General Wellbeing
Wellbeing Online
Physical Health and Fitness
Healthy Eating
Drugs, alcohol, tobacco and vaping
Health protection and prevention
Personal Safety
Basic First Aid
Developing Bodies

General wellbeing ~ Statutory Guidance
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 ~ Statutory Guidance
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 ~ Statutory Guidance
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 ~ Statutory Guidance
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 ~ Statutory Guidance
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 ~ Statutory Guidance
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 check ups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety ~ Statutory Guidance
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 ~ Statutory Guidance
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 ~ Statutory Guidance
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.

The Kapow PSHE/RHE scheme of learning is delivered through the following units:

- **My healthy self** – Learning how to look after their mental and physical health and make choices that support their wellbeing.
- **Connecting with others** – Learning how to build positive relationships, communicate with respect and understand the importance of kindness and boundaries.
- **The online world** – Learning how to use the internet safely, recognise risks and behave responsibly when communicating or accessing information online.
- **Citizenship** (non-statutory) – Learning how to take part in their communities, understand rules, rights and responsibilities, appreciate diversity and fairness and develop early financial literacy.
- **Staying safe** – Learning how to recognise risks, respond safely in different situations and seek help when something feels wrong or unsafe.
- **Health protection –** Learning how to prevent illness, manage basic first aid and understand how hygiene, vaccines and healthy habits help keep people well.
- **Growing up –** Learning about the changes that happen as they grow, including puberty and developing bodies and how to manage these changes with confidence.

A detailed long-term plan explaining the content of each unit of learning for each year group can be found on our school website.

5. Delivery of the curriculum

Relationships and Health Education (RHE) is taught throughout the school as part of our planned PSHE curriculum and follows the Kapow PSHE and RSE Scheme of Work. Lessons are primarily delivered by class teachers and other appropriately trained members of staff.

The curriculum is delivered through a progressive, age-appropriate programme that enables pupils to develop their knowledge, understanding and skills over time. Lessons cover the statutory requirements for Relationships Education and Health Education and are adapted, where necessary, to meet the needs of individual pupils.

We recognise that external visitors can add value to pupils' learning through their specialist knowledge or expertise. Where appropriate, carefully selected visitors may contribute to the delivery of elements of the curriculum. Any visitors are provided with relevant school policies, including this policy, before working with pupils. A member of school staff will always be present during sessions delivered by visitors, and visitors are expected to work in line with the school's values, safeguarding procedures and curriculum expectations.

Staff receive training and support, where required, to ensure they can deliver Relationships and Health Education safely, confidently and effectively, including responding appropriately to sensitive topics and pupils' questions.

Creating a Safe Learning Environment

We are committed to creating a safe, positive and respectful learning environment where pupils feel confident to participate in discussions, ask questions and express their views appropriately.

Teachers establish clear ground rules and learning expectations to support respectful discussion and ensure that all pupils feel safe and valued. Staff use a range of approaches to support the effective

teaching of sensitive topics, including the use of distancing techniques, careful questioning and age-appropriate resources.

A wide range of teaching approaches are used to engage pupils and support effective learning, including:

- class discussions and circle time
- stories, scenarios and case studies
- role play and drama activities
- videos, film clips and visual resources
- independent, paired and group work
- reflection and problem-solving activities

Lessons are carefully planned to promote confidence, empathy, respect and critical thinking while remaining sensitive to pupils' age, maturity and individual circumstances. Pupils are encouraged to listen respectfully to others, reflect on different viewpoints and develop confidence in discussing topics related to relationships, health, wellbeing and safety.

Promoting Respect and Preventing Harmful Behaviour

As part of our Relationships and Health Education curriculum, pupils are taught the importance of kindness, respect and positive relationships. Learning helps children understand how to treat others with dignity and consideration, both in person and online.

In an age-appropriate way, pupils are taught about personal boundaries, privacy, bodily autonomy, respectful communication and the importance of speaking up if something makes them feel uncomfortable, unsafe or worried. Through the curriculum, pupils develop an understanding of what respectful behaviour looks like and that bullying, harassment, discrimination, violence and any form of harmful behaviour are unacceptable.

Teaching supports pupils to:

- recognise healthy and respectful relationships
- understand the importance of personal boundaries and privacy
- develop an age-appropriate understanding of consent, choice and respecting others' wishes
- identify behaviours that are inappropriate, hurtful or unsafe
- understand how to seek help and report concerns
- know who they can talk to if they feel unsafe, worried or in need of support

Learning opportunities are carefully planned to help pupils build the knowledge, confidence and skills needed to stay safe and develop positive relationships throughout their lives.

The school recognises that some pupils, including those with SEND, may be more vulnerable to bullying, abuse, exploitation or other harmful behaviours. Teachers therefore use inclusive teaching approaches, appropriate adaptations and additional support where needed to ensure all pupils can access learning and understand key safety messages.

These themes are taught within a safe and supportive environment, with staff remaining mindful of pupils' individual experiences and needs. Where concerns arise during lessons, staff will respond in line with the school's safeguarding procedures and seek support from the Designated Safeguarding Lead (DSL) where appropriate.

As part of our Relationships and Health Education provision, pupils are regularly reminded of the trusted adults and sources of support available to them both in and outside of school. Developing pupils' confidence to seek help when needed is an important aspect of our curriculum. Pupils may also be signposted to appropriate external support services, such as Childline, where relevant.

Responding to Pupils' Questions

We recognise that asking questions is an important part of learning and helps pupils develop their understanding of relationships, health, safety and wellbeing. Within RHE lessons, pupils are encouraged to ask questions in a respectful and appropriate manner and are supported to develop the confidence to seek information and guidance when needed.

Teachers create a safe and supportive environment where pupils feel comfortable asking questions without fear of embarrassment or judgement. Clear ground rules are established to help pupils understand how to ask questions appropriately and respectfully. Pupils are reminded not to ask personal questions or share sensitive information about themselves, their families or others during class discussions.

A range of strategies may be used to support questioning, including class discussion and reflection activities. These approaches allow pupils to raise queries or concerns in a way that feels safe and comfortable for them.

Teachers will answer questions honestly, factually and in an age-appropriate manner, taking account of the maturity, understanding and needs of the pupils. Responses will be consistent with the statutory Relationships Education and Health Education curriculum and the values and ethos of the school.

There may be occasions when a question falls outside the planned curriculum, is not age-appropriate for the class, or is better addressed on an individual basis. In these situations, staff will acknowledge the question sensitively and use their professional judgement to determine the most appropriate response.

This may include:

- redirecting the discussion back to the planned learning
- explaining that the topic will be covered in more detail at an age-appropriate stage of education
- encouraging the pupil to discuss the matter with their parent or carer
- offering to speak with the pupil privately after the lesson if appropriate
- signposting the pupil to a trusted adult or appropriate source of support

As SSSJ does not currently teach any additional non-statutory sex education, questions relating to topics such as sexual activity or other secondary-age content will be managed sensitively and in a way that maintains the focus of the lesson.

Staff may use responses such as:
"That's a thoughtful question. It is not part of our learning today, so we are not going to explore it in class. If you would like to talk about it further, you can speak to a trusted adult at home or a member of staff after the lesson."

Where appropriate, parents or carers may be informed that their child has asked a question which may require further discussion at home, particularly where additional support or guidance may be beneficial.

Teachers understand that questions can sometimes indicate that a pupil is worried, confused or experiencing difficulties. Staff remain alert to this and will follow safeguarding procedures where a question, comment or disclosure raises concerns about a child's safety or wellbeing.

6. Inclusion

At SSSJ, we believe that all pupils should have the opportunity to access and benefit from a high-quality Relationships and Health Education curriculum. We are committed to providing an inclusive programme that meets the needs of all learners and reflects our school's values of aspiration, respect, togetherness and service. Inclusion is considered throughout curriculum planning, resource selection and lesson delivery to ensure that all pupils see themselves reflected within the curriculum and feel valued as part of the school community.

It is our intention that all pupils experience Relationships and Health Education at a level that is appropriate to their age, understanding and stage of development. We operate a fully inclusive ethos and recognise that pupils have differing needs, experiences and backgrounds. Lessons, resources and teaching approaches are adapted where necessary to ensure that all pupils, including those with Special Educational Needs and Disabilities (SEND), additional needs, medical conditions or English as an Additional Language (EAL), can participate fully and achieve success.

Our curriculum reflects the diversity of the community we serve and the wider society in which pupils live. Teaching and resources promote inclusion, challenge stereotypes and support pupils in developing respect for others, regardless of background, beliefs or family circumstances. Discussions are approached sensitively and in an age-appropriate manner to ensure that all pupils can access learning within a safe and supportive environment.

We are mindful of our responsibilities under the Equality Act 2010 and are committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. Through Relationships and Health Education, pupils learn about the importance of equality, inclusion and respect for others. Teaching promotes understanding and respect for people who share protected characteristics, including age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity, and marriage and civil partnership. Learning is delivered in an age-appropriate way and helps pupils understand that all people should be treated with dignity, fairness and respect.

Diversity and Representation

The school recognises and values the diverse backgrounds, cultures, religions, beliefs and family circumstances represented within our community and wider society. Through Relationships and Health Education, pupils are taught to understand and respect difference, challenge stereotypes and develop positive relationships with others.

Learning opportunities are presented in an age-appropriate way and promote kindness, respect, inclusion and an understanding that all people should be treated with dignity and fairness. Objective discussion of diversity within our local community and wider society is encouraged, helping pupils to develop understanding and appreciation of experiences that may differ from their own.

Resources and learning materials are carefully selected to ensure they are representative, accessible and inclusive. Any discriminatory language, prejudice, stereotypes or misconceptions that arise during lessons will be addressed sensitively and in line with the school's behaviour, equality and safeguarding policies.

LGBTQ+ Content

As part of a broad and inclusive Relationships and Health Education curriculum, pupils are taught about equality, respect and the importance of treating all people with dignity. Learning reflects the diverse society in which we live and helps pupils understand that families, friendships and relationships may look different from their own experiences.

In an age-appropriate way, pupils learn about different family structures and healthy, stable relationships, including families with same-sex parents. Teaching is integrated within the wider curriculum and promotes understanding, acceptance and respect for others. Pupils develop an understanding that discrimination, prejudice and bullying are unacceptable and that everyone should be treated fairly.

All teaching is delivered sensitively and in accordance with statutory guidance, taking account of the age, maturity and understanding of pupils.

Religion and Belief

The school recognises that pupils and families come from a range of religious and non-religious backgrounds. Relationships and Health Education is delivered sensitively and respectfully, ensuring that all pupils feel valued, respected and included.

Teaching recognises that religion and belief are protected characteristics under the Equality Act 2010. Where relevant, pupils may learn about a range of faith and non-faith perspectives on relationships, families and personal values. Such learning supports pupils in developing understanding of different beliefs, traditions and ways of life.

Where topics may be sensitive or generate differing viewpoints, staff facilitate balanced and respectful discussion. Pupils are supported to understand the difference between religious beliefs, personal opinions and factual information, while recognising that people may hold different views.

Pupils with SEND

We are committed to ensuring that pupils with Special Educational Needs and Disabilities (SEND) have full access to Relationships and Health Education and are supported to develop the knowledge, understanding and skills needed for life beyond primary school.

Teaching, resources and learning activities are adapted where necessary to meet individual needs and abilities. Adaptations may include the use of visual supports, adapted language, pre-teaching of vocabulary, additional adult support, practical activities, scaffolded learning or adjusted outcomes.
The school recognises that some pupils with SEND may be more vulnerable to risks such as bullying, exploitation, abuse, harmful behaviour, online risks or difficulties in understanding relationships and personal boundaries. Relationships and Health Education therefore plays an especially important role in helping these pupils develop an understanding of:

- healthy and unhealthy relationships
- privacy and personal boundaries
- consent and respect
- staying safe online and offline
- recognising unsafe situations
- seeking help from trusted adults
- communicating their feelings, worries and needs effectively

Teaching is planned carefully to ensure pupils receive appropriate support, safeguarding and opportunities to build confidence, independence and self-advocacy skills, preparing them for the next stage of their education and future life experiences.

7. Safeguarding and Confidentiality

The safety and wellbeing of our pupils is central to the delivery of Relationships and Health Education. All RHE teaching is delivered in accordance with the school's Safeguarding and Child Protection Policy and Confidentiality Policy.

Confidentiality within RHE lessons is managed carefully. Staff cannot offer unconditional confidentiality to pupils and will never promise to keep information secret if there are concerns that a child may be at risk of harm. Pupils are made aware that, while discussions will be treated with sensitivity and respect, confidentiality cannot be guaranteed and there may be occasions when information needs to be shared in order to keep someone safe. The school's safeguarding procedures are followed at all times.

As part of the ground rules established for RHE lessons, pupils are reminded not to share personal information, experiences or sensitive details about themselves or others in a whole-class setting. Ground rules are used alongside professional judgement and other classroom strategies to support positive behaviour, manage disclosures appropriately and create a safe learning environment. Pupils are encouraged to speak privately to a trusted adult if they have concerns, worries or questions that they do not wish to raise during a lesson.

Safeguarding Responsibilities

Through Relationships and Health Education, pupils develop an understanding of healthy relationships, personal boundaries, consent, safety and seeking help when needed. Staff recognise that these discussions may sometimes lead to disclosures of abuse, neglect or other safeguarding concerns.

All staff receive appropriate training to respond sensitively and appropriately to questions, comments and disclosures. Teachers are aware that effective Relationships and Health Education may lead pupils to disclose concerns about themselves or others. If a pupil's question, comment or disclosure raises a safeguarding concern, the member of staff will follow the school's safeguarding procedures and report the concern immediately to the Designated Safeguarding Lead (DSL) or, in their absence, the Executive Headteacher or Head of School. Any concerns will be recorded and managed in accordance with the school's Safeguarding and Child Protection Policy.

Confidentiality will be respected wherever possible; however, safeguarding responsibilities will always take priority. Staff use established procedures and professional judgement to ensure that pupils receive appropriate support and protection.

Supporting Pupils to Seek Help

Pupils are regularly reminded that they can speak to a trusted adult in school, such as their class teacher, teaching assistant, the Designated Safeguarding Lead (DSL), learning mentor or another member of staff, as well as trusted adults at home.

Where appropriate, pupils may also be signposted to external sources of support, such as Childline and other age-appropriate services. This helps ensure that children understand they are never alone and that support is always available when they need it.

8. Working in Partnership with Parents and Carers

Parents and carers play the most important role in their children's learning and development. They are a child's first educators and have a significant influence on their understanding of relationships, health, wellbeing and personal values. SSSJ is committed to working in partnership with parents and carers to ensure that we provide a high-quality Relationships and Health Education curriculum while supporting families in discussions they may have with their children about these topics.

We believe that effective Relationships and Health Education is strengthened when schools and families work together. We aim to maintain open, transparent and respectful communication with parents and carers and recognise the important contribution they make to the development and review of our curriculum. This partnership approach helps ensure that parents are fully informed, able to support their child's learning at home and confident in the school's approach to Relationships and Health Education.

Parents and carers are always welcome to contact the school to discuss any aspect of the curriculum, view teaching materials or raise questions or concerns with the Head of School or PSHE/RHE Subject Leader.

Consulting with Parents and Carers

Our Relationships and Health Education curriculum and policy have been developed in consultation with parents, pupils, staff and governors. When reviewing our provision, we seek feedback from the wider school community through a range of methods, including:

- parent, pupil and staff surveys
- questionnaires and consultations
- curriculum information and update newsletters
- opportunities to review curriculum resources
- discussions at parent meetings and information events

Parents and carers are encouraged to share their views at any time during the academic year by contacting the school directly. While the school values and carefully considers all feedback received, responsibility for the final content and organisation of the curriculum rests with the school and must comply with statutory requirements.

We recognise that clear communication, opportunities to ask questions and open discussion help build understanding and confidence in the curriculum. The school will share parent information to explain the curriculum, share our rationale for teaching specific topics and answer any questions parents may have.

Access to Curriculum Information and Resources

We are committed to ensuring that parents and carers understand what is being taught and how the curriculum is delivered.

Our school values transparency and partnership with parents and carers in delivering high-quality Relationships and Health Education. In line with statutory guidance, we will:

- **Provide access to curriculum materials**
    - Parents and carers may request to view materials used in Relationships and Health Education lessons, including those provided by external organisations or visitors.
- **Offer a range of opportunities to view resources**
    - Representative samples of lesson plans and teaching resources may be shared during parents evening and curriculum events where these are held.
    - Additional materials can be viewed by appointment at school and, where feasible, through secure online access.
- **Engage parents proactively**
    - The school will share curriculum newsletters that explain the curriculum and will invite parents to ask any questions.
    - Parents and carers will be informed of any significant changes to curriculum content and invited to share feedback.
- **Ensure safeguarding and copyright compliance**
    - While we aim to provide full transparency, some resources may be subject to copyright restrictions. In these cases, parents and carers will be offered the opportunity to view materials in school.
    - All sharing of materials will comply with safeguarding, data protection and copyright requirements.

Parents and carers will be provided with information about:

- the content of the Relationships and Health Education curriculum
- the topics taught within each year group
- how the curriculum is delivered
- the resources used to support learning
- parents' rights in relation to curriculum content

Supporting Learning at Home

The school recognises that some aspects of Relationships and Health Education may prompt conversations at home. We aim to support parents and carers in these discussions by providing clear information about curriculum content and responding to any questions or concerns they may have.

We view the partnership between home and school as vital in providing context around the themes covered in Relationships and Health Education. We keep parents informed through this policy, curriculum information shared by the school and opportunities to discuss curriculum content with staff.

Parents and carers should feel confident that the school's programme complements and supports their role in preparing children for healthy relationships, positive wellbeing and life in modern Britain. Through working together, we can help ensure that pupils receive consistent messages about relationships, health, wellbeing, safety and respect both at school and at home.

Withdrawal from Sex Education

SSSJ does not currently teach any additional non-statutory sex education. Therefore, there are currently no sex education lessons from which parents can request that their child be withdrawn.

All Relationships Education and Health Education taught at primary level is statutory and forms part of the national requirements for primary schools. There is no parental right to withdraw a child from statutory Relationships Education, Health Education or any content delivered through the National Curriculum for Science.

However, the school recognises that the needs of pupils and the wider community may change over time. If the school were to consider introducing any additional non-statutory sex education in the future, parents and carers would be consulted as part of the review process. Full information would be provided about the proposed content, and parents would be clearly informed about:

- which aspects of the curriculum are statutory and compulsory
- which aspects are non-statutory
- their right to request withdrawal from any non-statutory sex education content
- the lessons and content to which the right of withdrawal applies

Should non-statutory sex education be introduced in the future, parents wishing to withdraw their child would be invited to discuss their concerns with the Head of School and view the relevant teaching materials. If parents chose to proceed with withdrawal, the request would be recorded and appropriate alternative arrangements would be made for the pupil during those sessions so that they are not present in the lesson.

Parents would also be reminded that, where pupils are withdrawn from non-statutory sex education, responsibility for discussing these topics with their child then rests with the parent or carer. The school would continue to support families by providing information about the curriculum and signposting appropriate resources where required.

9. Training and staff development

All staff must ensure that they are up to date with school policy and curriculum requirements regarding Relationships Education/Relationships & Sex Education (RSE). We recognise that some elements of the curriculum may mean staff require further support or training around certain themes to increase confidence and ensure that delivery is effective.

As stated by the Department for Education (DfE), the RSHE curriculum in schools should be delivered by staff who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support, and not to alarm, pupils.

Staff should be trained in safeguarding and offering support, recognising the increased possibility of disclosures.

At SSSJ, we ensure that staff are aware of best practice in delivery by providing regular training opportunities. We expect staff to provide regular feedback to the subject lead on their experience of teaching Relationships and Health Education, including identifying any areas where additional support or training would be helpful. Training related to Relationships and Health Education forms part of the school's regular staff training programme.

10. Monitoring, Evaluation and Review

Our aim is to provide Relationships and Health Education that is relevant, meaningful and responsive to the needs of our pupils, taking account of their age, stage of development and the context of our school community. To ensure the curriculum remains effective and impactful, it is regularly monitored, evaluated and reviewed.

The PSHE/RHE Subject Leader is responsible for monitoring and evaluating the quality and effectiveness of provision across the school. The Subject Leader reports to the senior leadership team and the Local Advisory Board and provides information and recommendations as required to support ongoing curriculum development and improvement.

Monitoring and evaluation activities may include:

- monitoring of curriculum planning and lesson content
- lesson observations
- learning walks
- work scrutiny
- pupil voice activities
- staff feedback
- parent feedback and engagement
- questionnaires and surveys

- consideration of local and school-level information, including behaviour, attendance, wellbeing and safeguarding data

Teachers are expected to reflect on their delivery of Relationships and Health Education and provide feedback to the Subject Leader to support the ongoing development of the curriculum and identify any areas requiring further support or improvement.

The Local Advisory Board is responsible for approving this policy and monitoring its implementation. This policy will be reviewed annually by the PSHE/RHE Subject Leader and Executive Headteacher / Head of School. The next scheduled review date for this policy is September 2027. The curriculum and policy may also be reviewed in response to changes in statutory guidance, feedback from pupils, parents, staff or governors, or emerging issues within the school or local community.

Any changes made to this policy will be communicated to staff, parents and carers and, where appropriate, pupils. This process helps ensure that our Relationships and Health Education provision remains current, effective and responsive to the needs of our school community.