

Disclaimer: This RSHE policy template is a general guide and must be adapted by each school to reflect its own context, governance, and legal requirements.



**Greatham**  
CHURCH OF ENGLAND  
+  
Primary School

## Relationships, Sex & Health Education (RSHE) Policy

Date Reviewed and approved:

Next Review Date:

Approved by:

*Pam Moching*

Chair of the Board of Directors

Chair of Local Governing Body

Headteacher:

Governor responsible for RSHE:

RSHE/PSHE lead:

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*It is a legal obligation for a school to consult with parents and carers when developing and reviewing this policy, we want to ensure our parents understand how RSHE supports the wellbeing of all children.*

*This policy as part of the full review process will be shared for consultation with our parents and carers and other stakeholders to help us ensure the policy meets the needs of the school community it serves. We recognise how valuable parental insight can be in allowing us to shape the curriculum to meet the needs of all our pupils, allowing us to make informed decisions on subject content.*

## 1.0 Legal Framework

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

- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education September 2019) [Relationships and sex education \(RSE\) and health education - GOV.UK](#)
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education September 2026) [Relationships and sex education \(RSE\) and health education - GOV.UK](#)
- Equality Act, 2010 [Equality-act-2010-advice-for-schools](#)
- Sexual Offences Act 2003 [Sexual Offences Act 2003](#)
- Special Educational Needs and Disability code of practice: 0-25 years, 2020 [SEND code of practice: 0 to 25 years - GOV.UK](#)
- Keeping children safe in education (KCSIE) (DfE, 2025). [keeping-children-safe-in-education](#)
- Review of Sexual abuse in schools and colleges, Ofsted June 2021 [Review of sexual abuse in schools and colleges - GOV.UK](#)
- Science programmes of study: Key Stages 1 & 2 (Department of Education, 2013) [National curriculum in England: science programmes of study - GOV.UK](#)
- Protected characteristics and separation by sex on school inspections (Department of Education, 2025) [Protected characteristics and separation by sex on school inspections - GOV.UK](#)

The policy operates in conjunction with the following Trust/School policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- Personal, Social, Health, and Economic Education Policy
- Drug and Alcohol Policy
- Equality Information and Equality Objectives
- SEND Policy
- Science Policy
- RE Policy

## 2.0 Melrose Learning Trust Vision and Ethos

As a Trust, our aim is for all our schools to maintain their own unique identity whilst working together to ensure the educational potential of each child is maximised and their wellbeing is fundamental to everything we do.

Melrose Learning Trust are committed to providing children with high achievement, confidence, and enrichment, developed through excellent teaching, stimulating curriculums, and strong moral values.

Our aspirations as a Trust are:

- to ensure the physical and spiritual well-being of every member of the school community is maintained and enhanced
- to create learning environments where children develop a love for learning and learn how to use knowledge wisely
- to share expertise across a range of settings to enhance professional development of staff
- to ensure our schools are at the forefront of modern technology and to make the best use of the resources available to us.
- to be central to the life of their communities

Our aspiration as a School is:

- To meet the needs of every child through a personalised learning experience with high expectations for all.
- To ensure all teaching and learning within school is engaging, motivating and inspires children to have a love of learning regardless of age, gender, ability, race or religion.
- To ensure each child reaches their full potential and achieves in all aspects of the curriculum
- To ensure each child has the resilience and skills to prepare them for life after Greatham.
- To promote a sense of belonging, work within the wider school family and with St. John the Baptist Church so the community can thrive

### **3.0 School Context- Meeting the needs of the pupils, parents, and the community**

Local safeguarding data, including information from children's services, police, health partners, and community organisations, provides a clear picture of the specific risks affecting young people in our area. Patterns of child exploitation, substance misuse, domestic abuse, and exposure to extremist narratives highlight the need for a curriculum that prioritises protective factors such as recognising coercion, understanding consent, managing peer pressure, developing emotional literacy, and building digital resilience. This data-driven approach ensures that our RSHE curriculum is not generic but intentionally designed to address the vulnerabilities present within our community. By responding to local trends and emerging risks, we ensure that pupils receive relevant, timely, and empowering education that supports their wellbeing and equips them to make informed, safe choices.

As a school we want to ensure the RSHE curriculum is relevant and responsive for all our pupils. Keeping our pupils safe is our highest priority and we recognise that our school may need to respond to emerging needs on occasions.

**4.0 'Guiding principles for relationships, sex, and health education'** are outlined in the guidance to help inform the RSHE curriculum to ensure it is high quality, relevant and taught with safeguarding pupils in mind. See appendix two for further details.

- a. Engagement with pupils.
- b. Engagement and transparency with parents.
- c. Positivity
- d. Sequence of learning
- e. Relevant and responsive.

- f. Skilled delivery of participative education.
- g. Whole school approach.

## **5.0 Definition of Relationships, Sex and Health Education (RSHE)**

The DfE's statutory requirements means schools must teach **Relationships Education**.

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

### **Protective and preventative curriculum.**

Primary relationships education equips children to keep themselves and others safe, and to recognise and report risks and abuse, including online risks. This is delivered by focusing on boundaries, privacy, and informing children of their rights over their own bodies and personal information.

Relationships education will focus on how to form and sustain positive relationships but will also help children identify risks and harms. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This can be done without describing the detail of any sexual activity involved. Similarly, good safeguarding practice requires children to understand the correct terms for different parts of the body and to be able to confidently use these terms. At primary this is done without describing any detail of sexual activity.

### **Informed and a responsive curriculum**

The RSHE curriculum is delivered in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities.

If as a school we need to respond to a need or concern that is affecting pupils in the school. We will inform parents and carers in advance if the content we intend to deliver deviates from the planned curriculum. This will be in advance of the intended taught lessons and relevant teaching materials will be shared upon request. Teaching will be age appropriate and respectful for all children. All decisions will be informed and made based on safeguarding the children in our school.

### **Statutory guidance primary relationships education topic areas are:**

- Families and people that care about them;
- Caring friendships;
- Respectful Kind relationships;
- Online safety and awareness;
- Being safe.

Statutory Relationships, Sex and Health Education (RSHE) in primary schools requires all schools to teach Relationships Education and Health Education as compulsory subjects. These areas form the foundation of pupils' understanding of healthy relationships, personal safety, physical and mental wellbeing, and the knowledge and skills needed to navigate childhood and early adolescence. This includes:

**Relationships Education**, covering:

- families and people who care for us
- caring friendships
- respectful relationships
- online relationships
- being safe

**Health Education**, covering:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- drugs, alcohol and tobacco (age-appropriate awareness)
- health and prevention
- basic first aid
- the changing adolescent body (puberty)

The statutory requirement includes **teaching about puberty**, ensuring pupils understand the physical and emotional changes they will experience as they grow older. This content is essential for safeguarding, wellbeing, and preparing children for the transition to secondary school.

Key Statutory elements of puberty include:

### **Describing the changes as humans develop to old age**

Pupils must learn that humans change significantly as they grow, including the transition from childhood to adulthood. This includes the biological process of puberty.

### **Understanding the physical changes of puberty**

Although the National Curriculum does not list every change explicitly, the expectation is that pupils understand the **physical changes** that occur during puberty, such as:

- growth spurts
- development of body hair
- changes to body shape
- the onset of menstruation in girls
- voice changes in boys

These are widely recognised as part of the required scientific understanding of human development.

### **Knowing that puberty prepares the body for reproduction**

Pupils learn that puberty is the stage at which the human body becomes capable of reproduction. This is taught strictly as a **biological process**, without reference to sexual activity.

### **Understanding emotional changes linked to puberty**

While the science curriculum focuses on physical development, DfE training materials for teachers emphasise that puberty also involves emotional and hormonal changes, and teachers should be prepared to address these factually.

RSHE teaching must be:

- age-appropriate and developmentally appropriate,
- sequenced carefully,
- sensitive to safeguarding needs,
- inclusive and respectful,
- grounded in factual, evidence-based information, and
- responsive to local context and emerging risks

### **Non-Statutory Sex Education at primary**

Sex education is not compulsory in primary schools. The DfE recommends that primary schools teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science 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.

This should be tailored to the age and physical and emotional maturity of pupils.

As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents have the right to request to withdraw their child from all or part of the sex education curriculum.

Our school has chosen not to teach non-statutory sex education. We will continue to review this annually when assessing pupils' readiness for information to ensure curriculum content is meeting the needs of all our pupils.

### **Definition of sex education**

Non-statutory sex education in primary schools does **not** include teaching about sexual activity, sexual behaviour, or contraception. Its purpose is to equip children with the knowledge and confidence they need to stay safe, understand their bodies, and build the skills that support wellbeing as they move towards adolescence.

### **Right to be excused from Sex Education**

As a school we cover some additional content which is defined as sex education, this is tailored to the age and the physical and emotional maturity of the pupils. We review this content and assess pupils' knowledge level & skills. Parents will be informed what will be taught and when. Parents will have an opportunity to take part in the consultation process on what will be covered before we teach non statutory sex education. This does not include any statutory relationships and health education content, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

Parents will receive clear information on their right to request that their child can be withdrawn from some or all parts of sex education and the request will be automatically granted.

Parents and carers will have an opportunity to discuss their request with the headteacher, this may include discussing if it is all parts or just some of the content, they wish their child to be removed from. The conversation could include discussing the benefits and the possible detrimental effects of withdrawal if any. Also offering support or signposting to discuss some content at home, if a parent wishes this.

Alternative arrangements and purposeful education will be made arranged in such cases. Parents are encouraged to discuss their concerns and / or decisions with the Headteacher at the earliest opportunity. The Head teacher/RSHE lead will document the process and outcome.

Please see the school website to access further RSHE information and websites to support any discussions at home. Please see the appendix for further guidance and the form to be completed to submit the request.

### **Managing difficult and sensitive questions**

Pupils may ask questions about topics which go beyond any sex education covered by the school or relate to sex education from which they have been withdrawn from. The priority is to always make sure the child feels supported, heard and is safe. School may contact a parent directly to discuss the question and ask how the parent wishes to proceed. Teachers may ask the pupil to speak to their parents or a trusted adult and/or signposting to support services where needed, as we recognise as a school that children whose questions go unanswered might instead turn to inappropriate sources of information, including online.

As part of teaching in a safe and inclusive classroom environment, pupils' questions and how they might be answered are discussed at the beginning of lessons, including offering alternative ways to ask questions, such as answering questions anonymously (using question boxes).

### **Statutory Health Education – Health and Wellbeing**

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.

**'Developing bodies'** will be delivered as part of the RSHE programme.

Pupils will learn

- about growth and other ways, the body can change and develop, particularly during adolescence.
- the correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples will be taught. Pupils will gain understanding that all these parts of the body are private and learn the skills to express their own boundaries around these body parts.
- the facts about the menstrual cycle, including physical and emotional changes.

Curriculum content related to puberty and menstruation will be complemented by sensitive arrangements to help girls prepare for and manage menstruation, including any requests for period products.

To see further health curriculum content please see the curriculum outline at the back of this policy...

## **Personal Development and Well-being**

RSHE is an important part of the whole school approach to the wellbeing and positive relationships of our pupils.

RSHE at our school is grounded in our values-led ethos, where every pupil is recognised as unique, valued, and worthy of care and respect. By teaching healthy relationships, emotional wellbeing, responsibility, and empathy, RSHE supports our commitment to nurturing compassionate, confident young people who contribute positively to our community. These principles reflect our belief in fostering kindness, integrity, and mutual respect, helping pupils to build strong, healthy relationships and make thoughtful choices. Through this approach, RSHE strengthens the wider culture of care and moral development that underpins all aspects of school life.

All relationship, sex education and the key topics of health and wellbeing sit within the wider programme of Personal Development and key links will be made to the other key areas in the curriculum and relevant policies, such as the PSHE education policy.

Contact to feeder secondary schools to ensure continuity and progression for our pupils leaving year 6 takes place in the final summer term of school.

### **6.0 Morals and Values of RSHE at our school**

RSHE is an integral part of personal development and lifelong learning and is an entitlement for all pupils in our care. The benefits of RSHE learning include:

- teaching the importance of learning the value and valuing family life, stable and loving relationships, marriage, and civil partnerships.
- celebrating the wide range of family structures in our school community, including single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents, and foster parents/carers.
- promoting love, respect, kindness, generosity, and caring for one another.
- supporting young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness.
- allowing children to explore, consider, and gain understanding of moral dilemmas, enabling them to make informed and ethical decisions about their wellbeing, health, and relationships
- developing skills including negotiation and decision making.
- learning the importance of boundaries/consent and giving, in relationships including online with friends, peers and adults.
- prevention of harms by helping children understand and identify when things are not right.
- a safe inclusive environment where questions and discussion can take place without stigma or embarrassment.

#### **RSHE contributes to personal development and wellbeing by helping pupils to:**

- learning to manage a range of emotions within relationships confidently and sensitively, including off and online.
- develop positive self-esteem and confidence.
- develop and demonstrate self-respect and empathy for others.
- be empowered to be responsible and active members of their community.

- make informed choices with an absence of prejudice and discrimination.
- show respect for those with a protected characteristic.
- understand bullying, and that this can include the use of derogatory terms relating to sex, race, disability, or sexual orientation.
- manage and understand conflict resolution with families, people they care for and friendships.
- empower them with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their family, peers, and adults, interacting online.
- know how to report concerns, risks, or abuse, including 'child on child' abuse, and the vocabulary and confidence needed to do so.
- to recognise emotional, physical, and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that does not feel right.
- learn to actively seek, ask, and recognise consent from others.
- develop the skills necessary to communicate effectively in a range of scenarios involving consent and understand that consent can be withdrawn.
- learn and understand the role of a friend, understand how to form, maintain, and have positive healthy friendships (on and offline).
- understand that being a victim of abuse is never the fault of the child.

**Through RSHE, children will gain the following essential knowledge and skills:**

- know that their bodies belong to them, and the differences between appropriate and inappropriate or unsafe physical touch, and other, contact.
- about growth and other ways, the body can change and develop, particularly during adolescence.
- the correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples will be taught. Pupils will gain understanding that all these parts of the body are private and learn the skills to express their own boundaries around these body parts. (Health Education)
- the facts about the menstrual cycle, including physical and emotional changes. (Health Education)
- that you should be respectful in online interactions.
- how to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met.
- the importance of exercising caution about sharing any information about themselves online.
- learn about the facts of human reproduction in an age-appropriate way. (\*human reproduction is non statutory 'sex education')
- learning where to go for help or advice in school and how to access a range of local and national support agencies, including online.

Pupils will be supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, to help prevent harms.

### **Intent of RSHE**

Our RSHE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral and ethical framework that will guide their decisions, judgements, and behaviour.
- form and maintain healthy positive relationships.
- develop the knowledge for a healthy life, including physical and emotional wellbeing.
- develop personal resilience to cope in challenging situations.

- gain confidence and self-esteem to value themselves and others.
- understand the consequences of their actions and behave responsibly.
- avoid being pressured into uncomfortable or dangerous situations, including online sharing.
- recognise the powerful influence of social media and develop critical thinking skills to manage their online presence.
- understand and recognise seeking permission, a refusal (saying no) and consent on and offline.
- communicate and behave in a respectful manner towards people around them which contributes to a safe, inclusive environment/community.
- to understand the law, appropriate to stage of development.
- develop awareness and understanding of their evolving self-identity.
- to challenge discrimination and under the importance of equality and respect.
- develop pupils' resilience to support them in everything they may encounter.
- have sufficient information and skills to protect themselves in a variety of harmful situations including all forms of exploitation.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

## **7.0 Roles and Responsibilities in School**

Governor Responsible for RSHE: Philip Bentham

Lead for RSHE Design and Delivery: Nicola Dunn

Designated Safeguarding Lead: Nicola Dunn

Computing Lead: Chloe Inman

The policy was produced by Nicola Dunn through consultation with staff and governors February 2026.

### **Responsibilities of the Governor body in school are;**

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- That teaching is accessible to all pupils with SEND.
- The curriculum content and teaching materials are aligned with this statutory guidance.
- Clear information is provided for parents on the subject content, teaching materials, and external providers, and on the right to request that their child is withdrawn from sex.

### **The role of the Headteacher Nicola Dunn**

It is the overall responsibility of the Headteacher to ensure that all stakeholders are informed about the RSHE policy, and that the policy is fully implemented. This includes parental rights to withdraw from some or all the sex education and fully informing parents what is statutory education that pupils cannot be withdrawn from.

The Headteacher will:

- Ensure staff have the necessary continued professional development and confidence to deliver a high quality RSHE curriculum that suits the needs of all the pupils in the school.
- Ensure there is adequate time on the school timetable to deliver a high quality RSHE curriculum.
- Take responsibility overall for monitoring and evaluating the provision for RSHE.
- Report to the governing body on the effectiveness of the policy.
- Take responsibility for reviewing the policy on an annual basis along with parents and carers.
- Ensure there is openness with parents about the RSHE materials that are used to teach pupils, and parents and carers are informed of their rights around viewing materials.

- That parents and carers are informed when external agencies are invited in to deliver aspects of the RSHE curriculum. (including the option to view the companies' materials)
- Discuss and review requests from parents to withdraw their children from sex education teaching.

**The relationships, sex and health education subject leader is responsible for:**

*Ensuring:*

- Staff will receive training on promoting respect, safety and kindness, ensuring pupils understand that everyone has the right to feel safe and that violence is never acceptable.
- Staff will be trained to teach online safety effectively, including recognising unsafe content, early digital risks, gaming-related harms, monetisation features and scams.
- Staff will undertake CPD to deliver the new **Personal Safety** strand, covering road, rail, water and public-space safety in age-appropriate ways.
- Staff will receive training on teaching mental health and emotional wellbeing, including grief, loss, loneliness, emotional regulation and coping strategies.
- Staff will be trained to respond to sensitive or unexpected questions appropriately, ensuring safe and supportive classroom environments.
- Staff will be equipped to teach about diverse families, including single-parent, same-sex, kinship, foster and adoptive families, ensuring inclusive and sensitive practice.
- Staff will receive CPD on teaching early friendships and boundaries, including personal space, saying "yes" or "no," and recognising unkind or unsafe behaviour.
- Staff will be trained to identify early signs of financial exploitation and understand basic risks linked to online purchases, rewards and gaming features.
- Staff will receive guidance on using professional judgement when sequencing RSHE content so that topics are introduced at developmentally appropriate times.
- Staff will be trained to engage constructively with parents, share representative resources and respond clearly to questions about RSHE content.

**Name of Subject leader: Nicola Dunn**

The RSHE lead will be responsible for:

- Overseeing the delivery of the subjects.
- Ensuring that staff values and attitudes will not prevent them from providing a balanced approach to RSHE in school.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- Ensuring the subject content is age-appropriate and high-quality.
- 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, sex, and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex, 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 a sample of the resources ahead of teaching and further resources upon request.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

### Parents and carers will aspire to: -

- Support their children through their personal development and the emotional and physical aspects of growing up.
- Ensure that they are aware of curriculum content, organisation, and delivery.
- Complete the RSHE parent survey and be present at the parent sessions that they are invited to if they can attend.
- Foster an open home environment where pupils can engage, discuss and continue to learn about topics which have been taught in school.
- Liaise with the school to seek additional support if needed with any of the above responsibilities.

### 8.0 Delivery of RSHE

RSHE will be taught every week in PSHE lessons. In each year group children will be taught:

#### EYFS (Reception)

- Understanding kindness, turn-taking and friendly behaviour.
- Knowing families can look different and all families should be respected.
- Beginning online safety: simple rules about using devices and telling an adult if something feels wrong.
- Early personal safety, e.g., staying near adults, basic road-side safety, not wandering off.
- Identifying basic feelings and knowing it's okay to feel differently from others.
- Understanding "stop" and "no" in play, and beginning to recognise personal space.
- Knowing who keeps them safe and how to ask for help.
- Awareness that games/apps may ask for extras but these must not be accepted without an adult.
- Distinguishing real vs imaginary in simple online/TV content.
- Naming simple body parts (foundation for correct terminology in KS1).

#### Year 1

- Understanding positive friendships, kindness, fairness and that hurtful behaviour is unacceptable.
- Learning about different family types, including single-parent and same-sex families.
- Recognising unsafe online content and knowing to tell a trusted adult immediately.
- Introduction to water and road safety through simple rules.
- Understanding and naming core feelings; simple coping strategies.
- Learning about personal space and bodily autonomy.
- Practising asking for help when something feels worrying or unsafe.
- Awareness that online games may try to encourage spending and how to manage this safely.
- Beginning to question whether things online are real or pretend.
- Learning correct names for body parts, including genitalia, for safeguarding.

#### Year 2

- Learning empathy and resolving simple friendship difficulties.
- Understanding wider family diversity and respecting all families equally.
- Reinforcing safe online habits, including avoiding pop-ups, ads and unknown links.
- Learning basic public-space safety (crossings, water edges, railway awareness). [
- Recognising worries or loneliness and what to do when these feelings happen.
- Understanding that everyone has the right to personal space and that they can say “no”.
- Strengthening understanding of trusted adults and asking for help.
- Recognising early online financial risks like “buy now” or “unlock” features.
- Learning that not everything online is true.
- Continued reinforcement of correct body vocabulary and privacy.

### Year 3

- Understanding fairness, respect and more complex friendship dynamics.
- Respecting adoptive, foster and kinship families.
- Identifying more complex online risks such as misleading content and gaming features.
- Recognising risks around roads, railways, water and public spaces.
- Learning about grief, loss and loneliness as part of emotional wellbeing.
- Applying concepts of bodily autonomy and respectful behaviour in wider contexts.
- Knowing how to report concerns in school and online.
- Building awareness of gaming monetisation, reward loops and scams.
- Beginning to identify trustworthy vs untrustworthy online sources.
- Developing body knowledge and understanding basic bodily changes.

### Year 4

- Deepening understanding of respectful friendships and setting boundaries.
- Exploring family diversity through real-life examples and respectful discussion.
- Recognising manipulative online behaviours, in-app purchases, and scams.
- Applying risk-identification skills in real-world scenarios (roads, water, rail).
- Considering how different people express and cope with feelings like loss or stress.
- Practising scripts for saying “no” and reinforcing bodily autonomy.
- Knowing multiple ways to get help (in-school, online reporting channels).
- Understanding online influences and beginning to question digital footprints.
- Developing awareness of personal hygiene and early physical changes.

### Year 5

- Understanding healthy vs unhealthy relationship behaviours and peer pressure.
- Deepening understanding of family structures and supporting respectful dialogue.
- Knowing about online financial harms, scams, and manipulative design intended to influence actions.
- Applying risk awareness in wider independence contexts (walking home, public transport).
- Learning about emotional regulation and managing more intense feelings (stress, pressure).
- Understanding consent concepts in everyday contexts (feelings, requests, touch).
- Strengthening help-seeking skills for online and offline concerns.

- Evaluating credibility of online content and identifying harmful influencers.
- Learning about puberty, body changes and menstrual wellbeing.

## Year 6

- Recognising warning signs in friendships and maintaining healthy boundaries.
- Demonstrating respect for all family contexts and understanding societal diversity.
- Understanding complex online risks including scams, misinformation, harmful content and privacy threats.
- Making safe decisions in public spaces with growing independence.
- Applying emotional regulation strategies and understanding that grief and loss affect people differently.
- Understanding consent more deeply, including that it can be withdrawn and must be freely given.
- Knowing how to seek support across a wide range of scenarios, including reporting online harm.
- Critically analysing online content and recognising manipulative digital behaviours.
- Consolidating knowledge of puberty, body changes and preparation for secondary-level RSE.

External partners, such as, NSPCC Speak out Stay Safe and the school nurse, may be invited to assist from time to time with the delivery of this programme and will be required to comply with this policy. The school will ensure that the teaching delivered by the external partner fits with the planned curriculum and this policy. The use of external partners is to enhance curriculum rather than as a replacement for the teachers delivering the curriculum. External agencies can provide speakers, tools and resources to enhance and supplement the curriculum.

RSHE lessons may include questions or topics that some pupils will find sensitive to discuss. We ensure a safe learning environment is created by starting every term with the creation of a group/classroom agreement with the class teacher, this agreement is reinforced in every lesson to enable pupils to engage in conversations safely and to prevent inappropriate personal information being requested or disclosed by those taking part in the lesson.

### Safe and effective practice

When pupils ask questions, we aim to answer them honestly at an age-appropriate level and within the group/classroom agreement. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time and not ignored. Children's whose questions go unanswered may turn to inappropriate sources of information from the internet. See section; *Managing difficult or sensitive questions*

Support and professional development will be provided for the teachers teaching RSHE, so that they can develop their confidence and skills in creating a safe learning environment for all pupils including those with additional needs. Further CPD will be accessed to enable teachers to deliver the subject content effectively.

### Keeping children safe; Key vocabulary

All staff will use scientifically correct vocabulary to avoid misunderstandings and ambiguity. The medical terms are penis, vulva, vagina, testicles, scrotum, breasts, and pubic hair, all in an age and stage appropriate way. The correct terms help children to identify and report abuse. Safeguarding children must always be a priority.

The list of words and terms that will be taught in each year group can be found on the curriculum outline.

Where beneficial, the DSL or deputy DSL will be involved in the development of safeguarding-related elements of the RSHE curriculum.

An overview of all learning in each key stage can be found on the school website.

### **Inclusive curriculum and delivery of RSHE**

At Greatham CE Primary School we want to ensure both boys and girls have opportunities to practise respectful communication and understand experiences which are different from their own, for example lessons where menstruation is delivered to both sexes in a mixed class. At Greatham delivering RSHE as a whole class enables us to foster healthy relationships between all pupils allowing empathy and understanding for all to develop and grow. This contributes to reducing stigma and taboo when talking about certain aspects of health education.

If as a school we do identify a specific need based on our regular monitoring of the subject, we may make an informed choice to separate classes by sex to create a safe space for discussion of a particular topic or if a smaller group of pupils are identified who would benefit from more information separately. All pupils will receive the same information, and lessons will be monitored and assessed to allow us to review practice and to continue to meet the needs of all our pupils.

## **9.0 Working with parents/carers, the wider community, and other stakeholders**

### **We aim to:**

- recognise that parents and carers are the prime educators in teaching their children about sex, relationships and growing up.
- to work in partnership with parents/carers and pupils, informing them about the content of programmes at the appropriate times.
- engage with parents to help make certain they understand the RSHE provision taught.

This policy and the information on what will be taught and when will be freely available on our schools' website for parent/carers to access. We encourage parents to view resources and access the links provided on our school's website to support their child's learning and development.

## **10.0 Openness with parents and carers and RSHE materials**

Openness with parents and carers about the RSHE materials is important to us, we want to inform parents and carers of what your child is being taught and when.

At our school we like to give parents the opportunity to attend a RSHE meeting. This meeting helps parents understand the importance of RSHE for wellbeing and safety.

**You will get the opportunity to;**

- view, develop and review the RSHE policy.
- complete a parent survey. (this will be available electronically)
- be kept informed of the external providers we may bring in to enhance and teach pupils specific RSHE content.
- discuss the curriculum content and view a representative sample of the resources that we plan to use. (a sample will be on the parent platform and further materials can be viewed upon your request)
- share any worries and ask questions
- \*Learn about the content and benefits of sex education delivered at years 5 and/or 6.
- gain information about talking to your child at home, including useful sources of information.

We will use the views of parents and carers to inform decisions made about the curriculum content and delivery. Parents will not be granted a 'veto' on curriculum content and whilst all final decisions will be made by the school, we recognise the importance of you understanding what your child is being taught, especially in relation to sensitive topics.

**Copyright law and RSHE materials**

Parents must agree to as a condition of access, that the content should not be copied or shared further except as authorised under copyright law.

If a parent cannot attend a parent meeting or access the RSHE materials via the parent portal the school will provide paper copies to take home, providing parents agree to a similar statement that they will not copy the materials or share it further except as authorised under copyright law.

**11.0 The engagement and consultation process with parents & carers**

This is the section to outline how parent voice is heard in our school.

**Drafting and Internal Review**

- Senior Leaders and RSHE subject leads review updated statutory guidance and ensure proposed curriculum changes align with national requirements.
- Staff are consulted internally to ensure curriculum content is age-appropriate, inclusive, and responsive to pupil needs.

**Parent Consultation Meeting**

- A formal Parent Consultation Meeting is held whenever significant policy updates or curriculum changes are proposed.

During this meeting, the school outlines:

- The rationale for RSHE updates
- The statutory components (e.g., Relationships Education)

- Any proposed Sex Education content
- Examples of planned learning activities
- Parental rights regarding withdrawal from Sex Education
- Parents are encouraged to ask questions, share concerns, and provide feedback.

### **Access to RSHE Materials at Parents' Evenings**

- RSHE teaching materials, including lesson examples, books, and resources, will be displayed and available to view at Parents' Evenings.
- Staff will be present to discuss content and respond to questions.

### **Curriculum Information on the School Website**

- Curriculum overviews for every year group are published on the school website.
- These overviews outline the key themes taught each year, clearly differentiating which elements fall under Relationships Education and which (if applicable) fall under Sex Education.
- Updated RSHE policy documents will also be available online.

### **Requesting Curriculum Materials**

- Parents may request to see specific examples of RSHE curriculum materials at any time.
- Requests can be made via the class teacher, who will arrange appropriate access to sample resources or direct parents to the RSHE lead if further clarification is needed.

### **Consultation Feedback and Final Policy Approval**

- Parent feedback is gathered through questionnaires, in-person discussions, and emailed responses.
- The RSHE lead and Senior Leadership Team review all feedback and update the policy where appropriate.
- The final policy is then presented to the governing body for approval.

### **Ongoing Review Cycle**

- The RSHE curriculum and policy are reviewed annually, or sooner if national guidance changes.
- Ongoing dialogue with parents is encouraged, with opportunities for review built into school events, surveys, and parent forums.

### **Quality Assuring RSHE Resources and Materials**

- School leaders follow a robust and transparent quality assurance process to ensure all RSHE materials are age-appropriate, evidence-informed, accurate and aligned with statutory guidance. Leaders review all teaching resources before they are used in classrooms to confirm that they are suitable for pupils' age and maturity, sensitive to their needs, and factually correct—particularly where content relates to health and the human body. This reflects national expectations that schools must *carefully assess each resource* and use materials that are medically accurate and appropriate for pupils.

- Leaders also draw on recognised expertise from subject associations and external bodies whose resources have been quality assured at national level, as recommended in the statutory guidance. They ensure the curriculum remains compliant and up to date by reviewing materials against the latest RSHE requirements, including strengthened expectations around safeguarding, online safety and emerging risks.
- Part of the quality-assurance process includes openness with parents about the resources used. Leaders ensure that sample materials are available for parents to view during consultations and that parents can request additional examples, in line with guidance requiring transparency about RSHE content. By following this rigorous approach, leaders ensure the RSHE curriculum is high-quality, safe, inclusive and responsive to pupils' needs.

Our school is committed to developing and reviewing our RSHE curriculum through an open, transparent, and collaborative consultation process. This ensures that the curriculum reflects statutory guidance, meets the needs of our pupils, and aligns with our school values.

We gather pupil voice regularly to ensure that RSHE teaching is meaningful, relevant, and age-appropriate. This includes:

- Pupil focus groups to gather opinions about what pupils find helpful or challenging in their RSHE learning.
- School Council discussions, where representatives provide feedback on curriculum themes and suggest improvements.
- Draw-and-write activities and other reflective tasks that help identify pupils' understanding, misconceptions, and wellbeing needs.

These insights help us shape the RSHE curriculum so it is responsive to the diverse needs of our pupils.

Consultation takes place at key points in the year to support openness and planning:

- A whole-school RSHE review is held annually during the summer term.
- Parent consultation opportunities occur before any significant changes to policy or curriculum content.
- Year-group specific information (e.g., puberty in upper KS2) is shared in advance of teaching, allowing parents to ask questions.

Curriculum content is reviewed with:

- **Staff** – through training sessions, planning reviews, and feedback discussions.
- **Pupils** – through pupil voice strategies mentioned above.
- **Parents/carers** – via consultation meetings, surveys, and opportunities to review materials. This ensures the curriculum remains compliant, inclusive, age-appropriate, and sensitive to pupils' needs.

In addition to parents and pupils, we actively involve:

- School governors, who monitor policy compliance, safeguarding expectations, and curriculum quality.

Following consultation, the updated RSHE policy is presented to the Governing Body for formal approval.

- Once approved, the policy becomes active and is shared with staff and parents.
- Governors monitor RSHE implementation as part of their safeguarding and curriculum oversight responsibilities.

Parents are regularly kept informed about RSHE teaching through:

- The school learning platform and/or newsletters.
- Curriculum overviews published on the school website, updating parents on the RSHE content for each year group.
- Advance notice of any lessons covering sensitive or upper-KS2 content, including Sex Education where applicable.

This approach ensures parents remain informed and engaged throughout the year.

### **Parents and carers**

To ensure parents are fully engaged with the school's RSHE policy, the school follows a transparent and collaborative process. Parents are invited to review the RSHE policy and curriculum plans through a consultation meeting in the Summer term where parents will receive an invitation letter to respond to, along with a short online survey to be sent to completed prior to the attendance at the evening.

Information about the evening can be found on the website. Feedback is actively sought from our parents and carers before final approval, ensuring parental voice is reflected in the policy. The policy will be reviewed every 2 years in line with other school policies.

On going communication will be maintained through newsletters, annual surveys, and annual parent sessions, enabling parents to raise questions and feel confident in supporting their child's learning in our school and at home.

### **Teaching staff**

Engagement with teaching staff will provide input to improve curriculum delivery through staff surveys and ongoing communication with the subject leader to assess any training needs and share good practice. This ensures teaching remains inclusive, relevant and age appropriate.

### **Pupils**

We want our pupils to be active learners in school who understand the importance of personal development and wellbeing and that their voices will be heard. Children's views will be gathered through class discussions, surveys, school council, and interactive methods to continue to shape the RSHE curriculum to meet the needs of all our pupils in school. Encouraging discussion, reflection and participation enables the planned curriculum to be responsive to needs when necessary.

### **The wider community**

The school values the perspectives of faith leaders (if appropriate) and the wider community in shaping its RSHE provision. Feedback from faith leaders and community stakeholders is gathered (could state

how; meetings, forum, or survey) and is considered alongside parental and staff input, helping the school to deliver an inclusive programme that reflects the values of the school community and supports the wellbeing of all pupils.

### **13.0 Open and positive school culture**

As a school we strive to create an open and inclusive environment where appropriate positive healthy relationships are formed between children and their peers and all school staff. Role modelling of positive and respectful language and behaviours contributes to our positive school culture and is reflected through all school life at (name school).

#### **Addressing sexual harassment and sexual violence, including child on child abuse**

Preventing sexual violence and abusive behaviour starts with teaching children healthy respectful behaviours in primary school. Relationships education has an important role in supporting children to develop the skills they need to build healthy relationships and grow into kind and respectful adults.

Pupils should understand that anyone can be a victim of sexual violence, and that the victim is never to blame. It is important to acknowledge that most sexual violence is committed against women and girls, and it often has a gendered component. However, anyone can be affected by sexual violence and teachers should avoid language which stigmatises boys or suggests that boys or men are always perpetrators or that girls or women are always victims.

Staff in school have an important role in modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes.

Our school is committed to taking a proactive and preventative approach to all forms of abuse in school, including domestic harm, both in and outside of the home. 'Child on child' abuse will not be tolerated or passed off as 'banter' or 'growing up.' Teaching staff will maintain an attitude 'it could happen here.' This school recognises the importance of covering key topic areas such as, consent and permission seeking, my body my rules, healthy relationships, appropriate and respectful behaviour and language towards others and equipping children with the confidence to say no, speak up and report abuse.

[Keeping children safe in education 2025](#)

### **14.0 Equality and Inclusion**

Schools are required to comply with relevant requirements of the Equality Act 2010, including the [Public sector equality duty \(PSED\)](#) , when teaching RSHE..

We understand our responsibilities under the Equality Act 2010, specifically that we must not unlawfully discriminate against anyone as a result of the protected characteristics of age, disability, gender reassignment, sexual orientation, marriage or civil partnership, race, religion or belief and sex. We will ensure topics in RHSE are taught in a way which does not discriminate against pupils or amount to harassment.

#### **Inclusion and fostering equality**

Our school wants to ensure that children from a range of backgrounds and children with diverse needs feel like they belong in this school. We recognise this is bigger than just in the classroom. The school community, the environment and the culture of the school is everyone's responsibility.

*As a school we ensure the content will be made accessible to all pupils, including those with special educational needs or disabilities (SEND) we do this by:*

- **Adapting teaching approaches** so that lessons are delivered at an appropriate pace, using simplified language, visual prompts, and concrete examples where needed.
- **Pre-teaching and revisiting key concepts** to help pupils build confidence and understanding before and after whole-class lessons.
- **Using a range of multisensory resources**, such as visuals, symbols, social stories, role-play and hands-on activities, to make learning meaningful and accessible.
- **Differentiating tasks and outcomes** to match individual pupils' cognitive, communication and social-emotional needs.
- **Providing targeted adult support**, including the involvement of teaching assistants who understand pupils' needs and can reinforce learning sensitively.
- **Working closely with the SENDCo**, ensuring that provision aligns with pupils' individual support plans, educational targets, and any specialist advice.
- **Ensuring that content is sensitively adapted**, particularly when addressing topics such as relationships, personal boundaries, safety and body awareness, so that pupils with SEND receive clear, explicit teaching.
- **Creating safe, predictable learning environments** where pupils feel comfortable asking questions, expressing their feelings and accessing support.
- **Using small-group or 1:1 sessions** when pupils require learning at a different pace or need additional reinforcement of key safeguarding concepts.
- **Consulting parents and carers of pupils with SEND** to ensure that the curriculum reflects individual needs and any home-school considerations.

*Please see the school's equality information and equality objectives for further information.*

### **Pupils with special educational needs and disabilities (SEND)**

We believe RSHE should be inclusive and developed to ensure these subjects are accessible for pupils with SEND and prepare pupils for adulthood, as set out in the SEND code of practice: 0 to 25 years.

For some SEND pupils there may be a need to tailor or adapt content and teaching of RSHE to meet the specific needs of pupils at different development stages. The teaching will be sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

We will ensure that all pupils receive relationships education and/or relationships and sex education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary. It is important that SEND pupils receive the knowledge they need to build up their independence and it helps to protect them from harm.

We recognise pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. RSHE can be particularly important for these pupils, particularly those with social, emotional, and mental health needs or learning disabilities.

Where possible the RSHE curriculum will be adapted to suit, 'not changed,' to ensure all pupils can have access to the same curriculum.

### **Religion and belief, including teaching in schools with a religious character**

RSHE should be sensitive to the religious background of pupils, and schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

All schools may teach about faith perspectives on these topics.

### **Lesbian, Gay, Bisexual and Transgender (LGBT)**

Pupils should understand the importance of equality and respect throughout their education. They should be taught to understand the protected characteristics. No one is treated in any way less favourably on the grounds of sex, gender reassignment, and sexual orientation.

The DfE strongly encourages primary schools to teach about healthy loving relationships, and to include same-sex parents along with other family arrangements when discussing families. This content is fully integrated into the curriculum and within the context of teaching about different types of healthy loving families.

As a school we will consult with parents and carers on the content of external resources on this topic in advance and make all materials available to them on request as set out in the section on 'Openness with parents and RSHE materials.'

The RSHE lead will ensure that the content is age and stage appropriate in the RSHE curriculum.

### **15.0 Safeguarding disclosures, reports of abuse and confidentiality**

This RSHE policy supports our school's approach to safeguarding and links to other key policies and guidance including:

- Child Protection and Safeguarding Policy
- Keeping Children Safe in Education (KCSIE) – statutory guidance
- Behaviour Policy
- Anti-Bullying Policy (including anti-cyberbullying)
- Online Safety / Acceptable Use Policy
- Prevent Duty Guidance and the school's Prevent Risk Assessment
- Attendance and Pupil Wellbeing Policies

It is made clear to pupils that all adults in school cannot guarantee absolute confidentiality.

It is equally important that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report, about themselves or a peer. Pupils should also understand where they can report any concerns and seek help, including to external services if they do not feel comfortable talking to school staff.

When forming the class/group agreement pupils are informed about confidentiality in an age-appropriate way and it will be reinforced to make sure all pupils understand everything, including those at risk and vulnerable children at the start of every lesson.

School staff are aware RSHE can at times lead to a disclosure and teachers will consult with the designated safeguarding lead to follow all safeguarding protocols in the school.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

Where lessons are delivered by external agencies, schools must agree in advance of the session how a safeguarding concern would be dealt with by the external visitor. All visitors will be required to explain their safeguarding procedures informing the school how they would deal with receiving a disclosure.

These procedures should be read in conjunction with the local Safeguarding Children's Partnership procedure; our Safeguarding and Child Protection Policy and other Trust policies linked to safeguarding. These can be found on our school website and accessed using the link below:

<https://greathamceprimary.org.uk/policies/>

## **16.0 Working with external agencies**

The school may invite guest speakers into school to talk on issues related to RSHE, e.g. an expert or experienced health professional. A teacher will be present throughout these lessons.

Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it. All resources used by guest speakers will be available to parents to view prior to lesson delivery. (See section on openness with parents and RSHE materials)

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they can participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.

## **17.0 Reviewing, monitoring, and evaluating RSHE**

### **Engagement with pupils**

An inclusive and well-sequenced RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging. Assessment of pupil readiness will take place as part of our continued approach to monitoring the curriculum ensuring pupil voice forms part of our decisions on when to include subject content and how it is taught.

Monitoring the delivery, content, teaching, and assessment of RSHE is an integrated part of how the school ensures a high-quality programme is delivered. It is linked to the other school monitoring procedures.

Our schools RSHE curriculum assessments ensure pupils continue to make progress and acquire the key knowledge needed for continued personal development and wellbeing.

Lessons are carefully planned to ensure that teaching is inclusive for all our pupils needs and abilities

As a school we monitor progress and the impact of our curriculum throughout the delivery of the RSHE. A wide range of creative and engaging methods are used to make sure as a school we continue to strengthen and adapt the curriculum to suit each cohort of pupils.

Assessments gather information on prior knowledge and learning is assessed to ensure knowledge is embedded.

The contribution of visitors and external agencies is monitored and evaluated by:

- Ensuring all sessions are planned jointly with school staff so that content aligns with our RSHE curriculum, is age-appropriate, and supports our safeguarding expectations.
- Requiring visitors to follow the school's policies, including Safeguarding, Child Protection, Online Safety, and Behaviour, with staff remaining present throughout all sessions.
- Reviewing resources in advance to ensure accuracy, suitability and alignment with statutory RSHE guidance before they are used with pupils.
- Gathering feedback from staff, who evaluate whether the session met learning objectives, supported curriculum coverage, and was delivered safely and appropriately.
- Collecting pupil feedback, when appropriate, through discussion, reflection activities, or pupil voice, to understand engagement and impact on learning.
- Consulting parents, where relevant, especially for sessions linked to sensitive content (e.g., puberty or sex education in upper KS2).
- Reviewing safeguarding implications, ensuring no content contradicts the school's safeguarding principles and that pupils know how to seek help if needed.
- Monitoring visitor quality over time, including checking credentials, professional background, reputation and compliance with school expectations.
- Reporting to senior leaders and governors, who monitor the quality, consistency and impact of external contributions as part of their oversight of the RSHE curriculum.
- Recording evaluations so that decisions about future use of external agencies are informed by previous effectiveness and safeguarding considerations.

## 18.0 Appendices

### Appendix A

The curriculum is reviewed and updated regularly to ensure it reflects statutory requirements, safeguarding priorities, and the developmental needs of pupils.

Updated curriculum overviews for each year group are published on the school website, allowing

parents and carers to see the sequence of learning and key themes being taught throughout the year.

To support transparency and parental engagement, the school makes sample RSHE teaching materials available for parents and carers to view. This includes:

- Examples of quality-assured lesson resources,
- Storybooks, visual materials, and videos used in lessons,
- Samples of resources used for sensitive topics (e.g., puberty, body changes, personal safety), where appropriate.

These samples can be accessed in the following ways:

- During Parents' Evenings, where a display of RSHE materials is available and staff are on hand to discuss content.
- By request via the class teacher, who can arrange for parents and carers to view specific materials or discuss content with the RSHE lead.

Parents and carers may request further information at any time. This may include:

- A closer look at specific lesson resources,
- Clarification about how sensitive content is taught,
- Additional examples of teaching materials tailored to a particular year group.

Such requests can be made directly to the class teacher or RSHE subject lead, who will provide access in line with the school's commitment to openness and statutory guidance on parental transparency.

#### **Appendix B: Sources of Information for Parents and Carers**

To support conversations at home, the school provides parents and carers with a range of reliable information sources linked to the RSHE curriculum. These resources are designed to help families

reinforce key messages around relationships, health, wellbeing, online safety and personal development.

Please see below a list of sources of information for parents and carers to talk to their children at home, further information will be shared via Seesaw and the school website. If you wish to receive a hard copy, please contact the school office.

[Parents' leaflets | NSPCC Learning](#)

[NSPCC | The UK children's charity | NSPCC](#)

[Parents and carers | CEOP Education](#)

[I'm looking for support with being a parent or carer | Barnardo's](#)

[Our services for parents and carers | Place2Be](#)

**18.0 'Guiding principles for relationships, sex, and health education'** outlined in the guidance inform the RSHE curriculum to ensure it is high quality, relevant and taught with safeguarding pupils in mind.

[Relationships and sex education \(RSE\) and health education - GOV.UK](#)

a. Engagement with pupils.

An inclusive and well-sequenced RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging.

**b. Engagement and transparency with parents.** Schools should engage with parents on the content of RSHE and be transparent with parents about all materials used in RSHE. All materials should be available to parents, as described in the section on openness with parents on page 33 in the guidance document. Parents have a right to request that their children are withdrawn from sex education (pupils can opt back in from three terms before they turn 16) and schools should ensure parents are aware of sex education content within lessons in advance.

**c. Positivity.** Schools should focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. Schools should avoid language which might normalise harmful behaviour among young people – for example gendered language which might normalise male violence or stigmatise boys.

**d. Careful sequencing.** Schools should cover all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school. Schools should sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.

**e. Relevant and responsive.** Schools should develop the curriculum to be relevant, age and stage appropriate and accessible to pupils in their area, where appropriate working with local partners and other bodies to understand specific local issues and ensure needs are met.

**f. Skilled delivery of participative education.** The curriculum should be delivered by school staff or, where schools choose to use them, external providers 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.

**g. Whole school approach.** The curriculum is best delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies, including behaviour and safeguarding policies.