



# Relationships & Health Education (RHE) Policy

## Relationships and Health Education Policy (Including EYFS)

**Policy Review Date:** February 2026

**Reviewed By:** J Callaway, SLT & Board of Governors

**Next Review:** February 2027 (or following incident, legislation or interim guidance)

February 2026 Reviewed & ratified by:

Headteacher: Mrs J Callaway

Chair of Governors: Dr Catherine

Kidd :

## Distribution

This policy is made available on the school website and can be obtained from the School Office by request.

## Updates and Amendments to Policy

Date	Section Heading	Update Details	Page N°
October 2025		Updated and reviewed (highlights in yellow) in line with KCSIE 2025	
February 2026		Highlighted areas have been added/amended in line with July 2025 DfE statutory guidance.	

## Contents

1. Overview
  2. Aims
  3. Statutory framework
  4. Organisation of the curriculum
  5. Consultation with parents
  6. Relationships education overview
  7. Health education overview
  8. Relationships education per year group.
  9. Sex education
  10. Delivery of the curriculum
  11. Opportunities to teach safeguarding.
  12. Working with external experts.
  13. Equality and accessibility.
  14. Curriculum links
  15. Withdrawing from the subject.
  16. Behaviour
  17. Staff training
  18. Confidentiality.
  19. Quality of education
  20. Monitoring and review
- APPENDIX 1 – Key Vocabulary by year group

## 1. Overview

At Avalon, 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 external agencies. 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 pupils 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.

### 2. Aims – our RHE curriculum aims to help pupils to:

- Develop healthy, respectful relationships
- Understand the importance of kindness, honesty and respect
- Recognise and manage emotions and mental wellbeing
- Understand personal boundaries and consent in an age-appropriate way
- Stay safe, both offline and online
- Know where and how to seek help if they feel unsafe or worried
- Make informed decisions about their own health
- Understand the changes they will experience emotionally and physically during puberty.

### 3. Statutory 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 (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2025) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2025) 'Keeping children safe in education 2025'

This policy operates in conjunction with the following school policies (although not an exhaustive list):

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Anti-bullying Policy
- Digital Safety Policy
- PSHCEE Policy
- Visitor Policy

### 4. Organisation of the curriculum

Every primary school is required to deliver statutory relationships education and health education. The delivery of the relationships education and of health education coincide with one another and will be delivered as part of our school's PSHE curriculum.

For the purpose of this policy:

- **"Relationships education"** is defined as teaching pupils about healthy, respectful relationships, focussing on how to form and sustain positive relationships, in all contexts, including online and including helping pupils identify risks and harm.
- **"Health education"** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

The relationships and health curriculum takes into account the views of teachers, pupils and parents. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

The school is dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.

The school will consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Meetings
- Training sessions
- Newsletters and letters

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by contacting the Headteacher, via the School Office.

## **5.Consultation with parents**

The school understands the important role parents play in enhancing their children's understanding of relationships and health and how important parents' views are in shaping the curriculum. The school will provide parents with frequent opportunities to understand and ask questions about the school's approach to RHE.

The school will consult closely with parents when reviewing the content of the school's RHE curriculum and will give them regular opportunities to voice their opinions. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be made by school. The school will permit parents access to curriculum materials and resources.

Parents will be provided with the following information:

- The content of the relationships and health curriculum and what pupils will be taught by the end of their primary education.
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns, and help parents in managing conversations with their children on the issues covered by the curriculum. Parents will also be consulted in the review of this policy and encouraged to provide their views at any time.

## **6.Relationships education overview**

### **Families and people who care for me**

By the end of primary school, pupils will know:

- That families are important for them growing up because they can give love, security and stability.

- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, 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.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### **Caring friendships**

By the end of primary school, pupils will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- 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.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict and that resorting to violence is never right.
- How to manage different situations and how to seek help from others if needed.

### **Respectful relationships**

By the end of primary school, pupils will know:

- How to pay attention to the needs and preferences of others, including in families and friendships and how to balance the needs and wishes of different people in relationships.
- The importance of setting and respecting healthy boundaries in relationships.
- How to communicate effectively and manage conflict with kindness and respect; how to be assertive (but not controlling) and express needs and boundaries, including not neglecting their own needs; how to manage feelings, including disappointment and frustration.

- The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to build a strong sense of identity, including through developing skills and interests.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

### Online relationships

By the end of primary school, pupils will know:

- How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.
- That there is a minimum age for joining social media sites (currently 13).
- The importance of exercising caution about sharing any information about themselves online.
- That people sometimes behave differently online, including pretending to be someone they are not.
- 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 (importance of avoiding putting pressure on others to share information and images online and strategies for resisting peer pressure).
- The rules and principles for keeping safe online, how to recognise harmful content and contact online, and where to go for advice and support.
- Online risks, including that any material provided online might be circulated and that there is no way of deleting it everywhere and no control over where it ends up.

### Being safe

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

- How to respond safely and appropriately to adults they may encounter, including online, who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

## 7. Health education overview

The focus of health education at primary level is to enable pupils to make good decisions about their own health and wellbeing and to understand the links between physical and mental health.

### General wellbeing

By the end of primary school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling, and how they are behaving, is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult.
- That bullying, including cyberbullying, has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support, including recognising the triggers for seeking support, extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
- That change and loss, including bereavement, can provoke a range of feelings and that grief is a natural response to bereavement.

### Wellbeing online

By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why some social media, some computer games and online gaming are age restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information, inclusive of that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.
- The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can be addictive.

### **Physical health and fitness**

By the end of primary school, pupils will know:

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

### **Healthy eating**

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on health.
- The importance of a healthy relationship with food.

### **Drugs, alcohol and tobacco**

By the end of primary school, pupils will know the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking.

## Health and prevention

By the end of primary school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

## Basic first aid

By the end of primary school, pupils will know:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first aid, for example dealing with common injuries, including head injuries.

## Personal safety

By the end of primary school, pupils will know:

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

## Developing bodies

By the end of primary school, pupils will know:

- About growth and other ways the body can change and develop, particularly during adolescence, including the human lifecycle and puberty.
- The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils will understand that these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle.

## 8. Relationships education per year group

The school always considers the age and development of pupils when deciding what will be taught in each year group. The school implements a progressive, graduated curriculum, in which topics are built upon prior knowledge taught in previous years as pupils progress through the school, with a view to providing a smooth transition to secondary school.

Below is an outline of the content of the lessons for each year group. In addition to following statutory guidance from the DfE, the School uses the recommended PSHE Association's Programme of Study for Relationship Education, along with other recommended resources such as the Medway Public Health Directorate.

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and>

**Video resources used to support our RHE programme are:**

(All Year Groups) [NSPCC PANTASURUS VIDEO](#)

(All Year Groups) [NSPCC PANTS PPT PRESENTATION](#)

(Year 4 onwards) [Busy Bodies Introduction to Puberty](#)

(Year 5 & 6) [Puberty What happens to Girls](#)

(Year 5 & 6) [Puberty What happens to Boys](#)

(Year 5 & 6) [Looking After You](#)

### Reception

The lessons will incorporate the Early Learning Goals of physical development (Health and self-care) and Making Relationships.

The children will learn about: -

- the routines and patterns of a typical day, including personal hygiene
- **growing up**
- families (and how they can be different), and people who care for me
- caring and respectful friendships, including sharing and turn taking.
- being safe (including NSPCC PANTS), secrets and surprises, online safety, **safety at home** and road safety.
- **people who help us stay safe and how to call 999 in an emergency.**
- **courtesy and manners.**

- feeling lonely.

-respecting differences and celebrating diversity.

### **Year 1**

The topics will be taught as part of the Relationships and Health and wellbeing core themes in PSHCEE and in Science.

The children will learn about: -

- the process of growing from young to old as part of the human lifecycle.

- the differences between males and females.

- naming of body parts using agreed words.

-the concept of identity and respecting differences and celebrating diversity, courtesy.

- families (and how they can be different), people who care for me.

- caring and respectful friendships, including anti-bullying.

-online relationships, including keeping safe.

-being safe (including NSPCC PANTS)/permission, secrets and surprises, safety at home, road/rail safety.

### **Year 2**

The topics will be taught as part of the Relationships and Health and wellbeing core themes in PSHCEE and in Science.

The children will learn about: -

- growing from young to old as part of the human lifecycle.

- how to describe some differences between males and females.

- naming of body parts using agreed words.

- the concept of identity, respecting differences, celebrating diversity, courtesy.

- families (and how they can be different), people who care for me.

- caring and respectful friendships, including anti-bullying.

-online relationships, including keeping safe.

-being safe (including NSPCC PANTS)/permission, secrets and surprises, safety at home, road/rail safety.

-999 emergency/basic first aid.

### Year 3

The topics will be taught as part of the Relationships and Health and wellbeing core themes in PSHCEE and in Science.

The children will learn about: -

- exploring the differences between males and females.
- naming of body parts using agreed words.
- families (and how they can be different), people who care for me.
- caring and respectful relationships, including anti-bullying, assertive versus controlling behaviour.
- online relationships, including keeping safe, viewing choices and assessing risks.
- being safe (including NSPCC PANTS), consent, boundaries and touch.
- identity, respecting ourselves and others, and valuing difference, courtesy.
- 999 emergency/basic first aid.
- safety at home and outside, including road, rail and safety around water.

### Year 4

The topics will be taught as part of the Relationships and Health and wellbeing core themes in PSHCEE and in Science.

The children will learn about: -

- naming of body parts using agreed words
- understanding that the body changes when a child grows up.
- introduction to puberty and knowing it can affect us physically and emotionally.
- families (and how they can be different), people who care for me.
- caring and respectful relationships, including anti-bullying, assertive versus controlling behaviour.
- online relationships, including keeping safe, viewing choices and assessing risks.
- being safe (including NSPCC PANTS), consent, boundaries and touch.
- identity, respecting ourselves and others, and valuing difference, courtesy.
- 999 emergency/basic first aid.
- safety at home and outside, including road, rail and safety around water.

## Year 5

The topics will be taught as part of Relationships and Health and wellbeing core themes in PSHCEE and in Science.

The children will learn about: -

- revising the names of the body parts using agreed words.
- how puberty and other events affect people's feelings and emotions.
- the physical changes that occur in both males and females during puberty.
- how puberty affects the body and the importance of good personal hygiene.
- how to get help and support during puberty.
- families (and how they can be different) and people who care for me.
- caring and respectful relationships, including friendships, **anti-bullying, assertive versus controlling behaviour.**
- online relationships, including keeping safe, **artificial intelligence (AI).**
- being safe (including NSPCC PANTS), consent.
- identity, respecting ourselves and others, and valuing difference, **celebrating diversity.**
- risks and keeping safe – **road, rail and water safety.**
- how to deal with an emergency/first aid - 999.**

## Year 6

The topics will be taught as part of the Relationships and Health and wellbeing core themes in PSHCEE and in Science.

The children will learn about: -

- revising the names of body parts using agreed words.
- recap on how the body changes physically during puberty and how to look after themselves.
- feelings and emotions (especially during puberty).
- change and becoming independent.
- families (and how they can be different) and people who care for me.
- caring and respectful relationships, including committed relationships, friendships, **anti-bullying.**
- online relationships, including keeping safe, **image sharing, artificial intelligence (AI).**

-being safe (including NSPCC PANTS), consent, **personal boundaries.**

-identity, respecting ourselves and others, and valuing difference.

**-risks and keeping safe – road, rail and water safety.**

**-how to deal with an emergency/first aid - 999.**

## **9. Sex education**

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

Primary schools are free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At Avalon, we do not teach pupils sex education beyond what is required of the science curriculum. **This decision was taken in consultation with parents and staff.**

## **10. Delivery of the curriculum**

The relationships and health curriculum will be delivered as part of our PSHE curriculum.

The school will ensure that keeping children safe and preventative education remain at the heart of PSHE subjects.

Through effective organisation and delivery of the subject, the school will ensure that:

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

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional development. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, taking into account their religious backgrounds, their developmental stages and any additional needs, such as SEND. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

Relationship Education is delivered mainly during the Spring Term although aspects will also appear in the curriculum in the themes of Health and Wellbeing (Autumn term) and Living in the Wider World (Summer term) as part of a spiral programme of study, from Reception to year 6. RHE is delivered by teaching staff (usually Form Teachers) during PSHCEE lessons in all year groups. The programme for Year 5 and 6 will include the emotional and physical changes the body goes through during puberty and personal hygiene.

## **11. Opportunities to teach safeguarding**

Further to the prescribed curriculum for RHE, teaching will focus on safeguarding and preventative education

The school will ensure that, as part of relationships education, pupils are taught about how to keep themselves and others safe, including online.

Education will be tailored to the specific needs and vulnerabilities of individual pupils whilst taking account of pupils who may be victims of abuse and pupils who have SEND.

The teaching of safeguarding and preventative education will be fully inclusive and developed to be age and stage of development appropriate.

### **Curriculum organisation**

Pupils will receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression. The RHE programme is delivered through a variety of opportunities including:

- Designated PSHE time as part of a spiral curriculum
- Circle time
- Use of external agencies and/or services
- School ethos
- Small group work
- Cross curricular links
- Assemblies
- Enrichment days and weeks

### **Terminology**

In recognition of the fact that the use of code names for body parts can facilitate the normalisation of child sexual abuse, teaching staff will use and teach pupils the anatomically correct names for body parts. (See agreed word banks in Appendix 1)

### **Dealing with difficult questions**

The school will support teaching staff to feel comfortable to answer questions from pupils, by providing regular training in how to deliver the RHE programme, including sessions on confidentiality, setting ground rules, handling controversial issues, responding to 'awkward' questions and an introduction to the rationale of why teaching RHE is so important. The school will encourage teaching staff to refer questions they do not feel are appropriate for the age or stage of the child/ren being taught, to the RHE subject leader, Headteacher and to parents for further support in regard to handling the question(s) asked.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the school's Child Protection and Safeguarding Policy.

The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

### **Assessment**

We have the same high expectations of the quality of pupils' work in the subject of RHE as for other curriculum areas. We ensure that our strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress. Lessons will be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teachers will use assessment strategies to identify where pupils need extra support or intervention and make use of usual formative assessment approaches such as questioning, discussions and self-evaluations to capture progress.

## **12. Working with external experts**

The school may invite guest speakers into school to talk on issues related to RHE, e.g. an expert or experienced health professional who can challenge pupil's perceptions. 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 vetted prior to lesson delivery.

## **13. Equality and accessibility**

The school understands its responsibilities in relation to the Equality Act 2010; specifically, that it must not unlawfully discriminate against any pupil based on their protected characteristics.

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that RHE programme is inclusive, and caters to the needs, of pupils with SEND or other support needs, such as those with SEMH (social, emotional and mental health) needs.

Teachers will understand that they may need to adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other support needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful child to child communication and behaviour between all pupils, the school implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy.

## 14. Curriculum links

The school seeks opportunities to draw links between RHE and other curriculum subjects wherever possible to enhance pupils' learning. RHE will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

## 15. Withdrawing from the subject

RHE is statutory at primary and parents do not have the right to withdraw their child from the subjects.

## 16. Behaviour

The school aims to foster a culture based on mutual respect and understanding for one another, and as such, has a zero-tolerance approach to bullying. Any bullying incidents caused as a result of the RHE programme, will be dealt with as seriously as other bullying incidents within the school. These incidents will be dealt with following the processes in our Behaviour Policy and Anti-bullying Policy.

The headteacher will decide whether it is appropriate to notify the police of the action taken against a pupil.

The school maintains a zero-tolerance approach to abuse, particularly sexual violence and sexual harassment, and staff should never dismiss or 'downplay' such behaviour by referring to it as 'just banter,' 'just having a laugh,' 'part of growing up,' or 'boys being boys.' Dismissing such behaviour risks fostering a culture of unacceptable actions, creating an unsafe environment for children, and normalising abuse, which can prevent children from coming forward to report incidents.

## **17. Staff training**

All staff members at the school will undergo training to ensure they are up to date with the RHE programme and associated issues.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, which may need to be addressed in relation to the programme.

## **18. Confidentiality**

The school will aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's Child Protection and Safeguarding Policy will be followed.

Pupils will be informed prior to delivery of RHE lessons that confidentiality will remain unless school staff feel that a child is at risk of harm. This information will need to be passed on to the DSL (Designated Safeguarding Lead) and the pupils will be informed of the procedure. Staff who breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's Disciplinary Policy and Procedure.

## **19. Quality of education**

The PSHE subject leader is responsible for monitoring the quality of teaching and learning for the RHE curriculum programme. The RHE subject leader will also work regularly and consistently with the headteacher and Board of Governors, to evaluate the effectiveness of the curriculum and implement any changes.

## **20. Monitoring and review**

The governing board is responsible for approving this policy.

This policy will be reviewed on an annual basis by the PSHCE subject leader and headteacher. This policy will also be reviewed in light of any changes to statutory guidance; feedback from parents, staff or pupils; and issues in the school or local area that may need addressing.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

## **APPENDIX1:**

### **Key Vocabulary**

**(This is not an exhaustive list but contains agreed key vocabulary to be used in each year group and those referenced by the PSHE Association lesson plans and resources)**

Reception: Child led language

Year 1&Year 2: family, touch, male, female, penis, testicles, vagina, vulva, genitals, boy, girl, similar, different, nipple, bottom / buttocks, stereotypes, private parts, permission, fostering, adoption, identity, lifecycle.

Year 3: stereotypes, similar, different, male, female, private parts, penis, testicles, vagina, vulva, genitals, nipple, bottom / buttocks, fostering, adoption, relationship, consent, identity.

Year 4: fostering, adoption, stereotypes, puberty, physical changes, genitals, penis, testicles, vagina, vulva, breasts, sperm, nipple, bottom/ buttocks, feelings, egg, pubic hair, emotions, consent, sex hormones (testosterone, progesterone, and oestrogen), identity.

Year 5 & 6: identity, stereotypes, puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, **period / menstrual products**, wet dreams, genitals, penis, testicles, scrotum, semen, sperm, erection, sweat, breasts, nipple, bottom / buttocks, vagina, vulva, spots, pubic hair, facial hair, underarm hair, sex hormones (testosterone, progesterone, and oestrogen), menopause, **consent**.