Relationships Education, Relationships and Sex Education & Health Education Policy

Shincliffe CE Primary School

Adopted: June 2026
Review: June 2028

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Primary Relationships, Sex Education & Health Education Policy Guidance

1. This policy was developed in response to:

- Children and Social Work Act (2017)
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education September 2026)
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education July 2025)
- Keeping children safe in education (KCSIE) (DfE, 2025). keeping-children-safe-in-education.
- Research commentary: teaching about sex, sexual orientation, and gender reassignment, (Chris Jones, Ofsted's Director, July 2021)
- Equality Act, 2010 and schools
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Special Educational Needs and Disability code of practice: 0-25 years, 2020
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Transforming Children and Young People's Mental Health Provision Green Paper (July 2018)
- Review of Sexual abuse in schools and colleges, Ofsted June 2021
- 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)

This policy should be read in conjunction with:

- Online safety Policy (see DCC template)
- Anti-bullying/Behaviour Policy
- Safeguarding Policy (including child sexual exploitation and harmful sexualised behaviours) See DCC template.
- Equality and Inclusion Policy
- PSHE Policy (including the Physical and Mental Wellbeing requirements of the statutory guidance and the wider non statutory elements)
- Personal Development (strong links must be evident with all PD areas)
- Promoting Mental Health and Resilience Policy
- Drugs and Alcohol Policy

The seven guiding principles for relationships, sex and health education from the statutory guidance help us form the high quality RSHE provision in this school.

As a school we keep the following key principles in mind:

A. Engagement with pupils.
B. Engagement and transparency with parents.
C. Positivity.
D. Careful sequencing.
E. Relevant and responsive.
F. Skilled delivery of participative education.
G. Whole school approach.

Further detail can be found in appendix two.

3. Our School Context, meeting the needs of the pupils, parents and the community

At Shincliffe CE Primary, we aim to provide a bespoke curriculum in which PSHE and citizenship are embedded. Our subject provision includes opportunities to develop pupils' spiritual, moral and social cultural development, whilst strongly upholding and promoting British Values. This in turn will enable all children to develop an understanding of the ever-changing world in which we live, develop the skills necessary to take an active role in their community and manage their lives effectively.

This policy sets out the framework for our relationships, sex and health curriculum providing clarity on how it is informed and delivered. In developing this policy, we have followed the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE) (Appendix 1)

School provides a broad and balanced curriculum, which is carefully planned to meet the needs of all the pupils. Safeguarding the pupils in our school is of the highest priority and we recognise that an RSHE curriculum may need to be responsive to emerging needs or immediate concerns. In such cases, the school will inform parents and carers.

4. School intent

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

- develop positive values and a moral framework that will guide their positive decisions, judgements, and behaviours.
- have the confidence and self-esteem to value themselves and others and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly, including respecting others and behaving responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations, including online sharing.

- understand, recognise and apply skills of seeking permission, refusal and consent.
- communicate and behave in a respectful manner towards people around them, contributing to a shared safe and inclusive environment/community to live.
- challenge discrimination and understand the importance of equality and respect.
- have sufficient information and skills to protect themselves in a variety of harmful situations including staying safe from exploitation.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

5. The engagement and consultation with relevant stakeholders:

Parents and carers

As a school we want to make sure we communicate with parents in an honest and accessible way to help our parent community understand the importance of RSHE for wellbeing and safety.
Here at Shincliffe CE Primary School we believe strongly in the role of parents in the development of their children's understanding about relationships. We will engage with parents to help make certain they understand the RSHE provision taught. We encourage parents to view resources and access the links provided on our school's website to support their child's learning and development at home, for example NSPCC links.

We understand the important role parents play in enhancing their children's understanding of relationships, sex and health. We also understand how important parents' views are in shaping the curriculum.

We work closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum through:

Questionnaires and surveys
Meetings
Newsletters and letters
Website

Consultation may also take place with the wider school community e.g. governing body, school nurse, Local Authority and Diocese.

Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

At Shincliffe CE Primary School we want to encourage our parents to be responsible for; -

- Supporting their children's personal, emotional and physical development alongside the support we offer as a school.
- Ensuring that they are aware of curriculum content and when topics will be covered in school by accessing the information provided. We aim to support all our parents and carers to engage in the process.
- Completing school surveys and attending parent sessions when invited.
- Foster an open and supportive home environment where pupils can engage, discuss and continue to learn about topics which have been taught in school.
- Contact school if additional support is needed to access school materials, information or policy documentation.

Parent RSHE meeting

As part of the engagement process all parents will have the opportunity at Parent Consultations to:

- To view, develop and review the RSHE policy
- 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
- discuss what sex education is taught in years 5 and/or 6 and the benefits of teaching this. (See section on sex education and rights of withdrawal)
- gain information about talking to your child at home, including useful sources of information.

Openness with parents and carers and RSHE materials

Copyright law and RSHE materials

Parents must agree, as a condition of access, that the curriculum/resource 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 content/resource or share it further except as authorised under copyright law.

Any parent, teacher or pupil wishing to provide feedback about the curriculum will be able to do so at any time during the academic year.

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; this may be within assessment for learning pedagogical approaches in our teaching, and in ensuring pupil voice forms part of our decisions on the timeliness of including particular subject content and the way in which it is taught.

6. Define your RSHE Programme

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

Relationships Education is the building blocks of healthy, respectful relationships, focusing on family and friendships, including online. It gives children and young people the essential skills to build positive, enjoyable, and non-exploitative relationships. Relationship Education supports

children at the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves safe.

Primary relationships education is a protective and preventative curriculum that equips children with skills and knowledge to keep themselves and others safe, and to recognise and report risks and abuse, including online abuse. This is delivered by focusing on boundaries, privacy, and children's 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 and young people 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.

All curriculum content is delivered in a sequenced and accumulative way across the primary phase and in a way that does not cause unreasonable alarm or appear to normalise risky behaviours or activities. As a school, we must respond to a need or concern that is affecting our pupils, we will inform parents and carers in advance if any content we intend to deliver, deviates from the previously planned curriculum. The intended taught lesson content (reasoning if appropriate) and relevant teaching materials will be shared on request. Teaching will be age appropriate and respectful of all children. All curriculum content will be informed by the statutory RSHE guidance (DfE) and timeliness of delivery of such content, based on safeguarding the children in our school. All RSHE content is carefully planned to ensure that learning is age-appropriate, developmentally appropriate and responsive to the needs of our pupils. Decisions about when topics are introduced are informed by statutory guidance, pupils' maturity, safeguarding considerations, local context and consultation with parents where appropriate.

Teaching builds progressively on prior learning, allowing pupils to develop knowledge, skills and understanding in a carefully sequenced curriculum.

Statutory guidance primary relationships education topic areas are:

- Families and people that care about them
- Caring friendships
- Respectful kind relationships
- Being safe

Online safety and awareness

Teaching will include discussion of emerging online risks, including manipulated images, deepfake technology, online impersonation, algorithm-driven content, online influencers and persuasive digital content. Pupils will learn strategies to question information critically, recognise potentially harmful online influences and seek support where necessary.

Artificial Intelligence (AI) and Digitally Generated Content

As digital technology continues to develop, pupils will be taught about the opportunities and risks associated with artificial intelligence (AI) and digitally generated content. Teaching will be age-appropriate and support pupils to:

- recognise that images, videos, voices and online conversations may be generated or manipulated using AI;
- understand that not everything seen or shared online is genuine or trustworthy;

- develop critical thinking skills when using digital technology and online information;
- understand how AI-generated content can be used positively as well as the potential risks associated with misinformation, scams, deepfakes and inappropriate content;
- know what to do if they encounter upsetting or inappropriate AI-generated material online and how to report concerns to a trusted adult.

For further information please see the programme of study document attached in the appendix or on the school website.

Health Education – Health and Mental Wellbeing

The focus of Health and Mental Wellbeing in primary should be on teaching the characteristics of good physical health and mental wellbeing. It should enable pupils to see the strong links between physical and mental health, for them to make healthy choices and decisions and encourage openness around mental health, reducing stigma. It should support pupils to recognise when things are not right in their own health or the health of others and to seek support when needed.

As part of RSHE 'Developing bodies' will be delivered as part of the statutory 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. (**parts referenced in the RSHE statutory guidance).*
- 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 with requests for period products.

To view all the Heath Education content, please see the information at the end of the policy.

7. 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 will 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 of 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

The DfE recommends that *all* primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

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.

At Shincliffe CE Primary school we want to ensure that both boys and girls are prepared for the changes that adolescence brings and, drawing on knowledge of the human life cycle set out in the National Curriculum for Science, how a baby is conceived and born. The School Nurse will support our teachers to deliver our sex education content in Year 6 in the Summer Term.

Parents are consulted on the organisation and delivery of our sex education curriculum and are given the opportunity to feedback on what should be taught through sex education.

The age and development of pupils is always considered when delivering sex education.

All staff will use scientifically correct vocabulary to avoid misunderstandings and ambiguity. The words which will be used are: penis, vagina, testicle, scrotum, breasts and pubic hair.

A summary of the content that is currently taught is outlined in the appendix.

Further advice about parents 'right to request withdrawal' from sex education, can be found below.

Right to be excused from non-statutory sex Education

Right to be withdrawn does not include any statutory relationships and health education content, nor can pupils be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

Please see the attached form at the back of this policy to complete a request to withdraw your child from non-statutory sex education.

Parents and carers will have an opportunity to discuss their withdrawal request with the headteacher, this may include discussing if their child is to be withdrawn from all parts or just some of the content. The school will discuss how withdrawing their child may impact their child's understanding, and school-parent conversation should include discussing the benefits and the possible detrimental effects of withdrawal, along with offering support or signposting to resources that aid parents to discuss some content with their child at home (if a parent wishes this).

Alternative arrangements and purposeful education will be arranged for a withdrawn pupil. 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 information.

8. Whole school approach to wellbeing and positive relationships

Schools have freedom to implement the DfE's RSHE guidance in the context of a broad and balanced curriculum and in a way that best supports pupils' wellbeing, safety, personal and educational positive outcomes. All RSHE and the key topics of Mental Health and Wellbeing sit within the wider programme of Personal Development and Wellbeing and key links should be made

to the other key areas in a school curriculum and other relevant policies, such as the PSHE education policy.

Contact with feeder schools is advised to ensure continuity in transition (primary to secondary) through a spiral curriculum.

Pupils with special educational needs and disabilities (SEND)

In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching of RSHE to meet the specific needs of pupils at different development stages. Teaching will be sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Our aim is to make sure the curriculum is accessible to all pupils in school. See the inclusion section for further information.

9. Principles and Values for RSHE

RSHE is an integral part of personal development and lifelong learning, and it is an entitlement for all pupils in our care.

In addition, Shincliffe CE Primary School believes that RSHE should:

- be an integral part of the lifelong learning process, beginning in early childhood and to continue into adult life.
- be an entitlement for all pupils in our care.
- allow children to explore, consider, and gain an understanding of moral dilemmas.
- enable them to make informed and ethical decisions about their wellbeing, health, and relationships.
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge, and openness.
- celebrate 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.
- promote love, respect, kindness, generosity, and caring for one another and respect the environment in which we live.
- encourage pupils and staff to share and listen to each other's views and the right to hold/express views.
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- teach the importance of boundaries/consent and giving, in relationships including online with friends, peers and adults.
- prevent harms by helping young people understand and identify when things are not right.

RSHE has three main elements that contribute to personal development and wellbeing by helping pupils to.

Attitudes and Values

- learning the importance of values, individual conscience, and moral choices.
- learning the value and valuing family life, stable and loving relationships, marriage, and civil partnerships.

- learning about the nurture of children.
- learning the value of and demonstrating respect, kindness, love, and care.
- exploring, considering, and understanding moral dilemmas.
- developing skills including negotiation and decision making.
- the importance of boundaries/consent and giving, in relationships including online with friends, peers and adults.
- challenging myths, misconceptions, false news, false assumptions about normal behaviour.

Personal and Social Skills

- learning to manage a range of emotions within relationships confidently and sensitively, including off and online.
- developing positive self-esteem and confidence.
- developing and demonstrating self-respect and empathy for others.
- making informed choices with an absence of prejudice and discrimination
- pupils show respect for those who share the protected characteristics.
- understand bullying, and that this can include the use of derogatory terms relating to sex, race, disability, or sexual orientation.
- developing an appreciation of the consequences of choices made.
- managing conflict resolution, with families, people they care for and are for them and friendships.
- empower pupils with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their family, with their peers, with adults and interactions online.
- how to report concerns, risks or abuse, including *'child on child' abuse, and have the skills, confidence and the vocabulary needed to do so.
- empower them with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their family, peers, adults, and interactions online.
- learning to actively seek, ask and recognise consent from others.
- Developing 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).
- know that you should be respectful in online interactions.
- know 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.
- Recognise the powerful influence of social media and develop critical thinking skills to manage their online presence.

Knowledge and Understanding

- Understand that being a victim of abuse is never the fault of the child.
- 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.
- 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. (**parts referenced in the RSHE statutory guidance).* Pupils will gain an 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.
- learning about 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, and to prevent harms.

10. Roles and Responsibilities

The policy was produced by Mr Philip Rumbles through consultation with Daniela Slanickova and the governing body on June 25th 2026

Responsibilities of the Governor body are in ensuring all pupils make progress in achieving the expected educational outcome. Teaching is accessible to all pupils with SEND curriculum content and teaching materials align to the statutory RSHE 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 education.
- teaching staff have access to quality assured training and professional development associated with RSHE.
- the subject has a raised profile and is connected to safeguarding of children.
- all staff are up to date with policy changes, and are familiar with school practise, policy and guidance relating to RSHE.

The role of the Headteacher

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 schools.
- 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.
- Discuss and review requests from parents to withdraw their children from non-statutory sex education teaching.
- Seek quality assurance of curriculum material/resources/any external agencies/CPD provider used.
- 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.
- Ensure 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).

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

All staff members will receive appropriate training to ensure they are up-to-date with the relationship, sex and health education programme and any associated issues.

Members of staff responsible for teaching the subjects will undergo further training to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments.

This will enable teaching to support pupils with:

- 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 subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets the DfE statutory requirements in relation to the relationships, [sex], and health education curriculum.
- Ensuring the relationships, sex and health education curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex, and health education 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.

11. Organisation, content and delivery of RSHE

The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school's PSHE curriculum.

Our PSHE curriculum intent states that our aim is to enable our children to become safe, healthy, independent and responsible members of society who appreciate and respect difference and diversity. We promote active participation within our democratic society and encourage children to think of themselves as global citizens.

The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2026) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance

The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole school community.

The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' wider needs and we have consulted with parents, governors, pupils and staff on the development of this policy.

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 Head Teacher.

When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

An overview of Relationships Education and what pupils will know by the end of primary school is at Appendix 2. An overview of Health Education and what pupils will know by the end of primary school is at Appendix 3.

A summary of the content that will be taught during each Year Group is outlined at Appendix 4.

Shincliffe CE Primary School specifically delivers RSHE through its PSHE Programme, RE and Science lessons at foundation stage, KS1 and KS2. Much of the RSHE at Shincliffe CE Primary

School takes place within PSHE Education lessons. Teachers deliver the PSHE curriculum with support from professionals where appropriate.

We seek to draw links between relationships, sex and health education and other curriculum subjects wherever possible. Relationships, sex and health education 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. Pupils learn about reproduction of various plants and animals. Pupils explore keeping healthy, including the importance of eating a balanced diet, looking after our teeth, and the effect of exercise on our bodies.

Computing – pupils learn about online-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.

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, in the local context and wider community

Safeguarding children must always be a priority.

A classroom agreement is used by all staff in all classrooms, agreed and created to best support healthy and positive conversation and learning opportunity.

RSHE lessons may contain content that pupils will find sensitive. Before embarking on these lessons, a group/classroom agreement are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age-appropriate level and within the group/classroom agreement established at the start of the sessions. 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. It is important to remember that when a child's question(s) go unanswered, they may turn to inappropriate sources of information and therefore teachers should aim to ensure pupils voices are heard appropriately.

More expert or specialist teachers and other professionals may support staff that are uncomfortable with teaching certain aspects of the RSHE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the RSHE curriculum programme.

At Shincliffe CE Primary School all staff will use scientifically correct vocabulary to avoid misunderstandings and ambiguity. The words which will be used are penis, vulva, vagina, testicles, scrotum, nipples, breasts, and pubic hair all in an age and stage appropriate way. The correct terms help children to report abuse. Using the correct terms for the parts of the bodies strengthens our school approach to safeguarding children and links directly to RSHE guidance.

Managing difficult or sensitive questions

Pupils may ask questions about topics which go beyond any sex education covered by the school or related to sex education from which they have been withdrawn. The priority is to always make sure the child is safe and feels supported and heard. The 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, 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).

Open and positive school culture

A school has a responsibility to help create and nurture an open and positive school culture. It is vital this is reflected in our teaching and across whole school life to ensure our children experience positive healthy relationships with their peers and all school staff. We recognise the importance of modelling appropriate language and respectful behaviour and how this contributes to a safe inclusive, environment for all with a consideration for those with a protected characteristic.

Inclusive curriculum and delivery of RSHE

At Shincliffe 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 Shincliffe CE Primary School 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 in order to create a safe space for discussion of a particular topic. Or we may identify a smaller group of pupils who would benefit from further support or information delivered separately. All pupils will receive the same information, and lessons delivery and adaptive teaching will be monitored and assessed to allow us to review practice and to continue to meet the needs of all our pupils.

12. Addressing child on child abuse/sexual harassment and violence and RSHE

Preventing sexual violence and abusive behaviour begins with ensuring pupils are well informed and that RSHE curriculum is taught in primary school. Relationships education has an important role in supporting young people to develop the skills they need to build healthy relationships and grow into kind and respectful adults.

Our school recognises that children are vulnerable to and capable of abusing other children and young people, including sexually, and we understand the complex, adverse effects of domestic abuse on children. 'Child to child' abuse will not be tolerated or passed off as part of 'banter' or 'growing up. Please see our **Safeguarding Policy and Part five of the KCSIE 2025**. This school is committed to taking a proactive and preventative approach to all forms of abuse in schools and protect pupils from serious harm – both in and outside the home.

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.

Teaching staff will maintain an attitude ‘it could happen here.’ Staff in school have an important role in modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes.

In an age and stage appropriate way, topics include, but are not limited to, consent and permission seeking (both on and offline), safe touch and privacy, respectful, healthy relationships and appropriate language, communication and behaviour. The content is covered through a spiral curriculum. Our school recognises the key links between these important topic areas and supporting our children to gain the skills and confidence to say no, speak up and report abuse.

Keeping children safe in education 2026

13. Fostering inclusion and valuing diversity

Schools are required to comply with relevant requirements of the Equality Act 2010, including the Public Sector Equality Duty (PSED), when teaching RSHE. Schools must ensure topics in RSHE are taught in a way which does not discriminate against pupils or amount to harassment.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

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, the interactions and relationships within our school must all be considered for a true inclusive environment. Please see our Equality policy for further information.

Schools must also make reasonable adjustments to alleviate disadvantage and make sure the RSHE content will be made accessible to all pupils, including those with SEND and a caring role.

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 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.

Faith schools.

Schools with a religious character may teach their distinctive faith perspective on relationships, and balanced debate may take place about issues that are contentious. For example, the school may wish to reflect on faith teachings about certain topics as well as how their faith institutions may support people in matters of relationships and sex. Schools should be clear when they are delivering content that reflects religious belief. We encourage parents /carers to discuss any concerns with the headteacher.

Lesbian, Gay, Bisexual and Transgender (LGBT)

Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, under which sex, sexual orientation and gender reassignment are amongst the protected characteristics.

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. The point in which as a school we teach pupils about LGBT, the content is fully integrated into the curriculum and within the context of teaching about different types of healthy loving families.

Pupils are taught to understand protected characteristics age appropriately. No one is treated in any way less favourably on the grounds of, gender reassignment, sexual orientation or sex.

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.

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

14. Safeguarding reports of abuse and confidentiality

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

It is made clear to pupils that all adults in school cannot guarantee absolute confidentiality. When forming the class/group agreement pupils are informed and it will be reinforced to make sure all pupils understand.

It is equally important that staff adopt safeguarding-disclosure procedure and that children understand how confidentiality will be handled in a lesson and what might happen if they do disclose anything of concern in a discussion or anything shared directly with a teacher, about themselves or a peer. Pupils should also understand where they can report any concerns/worries and seek help, including to external services if they do not feel comfortable talking to school staff.

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.

A child under thirteen is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under thirteen is very serious

and should be taken to indicate a risk of significant harm to the child. Cases involving under thirteens should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of thirteen is classed as rape. Therefore, in all cases where the sexually active young person is under thirteen, a referral should be made to First Contact, naming the young person, and the sexual partner if known. Following this, a Strategy meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under thirteens should be fully documented and reported.

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, and in line with school policy. 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 Durham Safeguarding Children's Partnership procedures https://durham-scp.org.uk

15. 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 all 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.

16. Monitoring and Evaluation of RSHE

Engagement with pupils and assessment

Assessment is carried out where appropriate, for example, at the start of a unit of work/content to gather the baseline knowledge of pupils and at the end of every module/unit to assess pupil progress. This may involve teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes. As a school we will monitor pupil progress and the impact of our curriculum throughout the delivery of the RSHE, through assessment for learning quality approaches to our delivery and through careful observation of pupil behaviour, attitudes, and relationships in and across all school life.

Example:

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

It is the responsibility of the Head Teacher/ Leadership Team to oversee and organise the monitoring and evaluation of the statutory RSHE curriculum in the context of the overall school plans for monitoring the quality of teaching and learning. The RSHE programme will be treated as a subject and will be involved in a yearly monitoring and evaluation exercise led by the Leadership Team.

The RSHE Lead will review all teaching materials annually to ensure they remain:

- factually accurate;
- age and stage appropriate;
- evidence informed;
- inclusive;
- compliant with current statutory guidance;
- appropriate for the needs of our pupils and school community.

Resources from external providers will be quality assured before use and reviewed regularly to ensure they continue to meet these standards.

The Governing body is responsible for overseeing, reviewing, and organising the revision of the RSHE policy and curriculum.

Appendices:

1. To add and update an outline of the curriculum and information about how to access the quality assured resource samples - A request for more detailed information can be requested from parents and carers.

An accessible form for parents to complete to submit a request to withdraw their child from non-statutory sex education, this should be sent to the headteacher.

A list of the external agencies that you use or plan to use.

A list of sources of information for parents and carers to talk to their children at home, further information will be shared via the parent portal.

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

2. The 7 Guiding principles for relationships, sex and health education

Our school policy and practice is planned, assessed, monitored and developed with the 7 Guiding principles for relationships, sex and health education as the key principles:

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. 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.

Appendix 1

A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)[1]

At Shincliffe CE Primary School we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

[1] RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

1. **To work in partnership with parents and carers**. This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.

2. **That RSHE will be delivered professionally and as an identifiable part of PSHE**. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.

3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act[2] and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms**. It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development**. It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.

6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights**. It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.

7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.

8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

[2] The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

Appendix 2

Relationships education overview

Families and people who care for me

By the end of primary school, pupils will know:

1. That families are important for them growing up because they can give love, security and stability.
2. 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.
3. 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.
4. 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.
5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

By the end of primary school, pupils will know:

7. How important friendships are in making us feel happy and secure, and how people choose and make friends.
8. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
9. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
10. 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.
11. How to recognise who to trust and who not to trust.
12. How to judge when a friendship is making them feel unhappy or uncomfortable.
13. How to manage conflict.
14. 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:

15. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
16. Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
17. The conventions of courtesy and manners.
18. The importance of self-respect and how this links to their own happiness.
19. 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.
20. 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.
21. What a stereotype is, and how they can be unfair, negative or destructive.
22. The importance of permission-seeking and giving in relationships with friends, peers and adults.
23. Pupils will learn to recognise and challenge harmful stereotypes, prejudice and discriminatory attitudes, including those promoted through online platforms and social media. Teaching will help pupils

recognise respectful behaviour, understand that everyone should be treated with dignity and challenge harmful attitudes that may promote discrimination, misogyny, coercion or unhealthy relationships.

Online relationships

By the end of primary school, pupils will know:

24. That people sometimes behave differently online, including pretending to be someone they are not.
25. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
26. The rules and principles for keeping safe online.
27. How to recognise harmful content and contact online, and how to report these.
28. How to critically consider their online friendships and sources of information.
29. The risks associated with people they have never met.
30. How information and data is shared and used online.
31. Upper Key Stage 2 pupils will receive age-appropriate teaching to help them understand that some online content, including pornography, presents unrealistic and unhealthy representations of relationships and bodies. Pupils will be taught that accidental exposure can occur online, that it is never their fault and that they should report any concerning material immediately to a trusted adult.

Being safe

By the end of primary school, pupils will know:

32. What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
33. About the concept of privacy and the implications of it for both children and adults.
34. That it is not always right to keep secrets if they relate to being safe.
35. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
36. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
37. How to recognise and report feelings of being unsafe or feeling bad about any adult.
38. How to ask for advice or help for themselves and others, and to keep trying until they are heard.
39. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
40. Where to seek advice, for example, from their family, their school and other sources.

Appendix 3

Health education overview

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

Mental wellbeing

By the end of primary school pupils will know:

1. That mental wellbeing is a normal part of daily life, in the same way as physical health.
2. That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
3. The scale of emotions that humans experience in response to different experiences and situations.
4. 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.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
7. Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
8. How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
9. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
10. 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.
11. 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.

Internet safety and harms

By the end of primary school, pupils will know:

12. That for most people, the internet is an integral part of life and has many benefits.
13. About the benefits of rationing time spent online.
14. The risks of excessive time spent on electronic devices.
15. The impact of positive and negative content online on their own and others' mental and physical wellbeing.
16. How to consider the effect of their online actions on others.
17. How to recognise and display respectful behaviour online.
18. The importance of keeping personal information private.
19. Why social media, some computer games and online gaming, for example, are age-restricted.
20. 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.
21. How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.
22. Where and how to report concerns and get support with issues online.

Physical health and fitness

By the end of primary school, pupils will know:

23. The characteristics and mental and physical benefits of an active lifestyle.
24. 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.
25. The risks associated with an inactive lifestyle, including obesity.

26. 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:

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

Drugs alcohol and tobacco

By the end of primary school, pupils will know:

30. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

By the end of primary school, pupils will know:

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

Basic first aid

By the end of primary school, pupils will know:

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

Changing adolescent body

By the end of primary school, pupils will know:

39. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
40. About menstrual wellbeing and key facts relating to the menstrual cycle.

Appendix 4

Ground Rules for Relationships and Sex Education (RSE)

To ensure that all children feel safe, respected and able to participate confidently in Relationships and Sex Education lessons, the following ground rules will be agreed with pupils at the start of each unit and revisited throughout teaching.

We agree to:

- Listen respectfully to everyone without interrupting.
- Respect that everyone has different families, experiences, beliefs and opinions.
- Use correct scientific vocabulary where appropriate.
- Be kind and considerate when responding to others.
- Recognise that questions are welcome and that everyone learns at different rates.
- Understand that no question is "silly", although some questions may be better answered privately.
- Respect everyone's right to pass if they do not wish to contribute to a discussion.
- Maintain confidentiality by not sharing personal information about ourselves or others during lessons.
- Avoid naming or discussing specific people when asking questions or giving examples.
- Understand that teachers cannot promise confidentiality if a child shares information that suggests they or someone else may be at risk of harm. In these circumstances, safeguarding procedures will be followed in line with the school's Child Protection and Safeguarding Policy.

Asking Questions

Children are encouraged to ask questions throughout RSE lessons.

Questions may be asked:

- verbally during lessons;
- anonymously using a question box; or
- in writing if pupils prefer.

Teachers will answer questions honestly, factually and in an age-appropriate way. Occasionally, a teacher may explain that a question is more appropriate for discussion with a parent or carer, or that it will be answered at a later point in the curriculum.

Questions that are unrelated to the planned learning or inappropriate for the age group will be managed sensitively while maintaining a respectful learning environment.

Creating an Inclusive Learning Environment

Our RSE lessons are inclusive and reflect the diversity of modern Britain. Teaching recognises that families, cultures, faiths and life experiences differ. Every child will feel valued, included and respected regardless of their background, protected characteristics, family structure, religion or belief, disability, sex or gender.

Teaching will promote:

- kindness and empathy;
- respect for difference;
- equality of opportunity;
- healthy friendships and relationships;
- personal safety;
- dignity and mutual respect.

Safeguarding

RSE may occasionally lead to disclosures that indicate a child is at risk of harm. If this happens, staff will respond in accordance with the school's safeguarding procedures. Children will be reminded that adults in school are there to help keep them safe and that information cannot be kept secret if someone is being harmed or is at risk of harm.

Establishing the Learning Environment

At the beginning of each unit, teachers will work with pupils to establish or revisit these ground rules. This helps to create a classroom climate where children feel safe to ask questions, challenge stereotypes respectfully, and develop the knowledge and skills needed to build healthy, respectful relationships now and in the future.

Year	Health and Wellbeing - Autumn	Relationships - Spring	Living in the Wider World - Summer
Reception	• The importance of and how to maintain personal hygiene. • About growing and changing and new opportunities and responsibilities that increasing independence may bring. • To recognise that they share a responsibility for keeping themselves and other safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'. • The names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls. • What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy. • To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).	• To identify their special people (family, friends, carers), and what makes them special and how special people should care for one another. • To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). • To recognise how their behaviour affects other people. • The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.	• That people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed). • That they belong to various groups and communities such as family and school. • To help construct, and agree to follow, group and class rules and to understand how these rules help them. • How to contribute to the life of the classroom.
Year 1	• About the process of growing from young to old and how people's needs change. • About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them. • Rules for and ways of keeping safe on the roads • Introduction to mental health. About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings. • What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.	• To communicate their feelings to others, to recognise how others show feelings and how to respond. • To identify and respect the differences and similarities between people. • To recognise what is fair and unfair, kind and unkind, what is right and wrong. • To recognise and challenge stereotypes	• What improves and harms their local, natural and built environments and about some of the ways people look after them. • To explore the positive and negative impact of our actions on the planet • To explore to value of democracy

	• Know how to make a clear and efficient call to emergency services if necessary • To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).		
Year 2	• How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others. • That household products, including medicines, can be harmful if not used properly. • To recognise what they like and dislike, how to make real informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. • What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy. • To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).	• That there are different types of teasing and bullying, that these are wrong and unacceptable. • That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). • How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help. • To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.	• About the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices. • That money comes from different sources and can be used for different purposes, including the concepts of spending and saving. • To explore the value of rule of law
Year 3	• To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet. (Covered in Science lessons in Spring1) • That bacteria and viruses can affect health and that following simple routines can reduce their spread. • School rules about health and safety, basic emergency aid procedures, where and how to get help. • The importance of protecting personal information, including passwords, addresses and images of themselves and others. • Know how to make a clear and efficient call to emergency services if necessary • To explore and use the 'zones of regulation'	• To recognise and respond appropriately to a wider range of feelings in others. • The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret.' • To recognise what constitutes a positive, healthy relationship. • That their actions affect themselves and others. • To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. • How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).	• To think about the lives of people living in other places, and people with different values and customs. • That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. • To explore the value of individual liberty

Year 4	• What is meant by the term 'habit' and why habits can be hard to change. • To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this an opportunity to build resilience. • To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. • To explore and use the 'zones of regulation'	• To recognise and challenge stereotypes. • To recognise and manage 'dares'. • That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment. • That marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves. • That two people who love and care for one another, can be in a committed relationship and not be married and in a civil partnership. • That forcing anyone to marry is a crime; that support is available to protect and prevent people being forced into marriage and to know how to get support for themselves or others.	• About the role money plays in their own and others' lives • To explore budgeting – looking at the differences between needs and wants. • To explore the causes and effects of climate change • To explore the value of mutual respect
Year 5	• Which, why and how, commonly available substances and drugs (including alcohol, tobacco and energy drinks) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others. • What positively and negatively affects their physical, mental and emotional health (including the media). • To use basic first aid procedures • Know how to make a clear and efficient call to emergency services if necessary • About menstrual wellbeing including the key facts about the menstrual cycle • To explore and use the 'zones of regulation'	• To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view. • To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even	• To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT). • How to manage their money and about being a critical consumer • To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. • To understand that their basic human rights shared by all peoples in all societies and that children have their own special rights set out in their United Nations declaration of the rights of the child. • That these universal rights are there to protect everyone and have primacy both over national law and family and community practices. • To explore the value of tolerance

		strengthened, and that resorting to violence is never right	
Year 6	• To recognise how their increasing independence brings increased responsibility to keep themselves and others safe. • How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle.' • How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. • About menstrual wellbeing including the key facts about the menstrual cycle • To explore and use the 'zones of regulation' • The facts and science relating to immunisation and vaccination. • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • How their body will and their emotions may change as they approach and move through puberty. COVERED IN SUMMER TERM • About human reproduction. COVERED IN SUMMER TERM • Rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults secrets.) COVERED BY SAFETY CAROUSEL SUMMER TERM	• To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language, 'trolling', how to respond and ask for help). • That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (see 'protected characteristics' in the Equality Act 2010). • To know where to seek advice or help and where and how to report concerns • To explore how relationships change as we get older (Secondary transition link)	• The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night, etc). • To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others. • To explore the concept of democracy and gain an understanding of the politics of the United Kingdom • To explore career aspirations • About enterprise and the skills that make someone 'enterprising'. (Virgin Money £5 project)

Appendix 5

Outline of Sex education

At Shincliffe CE Primary School, statutory Relationships Education, Health Education and the National Curriculum for Science are taught to all pupils. In addition, the school provides a small amount of non-statutory Sex Education in Year 6 to prepare pupils for the transition to secondary school. Parents have the right to request that their child be withdrawn from these non-statutory elements, in accordance with current statutory guidance (2026).

Year 6

Exploring the human life-cycle
The main external parts of the male and female bodies and their functions
Puberty and how it affects both males and females
How a baby is conceived and born