

Stanton St Quintin Primary
School



To Motivate Educate and Nurture

Langley Fitzurse C of E Primary
School



Amaze, Excite and Inspire

**Let us help each other to love others
and do good. Hebrews 10:24**

Stanton St Quintin Primary School

Langley Fitzurse Primary School

Relationships, Health and Sex Education Policy

Policy and Procedure: Relationship Health and Sex Education Policy

Date of Approval: September 2026

Review date: July 2029

Please note that the DfE's 'Relationships Education, Relationships and Sex Education, and Health Education in England' and The Relationships Education, Relationships and Sex Education and Health Education (England) Statutory Guidance 2025 will be statutory from 1 September 2026.

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Statement of intent

At Stanton St Quintin Primary and Langley Fitzurse Schools, 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 and health education, which must 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 to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered. This is in line with our schools' ethos' and respective school values.

1. Legal framework

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

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2025) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

1.2. This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Online Safety Policy

2. Roles and responsibilities

2.1. The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

2.2. The Executive Headteacher/Head of School is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.

- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy every three years.

2.3. The PSHE & RSE subject leader is responsible for:

- Overseeing the delivery of the subjects.
- 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 its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Executive Headteacher/Head of School.

2.4. The appropriate teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the PSHE & RSE subject leader to evaluate the quality of provision.

2.5. The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

3. Organisation of the curriculum

3.1. Every primary school is required to deliver statutory relationships education and health education.

3.2. For the purpose of this policy, "**relationships education**" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

3.3. For the purpose of this policy, "**sex education**" is defined as teaching year five and six pupils about conception and birth. Parents have the right to withdraw their child from the teaching of sex education.

3.4. For the purpose of this policy, "**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.

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

3.6. The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2025) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance.

3.7. 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.

3.8. The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.

3.9. We consult with parents, pupils and staff in the following ways:

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

3.10. Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the Executive Headteacher/Head of School.
- Emailing admin@stanton-st-quintin.wilts.sch.uk
admin@langleyfitzurse.wilts.sch.uk
- Speak with class teachers
- Speaking with PSHE & RSE Subject Leader

3.11. The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.

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

4. Consultation with parents

4.1. The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum.

4.2. The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in [section 3](#) of this policy.

4.3. 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

4.4. 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.

4.5. Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

5. Relationships education overview by Key Stage

5.1. The school is free to determine, within the statutory curriculum content outlined in [section 5](#), what pupils are taught during each year group.

5.2. The school always considers the age and development of pupils when deciding what will be taught in each year group.

5.3. The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school. Information regarding areas of learning relating to each year group are shared in Termly newsletters to parents.

Families and people who care for me

5.4. By the end of KS1, 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 the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, are at the heart of safe and happy families and are important for children's security as they grow up.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

5.5. In addition to the above, by the end of KS2, pupils will know:

- That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

Caring friendships

5.6. 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.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
- 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.
- The characteristics of friendships that lead to happiness and security including mutual respect, honesty, trustworthiness, loyalty, kindness,

generosity, trust, sharing interests and experiences, and support with problems and difficulties.

- That most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened.
- How to manage conflict, and that resorting to violence is never right.
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

5.7. By the end of KS1, pupils will know:

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

5.8. In addition to the above, by the end of KS2, pupils will know:

- What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.

Online safety and awareness

5.9. By the end of primary school, pupils will know:

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

Being safe

5.10. By the end of primary school, pupils will know:

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

6. Health education overview by Key Stage

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

Mental wellbeing

6.2. By the end of primary school pupils will know:

- The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
- The importance of promoting general wellbeing and physical health.
- The range and scale of emotions, (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they may experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
- How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.

- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- That isolation and loneliness can affect children and the benefits of seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
- That change and loss, including bereavement (KS1 onwards), can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
- Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- That it is common to experience mental health problems and early support can help.

Wellbeing online

6.3. By the end of primary school, pupils will know:

- That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
- Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
- The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the impact of their online behaviour on others and how to recognise and display respectful behaviour online.
- Why social media, some apps, computer games and online gaming, including gambling sites, are age-restricted.
- The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
- How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.

- That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
- How to understand the information they find online, including from search engines, and know how information is selected and targeted.
- That they have rights in relation to sharing personal data, privacy and consent. Where and how to report concerns and get support with issues online.

Physical health and fitness

6.4. 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

6.5. By the end of primary school, pupils will know:

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

Drugs alcohol and tobacco

6.6. By the end KS2, pupils will know:

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

Health protection and prevention

6.7. 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 health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.
- 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. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety Curriculum

6.8. 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, including the water safety code.

Basic first aid

6.9. By the end of primary school, pupils will know:

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

Developing bodies

6.10. By the end of KS1, pupils will know:

- About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process in KS2.
- The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.

6.11. By the end of KS2, pupils will know:

The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

7. Sex education

- 7.1. Sex education is not compulsory in primary schools, but it is recommended that primaries 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.
- 7.2. 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.
- 7.3. The above areas of study are taught within Section 6.10 Health Education: Developing Bodies and are statutory.
- 7.4. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.
- 7.5. When referring to Sex Education at our schools, we are referring to the teaching of conception and birth.
- 7.6. At our schools, we do teach pupils sex education beyond what is required of the RSHE curriculum, in line with the Science Curriculum, to Year 5 and 6.
- 7.7. At our schools, we will consult parents about the content of anything that will be taught within sex education in accordance with [section 3](#) and [section 4](#) of this policy. This process will include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.

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

8. Delivery of the curriculum

8.1. In EYFS, the relationships, sex and health curriculum will be delivered as part of our PSHE and Science curriculum through lessons planned by the EYFS Leader as well as with Coram Life Education SCARF lesson plans, in line with Early Learning Goals and the EYFS curriculum. In KS1 and 2, the relationships, sex and health curriculum will be delivered as part of our PSHE and Science curriculum using Coram Life Education SCARF lesson plans and additional resources.

8.2. Through effective organisation and delivery of the subject, we 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.

8.3. The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.

8.4. Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

8.5. At the point we consider it appropriate to teach pupils about LGBTQ+, we will ensure that this content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson.

8.6. Pupils will be taught about LGBTQ+ as part of the Scarf programme of study. however, we will always consider the development and maturity of pupils before teaching this topic.

8.7. The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

8.8. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

8.9. Classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.

- 8.10. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 8.11. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.
- 8.12. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy.
- 8.13. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.
- 8.14. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.
- 8.15. The programme will be designed to focus on boys as much as girls, and activities will be planned to ensure both are actively involved, matching their different learning styles.
- 8.16. Teachers will focus on the importance of healthy relationships including marriage, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.
- 8.17. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
- 8.18. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- 8.19. Any resources or materials used to support learning will be formally assessed by the PSHE & RSE subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.
- 8.20. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.
- 8.21. At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

- 8.22. Whilst there are no formal examinations for the relationships, sex and health curriculum, the school will undertake informal assessments to determine pupil progress through lesson observations.

9. Working with external experts

- 9.1. External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.
- 9.2. The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum.
- 9.3. The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.
- 9.4. Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- 9.5. The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- 9.6. The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.
- 9.7. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

10. Equality and accessibility

- 10.1. The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:
- Age
 - Sex or sexual orientation
 - Race
 - Disability
 - Religion or belief
 - Gender reassignment
 - Pregnancy or maternity
 - Marriage or civil partnership
- 10.2. The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

- 10.3. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.
- 10.4. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.
- 10.5. 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. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.
- 10.6. 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.
- 10.7. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

11. Curriculum links

- 11.1. The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.
- 11.2. 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.
 - **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.

12. Withdrawing from the subjects

- 12.1. Relationships and health education are statutory at primary and parents **do not** have the right to withdraw their child from the subjects.
- 12.2. As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from the sex education curriculum. In line with SCARF's guidance on sex education, the part of the curriculum deemed as sex education is conception, which is covered in Upper KS2.
- 12.3. The Executive Headteacher/Head of School will automatically grant withdrawal requests in accordance with point 12.2; however, the Executive Headteacher/Head of School will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
- 12.4. The Executive Headteacher/Head of School will discuss with the parent, the benefits or receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.
- 12.5. The Executive Headteacher/Head of School will keep a record of the discussion between themselves, the pupil and the parent.
- 12.6. The Executive Headteacher/Head of School will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.
- 12.7. The parent will be informed in writing of the Executive Headteacher/Head of School's decision.
- 12.8. Where a pupil is withdrawn from sex education, the Executive Headteacher/Head of School will ensure that the pupil receives appropriate alternative education.

13. Behaviour

- 13.1. The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.
- 13.2. Any bullying incidents caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.

- 13.3. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises.
- 13.4. These incidents will be dealt with following the processes in our Behavioural Policy and Anti-Bullying Policy.
- 13.5. The Executive Headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

14. Staff training

- 14.1. All staff members at the school will undergo training on a yearly basis to ensure they are up-to-date with the relationship, sex and health education programme and associated issues.
- 14.2. Members of staff responsible for teaching the subjects will undergo further training on a yearly basis, led by the PSHE & RSE subject leader, to ensure they are fully equipped to teach the subjects effectively.
- 14.3. 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.

15. Confidentiality

- 15.1. Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.
- 15.2. Teachers will, however, alert the Executive Headteacher/Head of School about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.
- 15.3. Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.
- 15.4. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) and handled in accordance with the Child Protection and Safeguarding Policy.

16. Monitoring quality

- 16.1. The PSHE & RSE subject leader is responsible for monitoring the quality of teaching and learning for the subjects.
- 16.2. The PSHE & RSE subject leader will conduct subject assessments throughout the academic year, which will include a mixture of the following:
- Self-evaluations
 - Lesson observations
 - Topic feedback forms
 - Learning walks
 - Work scrutiny
 - Lesson planning scrutiny
- 16.3. The PSHE & RSE subject leader will create annual subject reports for the Executive Headteacher/Head of School and governing board to report on the quality of the subjects.
- 16.4. The PSHE & RSE subject leader will work regularly and consistently with the Executive Headteacher/Head of School and RSE link governor, e.g. through yearly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

17. Monitoring and review

- 17.1. This policy will be reviewed every three years by the PSHE & RSE subject leader and Executive Headteacher/Head of School. The next scheduled review date for this policy is July 2029.
- 17.2. 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.
- 17.3. The governing board is responsible for approving this policy.
- 17.4. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

The Federation of Langley Fitzurse and Stanton St Quintin Primary Schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.