

# Inspire Education Community Trust



Inspire Education Community Trust  
*Learning together and inspiring success*

## Relationships and Health Education Policy

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## **[Updated]** Statement of intent

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

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

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

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

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

## 1. **[Updated]** Legal framework

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

- Section 80A of the Education Act 2002
- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2021) 'Teaching about relationships, sex and health'
- **[New]** DfE (2023) 'Keeping children safe in education 2023'

**[Updated]** This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Inclusion Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Staff Equality, Equity, Diversity and Inclusion Policy
- Child-on-child Abuse Policy
- Pupil Confidentiality Policy
- Anti-bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Online Safety Policy
- Visitor Policy
- **[New]** School Improvement Plan (SIP)

## 2. **[Updated]** Roles and responsibilities

The Trust is responsible for:

- **[New]** Playing an active role in monitoring, developing and reviewing the policy and its implementation in school.
- **[New]** Appointing a link trustee for RHE who supports the school and monitors any aspects of RHE included within the SIP.
- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.

The executive headteacher is responsible for:

- The overall implementation of this policy.
- **[New]** Ensuring that all staff receive ongoing training on issues relating to PSHE and RHE and how to deliver lessons on such issues.
- **[New]** Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RHE.
- Ensuring that parents are fully informed of this policy.
- Reporting to the Trust on the effectiveness of this policy.
- Reviewing this policy on an **annual** basis.

The Head of School is responsible for:

- The implementation of this policy.
- **[New]** Ensuring adequate time on school timetable to deliver RHE as a statutory curriculum subject.
- **[New]** Ensuring staff are suitably trained to deliver the subjects and providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RHE to pupils; for example, if staff do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- **[Updated]** Ensuring that parents are fully informed of this policy and the RHE resources are available to parents beforehand.
- Reporting to the Executive Headteacher on the effectiveness of this policy
- Reviewing this policy on an annual basis in conjunction with the Executive Headteacher

The relationships, sex and health education subject leader (PSHE Leader) is responsible for:

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

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 relationships, sex and health education subject leader to evaluate the quality of provision.

**[Updated]** 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.
- **[New]** Ensuring that the needs of vulnerable pupils are taken into consideration in designing and teaching these subjects.

**[New]** Parents are responsible for:

- Enabling their children to grow and mature and to form healthy relationships.
- Supporting their children through their personal development and the emotional and physical aspects of growing up.
- Ensuring that they are aware of aspects of the curriculum, including when it is going to be delivered and the content.
- Supporting their children's personal, social and emotional development, by working with the school to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE.
- Seeking additional support in this from the school where they feel it is needed.

### 3. Organisation of the curriculum

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

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.
- “Health education” is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) ‘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. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

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

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

- [Questionnaires and surveys](#)
- [Meetings](#)
- [Training sessions](#)
- [Newsletters and letters](#)

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

- [Organising a meeting with the head of school](#)
- [Emailing/phoning the school \(contact details are on the website\)](#)
- [Submitting written feedback to the school office.](#)

## 4. Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' views are in shaping the curriculum. This will include providing parents with frequent opportunities to understand and ask questions about the school's approach to relationships and health education.

**[Updated]** The school will consult closely with parents when reviewing the content of the school's RHE curriculum and will give them regular opportunities to voice their opinions. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be made by school. The school will permit parents access to all curriculum materials and the school will not enter into contracts with outside providers that seek to prevent parents from seeing materials.

Parents are provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships 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

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum. Parents 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

### Families and people who care for me

By the end of primary school, pupils will know:

- That families are important for them growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.



## **Caring friendships**

By the end of primary school, pupils will know:

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

- 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.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

## **Online relationships**

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- 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.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

## **Being safe**

By the end of primary school, pupils will know:

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

## **6. Relationships education per year group**

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

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

**See Appendix A**

## **7. 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:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.

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

### **Internet safety and harms**

By the end of primary school, pupils will know:

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

### **Physical health and fitness**

By the end of primary school, pupils will know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.

- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school, if they are worried about their health.

### **Healthy eating**

By the end of primary school, pupils will know:

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

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

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

### **Health and prevention**

By the end of primary school, pupils will know:

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

### **Basic first aid**

By the end of primary school, pupils will know:

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

### **Changing adolescent body**

By the end of primary school, pupils will know:

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

## 8. Health education per year group

The school is free to determine, within the statutory curriculum content outlined in [section 7](#), what pupils are taught during each year group.

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

Refer to appendix A.

## 9. Sex education

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

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our schools, we **do not** teach pupils sex education beyond what is required of the science curriculum.

## 10. **[Updated]** Delivery of the curriculum

The relationships and health curriculum will be delivered as part of our [PSHE curriculum](#).

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

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

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

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

### **[New]** Curriculum organisation

Pupils will receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression.

## **[New]** Terminology

In recognition of the fact that the use of code names for body parts can facilitate the normalisation of child sexual abuse, teaching staff will use and teach pupils the anatomically correct names for body parts.

## **[New]** Dealing with difficult questions

The school will support teaching staff to feel comfortable to answer questions from pupils, by providing regular CPD training in how to deliver sex education, including sessions on confidentiality, setting ground rules, handling controversial issues, responding to 'awkward' questions and an introduction to the rationale of why teaching RHE is so important. The school will encourage teaching staff to refer questions they feel ill-equipped to answer to the RHE subject leader for advice or support in handling the question.

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

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

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

Whilst there are no formal examinations for the relationships and health curriculum, the school will undertake informal assessments to determine pupil progress – these may include the following:

- Informal quizzes
- Group pupil voice sessions
- Group tasks
- Projects

## **11. Working with external experts**

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. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

**[New]** 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.

Parents/carers will be informed in advance of the use of such visitors.

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 are able to 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.
- 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.
- 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.

## **12. Equality and accessibility**

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

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

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

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

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

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which sets out expectations of pupils.

The school understands that RHE may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the wellbeing lead to discuss this.

### 13. Curriculum links

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning. 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.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.
- **Collective Worship** – pupils learn about the elements of British Values:
  - democracy.
  - the rule of law.
  - individual liberty.
  - mutual **respect** for and tolerance of those with different faiths and beliefs, and for those without faith.

### 14. Withdrawing from the subjects

Relationships and health education are statutory at primary and parents do not have the right to withdraw their child from the subjects.

### 15. Behaviour

The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.

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. 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.

These incidents will be dealt with following the processes in our Behavioural Policy and Anti-Bullying Policy.



## 16. Staff training

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

Members of staff responsible for teaching the subjects will undergo further training as necessary, led by the relationships, sex and health education subject leader, 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, such as 'sexting', which may need to be addressed in relation to the programme.

## 17. Confidentiality

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. Teachers will, however, alert the head of school about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

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. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

## 18. Quality of education

The relationships, sex and health education subject leader is responsible for monitoring the quality of teaching and learning for the subjects. They will conduct subject assessments, which will include a mixture of the following:

- [Lesson observations](#)
- [Topic feedback forms](#)
- [Learning walks](#)
- [Work scrutiny](#)
- [Lesson planning scrutiny](#)

The relationships and health education subject leader will create annual subject reports for the executive headteacher and Trust to report on the quality of the subjects. They will also work regularly and consistently with the executive headteacher and RHE link trustee, e.g. through [termly](#) review meetings, to evaluate the effectiveness of the subjects and implement any changes.

## **19. Monitoring and review**

The Trust is responsible for approving this policy.

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

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

## Appendix A

Year 1	Relationships	<p><b>Families and people who care for me:</b></p> <ul style="list-style-type: none"> <li>• Who can help? Identifying special people in and outside of school</li> <li>• Different types of families – how families care for each other</li> <li>• Who can help me if I'm being bullied?</li> </ul> <p><b>Caring/ respectful friendships:</b></p> <ul style="list-style-type: none"> <li>• Playing fairly and taking turn</li> <li>• Playing co-operatively and sharing with others</li> <li>• Making friends and how to make up</li> <li>• Respecting the rights of others</li> <li>• Same or different? Developing empathy</li> <li>• Belonging to different groups</li> <li>• Being kind/ unkind</li> <li>• Understanding wants and needs</li> </ul> <p><b>Online relationships</b></p> <ul style="list-style-type: none"> <li>• Searching safely online</li> <li>• Knowing to keep some information private – asking trusted adult for guidance</li> </ul> <p><b>Being safe:</b></p> <ul style="list-style-type: none"> <li>• Difference between a secret and a surprise</li> <li>• Understanding that some secrets are not OK</li> <li>• Where to go for help</li> <li>• How have I changed from when I was a baby?</li> </ul>
	<b>Physical health and fitness/ Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• Being safe around medicine</li> <li>• Personal Hygiene routines</li> <li>• How to help stop the spread of illnesses</li> <li>• Eating healthily</li> <li>• The importance of sleep</li> </ul>
Year 2	Relationships	<p><b>Families and people who care for me:</b></p> <ul style="list-style-type: none"> <li>• Special people I can trust</li> <li>• Similarities/ differences of families</li> </ul> <p><b>Caring/ respectful friendships:</b></p> <ul style="list-style-type: none"> <li>• Understanding wants and needs</li> <li>• Respecting others' privacy</li> </ul>

		<ul style="list-style-type: none"> <li>• How we make others feel</li> <li>• Being kind</li> <li>• Being co-operative with others</li> <li>• Recognising a range of emotions</li> <li>• Identifying different types of bullying</li> <li>• Understanding that bullying is wrong and where to get help/ strategies to help</li> </ul> <p><b>Online relationships</b></p> <ul style="list-style-type: none"> <li>• Introduction to cyberbullying</li> <li>• Introduction to safe/ unsafe sites</li> </ul> <p><b>Being safe:</b></p> <ul style="list-style-type: none"> <li>• Identifying situations where they feel safe/ unsafe and asking for help</li> <li>• Knowing when to say yes, no or I'll ask</li> <li>• Identifying parts of the body that are private</li> <li>•</li> <li>• Identifying types of touch that make them uncomfortable</li> <li>• Safe and unsafe secrets</li> <li>• Reinforcement that some secrets should never be kept</li> </ul>
	<b>Physical health and fitness/ Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• Being safe around medicine</li> <li>• Eating healthily</li> <li>• Dental hygiene</li> <li>• Personal hygiene</li> <li>• What my body needs to be my best self</li> <li>• Experiencing changes in my life</li> <li>• Identifying different stages of growth</li> <li>• Identifying private parts and what to do if they are worried</li> <li>• Basic first aid</li> </ul>
<b>Year 3</b>	<b>Relationships</b>	<p><b>Families and people who care for me:</b></p> <ul style="list-style-type: none"> <li>• Identifying our special people and how families are different/ same</li> </ul> <p><b>Caring/ respectful friendships:</b></p> <ul style="list-style-type: none"> <li>• Why our friends are special – what makes a good friend</li> <li>• Maintaining friendships and strategies to deal with falling out</li> <li>• Conflict resolution</li> <li>• Understanding bullying and its consequences (and where to go for help)</li> </ul> <p><b>Respecting difference</b></p> <ul style="list-style-type: none"> <li>• The dangers of stereotyping</li> </ul> <p><b>Online relationships</b></p> <ul style="list-style-type: none"> <li>• Importance of password</li> <li>• Being respectful online</li> </ul>

		<p><b>Being safe:</b></p> <ul style="list-style-type: none"> <li>• Identifying situations which are safe or unsafe;</li> <li>• Identifying people who can help if a situation is unsafe;</li> <li>• Suggest strategies for keeping safe/ helping others to keep safe</li> <li>• Identify when it is appropriate or inappropriate to allow someone into their body space – what to do if they are feeling worried</li> <li>• How secrets are different to surprises</li> </ul>
	Physical health and fitness/ Mental well-being	<ul style="list-style-type: none"> <li>• Importance of a balanced diet (Eatwell guide)</li> <li>• How to help prevent illness</li> <li>• How to treat illness</li> <li>• The basics of smoking and alcohol</li> <li>• Setting personal targets to improve well-being</li> <li>• I am fantastic! (self-esteem)</li> </ul>
Year 4	Relationships	<p><b>Families and people who care for me:</b></p> <ul style="list-style-type: none"> <li>• Who to go to if we are having problems</li> </ul> <p><b>Caring/ respectful friendships:</b></p> <ul style="list-style-type: none"> <li>• Exploring positive, healthy relationships</li> <li>• Strategies to deal with relationship problems with friends</li> <li>• Conflict resolution</li> <li>• The concept of negotiation</li> <li>• Understanding dares and their potential consequences</li> <li>• How to deal with peer pressure</li> <li>• Understanding how we can be negatively/ positively influenced by others</li> <li>• The difference between friendship, gangs and groups</li> <li>• Examining the effect of bullying</li> <li>• Understanding anti-social behaviour / violence and its consequences</li> </ul> <p><b>Respecting difference</b></p> <ul style="list-style-type: none"> <li>• That other families may be different to their own but are also characterised by love and care</li> </ul> <p><b>Online relationships</b></p> <ul style="list-style-type: none"> <li>• Being respectful online</li> <li>• Keeping information private</li> <li>• Identifying what is real/ fake online</li> </ul> <p><b>Being safe:</b></p> <ul style="list-style-type: none"> <li>• The difference between secrets and surprises</li> </ul>

	<b>Physical health and fitness/ Mental well-being</b>	<ul style="list-style-type: none"> <li>• Understanding medicine labels</li> <li>• Knowing facts about drugs and alcohol</li> <li>• Dealing with changes that happen in our lives</li> <li>• Changing emotions as I get older (introduction to puberty – emotional only)</li> <li>• Setting targets to improve well-being</li> </ul>
<b>Year 5</b>	<b>Relationships</b>	<p><b>Caring/ respectful friendships:</b></p> <ul style="list-style-type: none"> <li>• How and why do relationships break down?</li> <li>• Strategies for dealing with relationship problems</li> <li>• Being aware of our feeling and those of others</li> <li>• Personal loss (losing a loved one)</li> <li>• The importance and give and take – negotiation and other strategies</li> <li>• Identify the consequences of positive and negative behaviour on themselves and others;</li> <li>• Having the resilience to avoid peer pressure</li> <li>• Passive and aggressive behaviour</li> </ul> <p><b>Respecting difference:</b></p> <ul style="list-style-type: none"> <li>• Different types of families including marriages</li> <li>• The danger of stereotyping</li> <li>• Identify and describe the different groups that make up their school/wider community/other parts of the UK</li> <li>• Describe the benefits of living in a diverse society</li> <li>• Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> </ul> <p><b>Online relationships:</b></p> <ul style="list-style-type: none"> <li>• Being respectful online</li> <li>• Keeping information private</li> <li>• Identifying what is real/ fake online</li> </ul>
	<b>Physical health and fitness/ Mental well-being</b>	<ul style="list-style-type: none"> <li>• Smoking: what is normal?</li> <li>• Importance of physical fitness</li> <li>• How to create a healthy, balanced lifestyle (sleep/diet/exercise)</li> <li>• Know that all medicines are drugs but not all drugs are medicines</li> <li>• Understand ways in which medicines can be helpful or harmful and used safely or unsafely/ how some drugs and substances can damage our health</li> <li>• First aid</li> <li>• How the media can influence us</li> <li>• Anti-social behaviour and how it can affect others</li> <li>• Puberty sessions (physical and emotional)</li> </ul>
<b>Year 6</b>	<b>Relationships</b>	<b>Families and people who care for me:</b>

		<ul style="list-style-type: none"> <li>• Who to go to if we are having problems</li> </ul> <p><b>Caring/ respectful friendships:</b></p> <ul style="list-style-type: none"> <li>• Strategies to deal with friendship problems</li> </ul> <p><b>Respecting difference:</b></p> <ul style="list-style-type: none"> <li>• The importance of tolerance and respecting difference in culture/ religion</li> <li>• Different types of relationships</li> <li>• Building empathy towards others</li> <li>• Understanding that we have more in common than not</li> <li>• Respecting differences of opinion</li> <li>• Understanding media manipulation (gender stereotypes)</li> </ul> <p><b>Online relationships:</b></p> <ul style="list-style-type: none"> <li>• Being respectful online</li> <li>• Keeping information private</li> <li>• Identifying that some people online are not who they claim to be</li> <li>• Cyberbullying</li> </ul> <p><b>Being safe:</b></p> <ul style="list-style-type: none"> <li>• Female Genital Mutilation</li> <li>• Consent – your right to say no and where to go for help</li> <li>• Forced marriages – the law and the consequences</li> <li>• Drug awareness (county lines)</li> <li>• The signs and dangers of radicalisation</li> </ul>
	<p><b>Physical health and fitness/ Mental well-being</b></p>	<ul style="list-style-type: none"> <li>• Making informed choices about food and drink (including media influence)</li> <li>• How we can increase our physical exercise and why</li> <li>• Knowing the basic laws about drugs</li> <li>• Understanding the basic laws about alcohol</li> <li>• Introducing the concept of addiction and the effects it can have</li> <li>• Self -esteem and how the media can affect this</li> </ul>