

# Relationships, Sex and Health Education (RHSE) Policy



**Review Date**

November 2025

**Ratified**

December 2025

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April 2027

**Responsible Directorate**

Education

# Our Trust

*These four critical questions make it clear who we are and what we do.  
We ask ourselves these questions to guide our work and our improvement.*

## Why do we exist?

To **transform life chances** by achieving the highest possible standards and preparing all our students to lead successful lives.

## How do we behave?

- **Hard work**  
*We are determined to see things through to the end and are resilient when faced with challenges.*
- **Integrity**  
*We do the right thing because it is the right thing to do.*
- **Teamwork**  
*We work together to help everyone succeed.*

## What do we do?

- We educate, safeguard and champion all our learners.
- We set high standards for ourselves and our learners.
- We build the powerful knowledge and cultural capital which stimulate social mobility and lifelong learning.

## How will we succeed?

1. Aligned autonomy
2. Keeping it simple
3. Talent development

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# 1 | Introduction

- 1.1 Our Trust believes that in order to create a happy and successful adult life, children and young people need to have the self-confidence to make informed decisions about their wellbeing, health and relationships. Relationships Education and Relationships and Sex Education (RSE) is about giving children and young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Health Education is giving pupils information to make well-informed, positive choices about their own health and wellbeing. Our Trust recognises that physical health and mental wellbeing are interlinked, so it is important that pupils understand that good physical health contributes to good mental wellbeing and vice versa.
- 1.2 Our Trust has a responsibility under the Equality Act (2010) to ensure the best for all pupils at our academies, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation. As a result, Relationships Education, RSE and Health Education will be sensitive to the different needs of individual pupils and may need to adapt and change over time to reflect the needs of the particular cohort. The Trust may also take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic.
- 1.3 Our Trust is aware of the need to be mindful of and respectful to a wide variety of faith and cultural beliefs across its academies, and will make every attempt to be appropriately sensitive. Equally, it is essential that children and young people have access to the learning they need to stay safe, healthy and understand their rights as individuals. Our Trust believes that our pupils deserve the right to honest, clear, impartial scientific and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.
- 1.4 All teaching will be sensitive and age appropriate in approach and content. At the point at which the Trust considers it appropriate to teach pupils about lesbian, gay, bisexual, and transgender (LGBTQ+) issues, the Trust will ensure that this content is fully integrated into programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. The Trust will encourage wider pupil awareness of LGBTQ+.
- 1.5 This policy has been developed in consultation with parents, pupils, and staff from all academies within the Trust to ensure that it meets the needs of the whole Trust community. The review of the policy will include:
  - Annual parent consultation to inform them of any changes. Parents are asked for their feedback.
  - Staff, pupil, and Local Governing Boards will be asked to provide feedback through stakeholder voice opportunities.
  - Ratification - once any required amendments are made the policy is shared with the Trust Board to be ratified.

- 1.6 This policy will be reviewed annually and parents will be consulted in advance about significant changes.

## 2 | Aims and Objectives

- 2.1 Through the delivery of high-quality, evidence-based, and age-appropriate Relationships Education, RSE and Health Education, the Trust aims to help prepare pupils for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships, and to ensure pupils know how and when to ask for help and where to access support. By the end of their education, the Trust hopes pupils will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.
- 2.2 Relationships Education, RSE and Health Education are intended to help pupils to:
- Build healthy, respectful relationships focusing on family and friends
  - Understand how to be healthy and be aware of potential risk areas (such as drugs and alcohol)
  - Learn about intimate relationships and sex
  - Learn about mental wellbeing
  - Develop key personal attributes, such as kindness, integrity, generosity, and honesty.

## 3 | Definitions

- 3.1 Relationships Education at the primary phase is about teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, relationships with other children and with adults, and who can support them. It includes how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy, establishing personal space and boundaries.
- 3.2 RSE is lifelong learning about physical, sexual, moral, and emotional development. It is about teaching sex, sexuality and sexual health in a way that gives pupils the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with other people, and how to control and understand feelings that come with being in a relationship.

- 3.3 RSE **does not encourage early sexual experimentation**. It teaches children and young people to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling, and healthy sexual relationships, at the appropriate time.
- 3.4 RSE will outline that there are different types of committed, stable relationships, the characteristics and legal status of other types of long-term relationships, the importance of marriage as a relationship choice and why it must be freely entered into, how relationships might contribute to human happiness and their importance for raising children, as well as highlighting the roles and responsibilities of parents with respect to raising children, characteristics of successful parenting and how to judge when relationships have become unsafe as well as how to seek help or advice and report concerns about others.

## 4 | Roles and Responsibilities

- 4.1 All members of the Trust community are expected to follow this policy. Roles, responsibilities, and expectations of each section of the Trust and academy community are set out in detail below.
- 4.2 **Board of Trustees:** Trustees will monitor and evaluate the impact of the policy by reviewing pupils' progress in achieving the expected educational outcomes. They will hold the Chief Executive Officer and Principals to account for the implementation of the policy.
- 4.3 **The Chief Executive Officer (CEO):** The CEO will ensure that Relationships Education, RSE and Health Education is taught consistently across the academies within the Trust and will report back to the Board of Trustees on educational outcomes. They will ensure that senior staff receive regular professional development training in how to deliver Relationships Education, RSE and Health Education.
- 4.4 **Local Governing Boards:** Local governors in each academy will review and monitor the application and implementation of this policy by receiving regular feedback from the academy Principal on educational outcomes. Local governors will scrutinise relevant data, review any issues that might arise, and act as a point of challenge for decisions taken by the Principal. The Local Governing Board will annually feedback its findings to the Board of Trustees.
- 4.5 **Principals:** Each academy Principal, with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that Relationships Education, RSE and Health Education is well led, effectively managed, and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The Principal will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND and that the subjects are resourced, staffed and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for pupils and will liaise

with parents regarding any concerns or opinions regarding Relationships Education, RSE and Health Education provision and will manage parental requests for withdrawal of pupils from non-statutory, non-science components of Relationships Education, RSE and Health Education.

- 4.6 **Staff:** Teachers of Relationships Education, RSE and Health Education will ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they will take this concern to their line-manager.
- 4.7 **Parents:** The Trust hopes to build a positive and supporting relationship with parents through mutual understanding, cooperation and trust. Parents are expected to share the responsibility of sex education and support their children's personal, social and emotional development. The Trust hopes parents will create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school. Parents are also encouraged to seek additional support in this from the academy their child attends where they feel it is needed.
- 4.8 **Pupils:** Pupils are expected to take Relationships Education, RSE and Health Education seriously. Pupils are expected to listen, be considerate of other pupils' feelings and beliefs, comply with class-set confidentiality rules and support one another with issues that arise during class. Pupils who fail to follow these standards of behaviour will be dealt with under the Trust's Behaviour Policy.

## 5 | Delivery

- 5.1 Relationships Education, RSE and Health Education will be delivered in a non-judgmental, factual way allowing scope for children and young people to ask questions in a safe environment. Teachers will tailor the delivery of Relationships Education, RSE and Health Education to meet the specific needs of the pupils in that class, and to be responsive to their behaviour and development. Classes will explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships as well as being able to differentiate between fact, opinion and belief and an understanding of the law on various topics. Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.
- 5.2 Staff will ensure that all resources used in the delivery of Relationships Education, RSE and Health Education are appropriate for the age and needs of their pupils. Examples of these resources are included in the Annexes of this policy.

5.3 By the end of their primary education, the Trust expects pupils to know the information set out in Annex 1 and 3. For Secondary Education, the information set out in Annex 2 and 4.

The Trust recognises that primary-age pupils may ask questions relating to sex or sexuality that extend beyond the scope of the planned curriculum for Relationships Education, RSE and Health Education.

- Staff must exercise professional judgement in responding to such questions, taking into account the age, maturity and safeguarding context of the pupil.
- Teaching methods should be adapted to suit the nature of the question, whether through whole-class discussion, small group dialogue or one-to-one conversation.
- Pupils may submit questions anonymously via mechanisms such as question boxes, and staff may use distancing techniques; such as third-person scenarios, to maintain a safe and inclusive learning environment.
- Ground rules should be established at the outset of PSHE sessions to clarify boundaries and expectations.
- Where questions raise safeguarding concerns or require further consideration, staff must consult the Designated Safeguarding Lead (DSL) and document the interaction appropriately.
- All responses should be aligned with the Trust's safeguarding curriculum and reflect the values of transparency, respect and age-appropriate education.
- Staff will receive ongoing training to build confidence in managing sensitive topics and ensuring consistency across settings.

5.4 **Primary Academies:** In our primary academies Relationships Education will be delivered in science, computing and Personal, Social, Health and Economic Education (PSHEE). Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Staff will use teaching methods that take account of these differences and the potential for discussion on a one-to-one basis or in small groups.

5.5 **Secondary Academies:** In our secondary academies RSE will be delivered in science, religious education, computing and Personal, Social, Health and Economic Education (PSHEE) and will build on the foundation of Relationships Education delivered in primary school.

## 6 | Relationships Education and RSE: Curriculum and Outcomes

6.1 By the end of their primary education the Trust expects pupils to know the information set out at Appendix 1. The Trust recognises that primary-age pupils may ask their teachers or other adults

questions pertaining to sex or sexuality which go beyond the designed curriculum for Relationships Education. Teaching methods will take account of the potential different types of questions and behaviours likely to arise and staff will assess which types of teaching methods would be most appropriate (for example, a full class setting, one-to-one discussions or in small groups).

- 6.2 By the end of their secondary education, the Trust expects pupils to know the information set out at Appendix 2.

## 7 | Health Education: Physical Health and Mental Wellbeing

- 7.1 The Trust wishes to promote pupils' health and well-being by encouraging self-control, their ability to self-regulate and strategies for doing so. This will enable pupils to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. The Trust believes that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment. Health Education will be delivered in science, computing, Physical Education (PE) and Personal, Social, Health and Economic Education (PSHEE).
- 7.2 By the end of their primary education, the Trust expects pupils to know the information set out at Appendix 3.
- 7.3 By the end of their secondary education, the Trust expects pupils to know the information set out at Appendix 4.

## 8 | Pupils with Special Educational Needs and/or Disabilities

- 8.1 The Trust will endeavour to ensure that Relationships Education, RSE, and Health Education is accessible for all pupils. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education, RSE and Health Education may be particularly important for such pupils, for example those with Social, Emotional and Mental Health needs or learning disabilities. Teaching will be sensitive, age-appropriate,

developmentally appropriate, differentiated and personalised to meet the specific needs of pupils at different developmental stages.

- 8.2 Staff will make reasonable adjustments to alleviate disadvantage faced by pupils with disabilities and will be mindful of the SEND Code of Practice and the Trust's SEND Policy when planning for these subjects. Staff will use a variety of different strategies to ensure that all pupils have access to the same information.
- 8.3 Our specialist academies will take into consideration the scope and content of the policy and will tailor the content and teaching of Relationships Education, RSE, and Health Education to meet the specific needs of pupils at their different developmental stages. As with all teaching for these subjects, specialist academies will ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.
- 8.4 To support effective delivery of Relationships Education, RSE, and Health Education and ensure accessibility for all pupils, including those with special educational needs and disabilities (SEND), the Trust encourages the use of a range of interactive and inclusive teaching strategies that promote engagement and deepen understanding.

These may include, for example; structured group and paired activities, drama and role play to explore scenarios and build empathy, and practical exercises tailored to individual learning needs. Staff may also incorporate visual aids, sensory regulation techniques, social stories, alternative response modes (e.g. choice cards, now and next boards etc), simplified language, and video content to introduce or reinforce key concepts, and inviting expert guest speakers to provide specialist knowledge and relatable perspectives. All strategies will be selected with consideration for age-appropriateness, safeguarding, and alignment with the intended learning outcomes. Teachers are expected to differentiate their approach to meet the diverse needs of their pupils and ensure that all activities are delivered in a safe, respectful and inclusive environment.

## 9 | Right to Request Withdrawal from Sex Education

- 9.1 The Trust hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy.
- 9.2 Parents of children in primary academies have the right to withdraw their child from sex education and should state this in writing and send it to the PSHE Lead at their child's academy. Parents of children in secondary academies have the right to request that their child be withdrawn from some or all of the sex education aspects of RSE.

- 9.3 Before withdrawing or making a request, the Trust strongly urges parents to carefully consider their decision as sex education is a vital part of the school curriculum and supports child development. Parents cannot withdraw their child from:
- Relationships Education
  - Health Education
  - Topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction
- 9.4 Any parent wishing to withdraw their child from sex education in a secondary academy should put their request in writing and send it to the PSHE Lead at their child's academy who will arrange a meeting to discuss their concerns. Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. In Secondary Schools, staff will also meet with the pupils to discuss the withdrawal, so their wishes are heard too, making sure they understand that they may choose to opt back in 3 terms before they are 16.
- 9.5 In primary academies, should parents wish to withdraw their child from sex education (excluding content that forms part of the science curriculum), the Principal will grant this request. In secondary academies, Principals will respect parents' wishes to withdraw their child from sex education, except in exceptional circumstances, such as where there are safeguarding concerns or vulnerabilities relating to the pupil.
- 9.6 If a pupil is excused from sex education the respective academy will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.
- 9.7 The Trust recognises that all individuals will engage in relationships with others, and that most pupils will form sexual relationships at some stage in their lives. Relationships Education is designed to provide pupils with the knowledge and skills to conduct themselves with kindness and respect in all relationships as they mature, enabling them to enjoy positive connections and to safeguard both themselves and others. The curriculum will emphasise the development and maintenance of healthy relationships, whilst also equipping pupils to recognise risks and potential harms. Relationships Education may therefore cover topics such as the prevention of sexual abuse or the dangers of sharing inappropriate material online, whilst ensuring this is delivered without explicit descriptions of sexual activity.
- 9.8 In line with good safeguarding practice, pupils will also be taught the correct terminology for body parts and encouraged to use these terms with confidence. This knowledge may be delivered as part of Health Education in the primary phase, without reference to specific sexual acts.

## 10 | Confidentiality and Child Protection

- 10.1 The Trust hopes to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. All teachers will receive training around confidentiality and should ensure that pupils understand that they cannot offer unconditional confidentiality. If a child protection issue is disclosed to a member of staff, that member of staff should follow the Trust's Child Protection and Safeguarding procedures.
- 10.2 If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:
- Ensure that the pupil is accessing all the contraceptive and sexual health advice available, as well as the law surrounding the age of consent, and understands the risks of being sexually active.
  - Encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the academy will encourage this as much as possible. Decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a pupil is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.
  - Report the matter to the DSL who will be able to make an assessment of the circumstances based on wider contextual information about the child.
- 10.3 Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Lead to decide what is in the best interest of the child.

## 11 | Equal Opportunities

- 11.1 Relationships Education, RSE, and Health Education will be delivered equally to both genders, normally in mixed classes. There are, however, certain topics that may be delivered in single sex groupings e.g. menstruation and personal hygiene.
- 11.2 The Trust has a commitment to ensure that Relationships Education, RSE and Health Education is relevant to all pupils and is taught in a way that is age and stage appropriate. Pupils are encouraged to openly and freely discuss diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual

behaviour or perceived sexual orientation will be dealt with swiftly and seriously in accordance with the Trust's Behaviour Policy.

## 12 Lesbian, Gay, Bisexual, Transgender, Queer/ Questioning Plus (LGBTQ+)

- 12.1 Our Trust is committed to ensuring that Relationships Education and Relationships & Sex Education (RSE) are accessible and relevant to all pupils, recognising and respecting the diversity of our school communities. In line with the Equality Act 2010, we ensure that our curriculum and teaching practices promote equality and respect for all, including those with protected characteristics such as sexual orientation and gender reassignment.
- 12.2 All teaching is delivered in a sensitive and age-appropriate manner, reflecting the developmental needs of pupils and the varied backgrounds within our academies. When it is appropriate to introduce content relating to LGBTQ+ issues, this material is fully integrated into the wider curriculum, rather than taught as a stand-alone unit or lesson. This approach ensures that all pupils receive timely, relevant, and inclusive education that prepares them for life in modern Britain.
- 12.3 Our Trust empowers each academy to determine how best to embed LGBTQ+ content within their programmes of study, ensuring that it is taught at a point that is appropriate for the cohort and context. We expect all pupils to have the opportunity to learn about LGBTQ+ issues as part of their Relationships Education and RSE, supporting their understanding of equality, respect, and the importance of celebrating diversity.
- 12.4 This commitment is underpinned by ongoing consultation with parents, pupils, staff, and governors, ensuring that our curriculum remains responsive to the needs of our communities and reflects our values ensuring every child feels safe, happy and known.

## 13 | Complaints

- 13.1 If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Principal in accordance with the Trust's Complaints Procedure.

# Appendix 1- Relationships Education Primary Stage Curriculum and Outcomes

Year Group	Term	Topic/Theme	Resources
Early Years	Summer	<p><b>Relationships:</b> Family life, Friendships, Breaking friendships, Falling out, Dealing with bullying, Being a good friend</p> <p><b>Changing Me:</b> Naming external bodies e.g eyes, Respecting my body, Growing up, Growth and change, Fun and fears Celebrations</p>	Jigsaw
Year 1	Summer	<p><b>Relationships:</b> Belonging to a family, Making friends/being a good friend, Physical contact preferences, People who help us, Qualities as a friend and person, Self-acknowledgement, Being a good friend to myself, Celebrating special relationships</p> <p><b>Changing Me:</b> Life cycles – animal and human, Changes in me, Changes since being a baby, Differences between female and male bodies (correct terminology)- Linking growing</p>	Jigsaw
Year 2	Summer	<p><b>Relationships:</b> Different types of family, Physical contact, boundaries, Friendship and conflict, Secrets, Trust and appreciation, Expressing appreciation for special relationships</p> <p><b>Changing Me:</b> Life cycles in nature, Growing from young to old, Increasing independence, Differences in female and male bodies (correct terminology), Assertiveness, Preparing for transition</p>	Jigsaw
Year 3	Summer	<p><b>Relationships:</b> Family roles and responsibilities, Friendship and negotiation, Keeping safe online and who to go to for help, Being a global citizen and thinking critically, Being aware of how my choices affect others, Awareness of how other children have different lives, Expressing appreciation for family and friends</p> <p><b>Changing Me:</b> How babies grow, Outside body changes, Inside body changes, Keeping ourselves clean, Family stereotypes, Preparing for transition</p>	Jigsaw
Year 4	Summer	<p><b>Relationships:</b> Jealousy, Love and loss, Memories of loved ones, Getting on and Falling Out, Girlfriends and boyfriends, Showing appreciation to people and animals</p> <p><b>Changing Me:</b> Being unique, puberty and menstruation, being part of a family, Circles of change, Accepting change, Preparing for transition</p>	Jigsaw
Year 5	Summer	<p><b>Relationships:</b> Self-recognition and self-worth, Building self-</p>	Jigsaw

		<p>esteem, Safer online communities, Rights and responsibilities online, Online gaming and gambling, Reducing screen time, Dangers of online grooming, SMARRT internet safety rules</p> <p><b>Changing Me:</b> Self- and body image, Influence of online and media on body image, Puberty for girls, Puberty for boys, Conception (including IVF), Growing responsibility Coping with change, Preparing for transition</p>	
Year 6	Summer	<p><b>Relationships:</b> Mental health, Identifying mental health worries and sources of support, Love and loss, Managing feelings, Power and control, Assertiveness Technology safety, Taking responsibility with technology use</p> <p><b>Changing Me:</b> Self-image, Body image, Puberty and feelings, Conception to birth, Reflections about change, Physical attraction, Respect and consent, Boyfriends/girlfriends Sexting Transition</p>	Jigsaw

## Relationships Education

<p><b>Families and people who care for me</b></p>	<ul style="list-style-type: none"> <li>• That families are important for children growing up safe and happy because they can provide love, security and stability</li> <li>• The characteristics of safe and happy family life, such as 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</li> <li>• 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</li> <li>• That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up</li> <li>• That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
<p><b>Caring friendships</b></p>	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. <b>Pupils should learn skills for developing caring, kind friendships</b></li> <li>• <b>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</b></li> </ul>

	<ul style="list-style-type: none"> <li>• 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</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened</li> <li>• How to manage conflict, and that resorting to violence is never right</li> <li>• How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed</li> </ul>
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>• How to pay attention to the needs and preferences of others, including in families and friendships. <b>Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated</b></li> <li>• <b>The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults</b></li> <li>• How to communicate effectively and manage conflict with kindness and respect; <b>how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration</b></li> <li>• <b>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</b></li> <li>• 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</li> <li>• Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness. <b>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</b></li> <li>• 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</li> <li>• What a stereotype is, how stereotypes can be unfair, negative, destructive <b>or lead to bullying and how to challenge a stereotype</b></li> <li>• How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• 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. <b>For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure</b></li> </ul>

	<ul style="list-style-type: none"> <li>• 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 or harmful contact, and how to report this</li> <li>• <b>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</b></li> <li>• The importance of exercising caution about sharing any information about themselves online. <b>Understanding the importance of privacy and location settings to protect information online</b></li> <li>• <b>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</b></li> <li>• 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</li> </ul>
<b>Being Safe</b>	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including online)</li> <li>• <b>This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc</b></li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know</li> <li>• How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust</li> <li>• How to report abuse, 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</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources</li> </ul>
<b>Sex education</b> [Delete row if you do not teach a sex	(Set out whether any other sex education programme will be delivered and if so the content and timing of delivery. Primary academies must consult with parents or carers about their sex education timing, delivery and content. The Trust recommends teaching in Years 5 and 6, to ensure children are well-prepared for the changes of adolescence. Academies

Education programme  
in Primary]

should share clear information and guidance with families, supporting their ability to discuss these topics at home.  
Any sex education provided must be age-appropriate, sensitive to pupils' maturity, and tailored to their local context and individual needs. The curriculum should reflect the diversity of pupils' backgrounds, ensuring all content is relevant and appropriate for the child. )

### Sex Education

The National Curriculum for Science covers:

- Naming the main external parts of the human body
- The human body as it grows from birth to old age (including puberty)
- Processes of reproduction and growth in animals
- Reproduction in some plants

### Resources

Statutory guidance Relationships and sex education (RSE) and health education:  
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Promotional material Relationships, sex and health education: guides for parents:  
<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

## Appendix 2 - Health Education Primary Stage Curriculum and Outcomes

<p><b>Mental wellbeing</b></p>	<ul style="list-style-type: none"> <li>• The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. <b>Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation</b></li> <li>• The importance of promoting general wellbeing and physical health</li> <li>• The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations</li> <li>• <b>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</b></li> <li>• How to recognise feelings and use varied vocabulary to talk about their own and others' feelings</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>• That isolation and loneliness can affect children, <b>and the benefits of seeking support</b></li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others</li> <li>• <b>That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently</b></li> <li>• 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)</li> <li>• <b>That it is common to experience mental health problems, and early support can help</b></li> </ul>
<p><b>Internet safety and harms</b></p>	<ul style="list-style-type: none"> <li>• That for almost everyone the internet is an integral part of life. <b>Pupils should be supported to think about positive and negative aspects of the internet</b></li> <li>• <b>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</b></li> <li>• 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</li> </ul>

	<ul style="list-style-type: none"> <li>• How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online</li> <li>• Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted</li> <li>• <b>The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive</b></li> <li>• 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</li> <li>• That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults</li> <li>• How to understand the information they find online, including from search engines, and know how information is selected and targeted</li> <li>• <b>That they have rights in relation to sharing personal data, privacy and consent</b></li> <li>• Where and how to report concerns and get support with issues online</li> </ul>
Physical health and fitness	<ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle</li> <li>• The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity</li> <li>• The risks associated with an inactive lifestyle, including obesity</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul>
Healthy eating	<ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>• <b>Understanding the importance of a healthy relationship with food</b></li> <li>• The principles of planning and preparing a range of healthy meals</li> <li>• 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)</li> </ul>
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. <b>This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches</b></li> </ul>
Health and prevention	<ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> <li>• 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. <b>The impact of poor sleep on weight, mood and ability to learn</b></li> </ul>

	<ul style="list-style-type: none"> <li>• About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> <li>• The facts and scientific evidence relating to vaccination and immunisation. <b>The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils</b></li> </ul>
<b>Personal Safety</b>	<ul style="list-style-type: none"> <li>• About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks</li> <li>• How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary, <b>including the importance of reporting incidents rather than filming them</b></li> <li>• Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• About growth and other ways the body can change and develop, particularly during adolescence. <b>This topic should include the human lifecycle, and puberty should be discussed as a stage in this process</b></li> <li>• <b>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</b></li> <li>• The facts about the menstrual cycle, including physical and emotional changes (covering this topic before girls' periods start will help them understand what to expect and avoid distress)</li> </ul>

## Appendix 5 – Teaching Strategies including for Students with SEND

Personal, Social, Health Education at Kingsmoor Academy is taught as a practical subject with multisensory resources. We use Jigsaw, the mindful approach to PSHE, with its integrated scheme of learning and spiralling progressive curriculum. We support and encourage our pupils to develop their understanding of their own self-worth through their positive contributions to the life of our academy and wider community as well as experience democracy through participation in our student council.

- Differentiated activities and resources (photos, scenario cards, key words).
- Photographic evidence and use of technology (photos/videos) to capture understanding.
- Practical, hands on resources to support active learners.
- Calm Me routine to support regulation.
- Use of Jigsaw Jino.
- Adult support where available.
- Group work to promote communication and interaction.
- Adapted teaching strategies for all learners.
- Agreed quiet areas for individual pupils.
- Use of rewards.
- Use of Widgit to support visual understanding and communication.