



The Bellbird Primary School

Relationships, Sex and Health Education (RSHE) Policy

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Policy Lead: PSHE Coordinator

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Relationships, Sex and Health Education (RSHE) at The Bellbird Primary School

Our RSHE Principles

At The Bellbird Primary School, we believe that Relationships, Sex and Health Education (RSHE) is an essential part of every child's education and personal development. Our curriculum equips pupils with the knowledge, skills and values they need to build positive relationships, make informed decisions, respect themselves and others, and stay safe throughout their lives.

Our Aims

Through our RSHE curriculum we aim to help pupils:

- build healthy, respectful relationships;
- develop confidence, resilience and self-esteem;
- understand physical, emotional and mental wellbeing;
- recognise and manage risk;
- stay safe both offline and online;
- celebrate diversity and treat others with kindness, dignity and respect;
- prepare confidently for the opportunities and challenges of growing up.

Our Curriculum

Our curriculum is delivered through the **Kapow Primary RSHE Scheme of Work** and meets all statutory requirements for:

- Relationships Education;
- Health Education;
- the National Curriculum for Science.

Learning is carefully sequenced, age-appropriate and adapted to meet the needs of all pupils.

Children learn about:

- families and friendships;
- healthy relationships;
- emotional wellbeing;
- physical health;
- growing and changing;
- personal safety;
- online relationships and digital citizenship;
- equality, inclusion and diversity;
- preparing for adulthood.

Safeguarding

RSHE plays an important role in safeguarding.

Children learn how to:

- recognise healthy and unhealthy relationships;
- understand personal boundaries;
- identify trusted adults;
- recognise bullying, discrimination and harmful behaviour;
- stay safe online;
- seek help if they feel worried or unsafe.

Staff respond to any safeguarding concerns in line with the school's Safeguarding and Child Protection Policy.

Inclusion

Our RSHE curriculum is inclusive and reflects the diversity of our school community and modern Britain.

Teaching is:

- factual;
- age-appropriate;
- respectful;
- evidence-informed;
- inclusive of all pupils.

We recognise and respect that families may have different beliefs, cultures and experiences, and we encourage pupils to treat everyone with dignity and respect.

Learning is adapted where necessary so that all pupils, including those with Special Educational Needs and Disabilities (SEND), can access the curriculum successfully.

Working with Parents and Carers

Parents and carers are children's first educators, and we value working in partnership with families.

We will:

- share information about the curriculum;
- make this policy available to all parents;
- provide opportunities to view resources on request;
- welcome questions and feedback.

Parents have the legal right to withdraw their child from the non-statutory elements of Sex Education. There is no right to withdraw from statutory Relationships Education, Health Education or National Curriculum Science.

Our Commitment

At The Bellbird Primary School, we are committed to providing a high-quality RSHE curriculum that enables every child to:

- feel safe;
- feel valued;
- develop confidence;
- make positive choices;
- respect themselves and others;
- thrive both now and in the future.

Our RSHE curriculum supports our CARE values of Curiosity, Ambition, Respect and Empathy, ensuring every pupil leaves Bellbird equipped with the knowledge, skills and confidence to flourish in modern Britain.

Introduction

At The Bellbird Primary School, we believe that high-quality Relationships, Sex and Health Education (RSHE) plays a vital role in helping children develop into confident, healthy, respectful and responsible members of society.

Our RSHE curriculum supports pupils to develop the knowledge, understanding, skills and attitudes they need to build positive relationships, make informed decisions, respect themselves and others, and keep themselves safe both offline and online.

This policy reflects the statutory requirements for Relationships Education, Health Education and the National Curriculum for Science, together with the Department for Education's statutory guidance for Relationships, Sex and Health Education, effective from September 2026.

The policy has been developed by the PSHE Lead in consultation with school leaders, governors, staff, parents and carers. It will be reviewed regularly to ensure that it continues to reflect statutory guidance, local needs and best practice.

Our Vision

Our school values are at the heart of everything we do.

We aim to ensure that every child:

- Curiosity
- Ambition
- Respect
- Empathy (CARE)

Our CARE Values

At The Bellbird Primary School, our Relationships, Sex and Health Education curriculum is underpinned by our school values of **CARE**.

Curiosity

We encourage pupils to ask thoughtful questions, explore new ideas and develop the confidence to seek accurate information about relationships, health and wellbeing.

Ambition

We inspire pupils to make positive choices, develop resilience and aspire to lead healthy, safe and fulfilling lives.

Respect

Pupils learn to value themselves and others, celebrate diversity, recognise healthy relationships and treat everyone with dignity, kindness and fairness.

Empathy

Children develop the ability to understand the thoughts and feelings of others, build caring relationships and contribute positively to their communities.

Through these values, our RSHE curriculum helps every pupil become a confident, respectful and responsible citizen who is well prepared for life in modern Britain.

Our RSHE curriculum supports these values by promoting:

- healthy relationships
- respect for others
- emotional wellbeing
- resilience
- personal responsibility
- equality and inclusion
- safeguarding
- physical and mental health
- digital citizenship
- preparation for later life.

Children learn within a safe, inclusive environment where questions are welcomed, diversity is respected and every pupil is valued.

British Values

RSHE also contributes to pupils' understanding of the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Protected Characteristics

Teaching reflects the protected characteristics identified within the Equality Act 2010 and promotes respect for all individuals.

Curriculum Adaptations for Pupils with SEND

Adaptations may include pre-teaching vocabulary, visual supports, social stories, smaller learning steps and additional adult support where appropriate.

Aims of RSHE

The aims of Relationships, Sex and Health Education at The Bellbird Primary School are to enable pupils to:

- develop healthy, respectful and positive relationships;
- recognise the characteristics of safe, supportive friendships and families;
- understand personal boundaries and the importance of consent in age-appropriate contexts;
- recognise unhealthy, unsafe or abusive behaviours and know how to seek help;
- understand how to stay safe both online and offline;
- develop emotional literacy, empathy and resilience;
- appreciate diversity within families, communities and modern Britain;
- understand the importance of equality, dignity and mutual respect;
- make informed decisions that support their physical and mental health;
- prepare confidently for the physical and emotional changes associated with growing up and puberty;
- develop the knowledge required before transferring to secondary school.

Definition of Relationships, Sex and Health Education

Relationships Education teaches children about positive relationships, including:

- families
- friendships
- caring relationships
- respectful behaviour
- online relationships
- personal boundaries
- recognising unsafe situations
- seeking help from trusted adults.

Health Education enables pupils to understand how to care for both their physical and mental wellbeing, including:

- healthy lifestyles
- emotional wellbeing
- mental health
- personal hygiene
- physical health
- puberty
- keeping safe
- first aid

- online safety.

Sex Education at primary school is limited and age-appropriate.

Statutory aspects relating to human development are taught through the National Curriculum for Science and Health Education.

The Bellbird Primary School also teaches carefully planned, age-appropriate non-statutory Sex Education in Upper Key Stage 2 to prepare pupils for transition to secondary school. This includes teaching about human reproduction, conception and birth using accurate scientific vocabulary within a sensitive and respectful context.

Parents retain the legal right to withdraw their child from non-statutory Sex Education. There is no right to withdraw from statutory Relationships Education, Health Education or the National Curriculum for Science.

Rationale

We recognise that children are growing up in an increasingly complex world.

Alongside face-to-face relationships, children are developing friendships through online games, messaging services, social media and other digital platforms. They encounter increasing amounts of information from the internet, television, advertising and artificial intelligence technologies.

High-quality RSHE helps children to:

- distinguish fact from misinformation;
- develop critical thinking skills;
- understand healthy and unhealthy influences;
- recognise online manipulation, grooming and coercion;
- understand that images and videos, including AI-generated content, may not always be genuine;
- seek help if something makes them feel worried or unsafe.

Our curriculum equips children with the knowledge and confidence to navigate these experiences safely while promoting kindness, respect, responsibility and inclusion.

Guiding Principles

RSHE at The Bellbird Primary School is:

- age-appropriate and developmentally appropriate;
- evidence-informed;
- inclusive;
- factual and accurate;
- taught sensitively and respectfully;
- underpinned by safeguarding;
- free from political bias;
- respectful of different faiths, cultures and family backgrounds;
- delivered in accordance with the Equality Act 2010.

Teaching reflects the diversity of modern society while recognising that families may hold a wide range of beliefs and values. We encourage respectful discussion and help pupils understand that people may have different viewpoints whilst treating everyone with dignity and respect.

Roles and Responsibilities

Relationships, Sex and Health Education (RSHE) is an integral part of our Personal, Social, Health and Economic (PSHE) curriculum and contributes significantly to our wider safeguarding responsibilities.

The Governing Body

The Governing Body has overall responsibility for ensuring that:

- the school complies with statutory requirements for Relationships Education, Health Education and the National Curriculum for Science;
- this policy is reviewed regularly;
- the curriculum reflects statutory guidance and the needs of pupils;
- appropriate resources and staff training are available;
- parents and carers are consulted appropriately regarding the school's RSHE provision.

The governor responsible for Personal Development will monitor the effectiveness of RSHE alongside the PSHE Lead.

The Headteacher

The Headteacher is responsible for ensuring that:

- this policy is implemented consistently throughout the school;
- staff receive appropriate professional development;
- safeguarding procedures are followed;
- parents and carers are kept informed about the school's RSHE curriculum;
- visitors contributing to RSHE are appropriately vetted and supervised.

The PSHE Lead

The PSHE Lead will:

- oversee the planning and implementation of the RSHE curriculum;
- monitor teaching and learning;
- ensure resources remain accurate, inclusive and age-appropriate;
- provide advice and support for colleagues;
- arrange appropriate staff training;
- review curriculum content in line with statutory guidance and emerging safeguarding issues.

Teaching Staff

Teachers delivering RSHE will:

- create a safe, respectful learning environment;
- deliver lessons objectively and sensitively;
- establish agreed classroom ground rules;
- use accurate and age-appropriate language;
- respond to pupils' questions professionally;
- identify and report safeguarding concerns in line with school procedures;
- work collaboratively with parents and carers where appropriate.

Teachers will not promote their own personal beliefs or opinions. Teaching will remain factual, balanced and consistent with statutory guidance while recognising that families may hold different beliefs and values.

Parents and Carers

We recognise parents and carers as the primary educators of their children in matters relating to relationships, growing up and family life.

The school is committed to working in partnership with families by:

- sharing this policy;
- providing information about curriculum content;
- making teaching resources available on request;
- offering opportunities for parents to ask questions;
- listening to parental views and concerns.

We encourage parents and carers to continue conversations at home to reinforce and complement children's learning in school.

The RSHE Curriculum

Our curriculum has been carefully designed to meet statutory requirements while reflecting the needs of our pupils and community.

Teaching is progressive, building knowledge and understanding year by year so that children revisit key concepts at an age-appropriate level.

The Bellbird Primary School uses the **Kapow Primary RSHE scheme of work** as the foundation of its Relationships, Sex and Health Education curriculum. The scheme has been carefully selected to ensure coverage of the statutory requirements for Relationships Education, Health Education and the National Curriculum for Science, while supporting pupils' personal development and wellbeing.

Teachers use the Kapow curriculum alongside their professional judgement to adapt learning where appropriate, ensuring that lessons meet the needs, maturity and experiences of individual pupils and classes.

The curriculum is reviewed regularly to ensure it remains relevant, accurate, inclusive and aligned with statutory guidance and emerging safeguarding priorities.

Relationships Education

Relationships Education teaches children about:

- caring and supportive friendships;
- different types of families;
- kindness, empathy and respect;
- managing conflict positively;
- recognising bullying and discriminatory behaviour;
- personal boundaries;
- respectful behaviour;
- trust and honesty;
- recognising unhealthy relationships;
- knowing when and how to seek help.

Pupils learn that healthy relationships are based on mutual respect, kindness, honesty and appropriate boundaries.

Health Education

Health Education includes learning about:

- physical health;
- emotional wellbeing;
- mental health;
- healthy lifestyles;
- nutrition;
- exercise;
- sleep;
- personal hygiene;
- dental health;
- puberty;
- medicines and household substances;
- basic first aid;
- keeping safe;
- recognising trusted adults.

Children are encouraged to develop resilience, emotional awareness and positive strategies for managing challenges.

Online Relationships and Digital Safety

Recognising the increasing role technology plays in children's lives, online safety is embedded throughout our curriculum rather than taught as a standalone topic.

Pupils learn:

- how to build respectful online relationships;
- how online behaviour should reflect the same standards expected offline;
- how to protect personal information;
- how to recognise inappropriate online contact;
- how to respond safely to unwanted communication;
- how to report concerns;
- how to identify misinformation;
- that images, videos and online content may be edited or artificially generated;
- how to think critically before believing or sharing online content;
- how to use technology responsibly and respectfully.

Teaching reflects emerging technologies in an age-appropriate way, including discussions about artificial intelligence where relevant to pupils' understanding and safety.

Age-Appropriate Sex Education

The National Curriculum for Science provides pupils with statutory learning about:

- human development;
- life cycles;
- reproduction in plants and animals;
- puberty.

In addition, The Bellbird Primary School provides carefully planned non-statutory Sex Education in Upper Key Stage 2 to support pupils before transition to secondary school.

Teaching includes:

- conception;
- pregnancy;
- birth;
- appropriate scientific vocabulary;
- emotional aspects of growing up.

Lessons are delivered sensitively and respectfully using language appropriate to pupils' age and stage of development.

Parents retain the legal right to withdraw their child from the non-statutory elements of Sex Education.

Delivery of RSHE

RSHE is delivered through:

- weekly PSHE lessons;
- cross-curricular learning where appropriate;
- assemblies;
- themed events;
- pastoral support;
- safeguarding activities;
- visits from appropriately trained external professionals.

Teaching is predominantly delivered by class teachers, who know their pupils well and are best placed to respond to individual needs.

External visitors may enhance learning but do not replace the role of the class teacher. Teachers remain present throughout sessions and retain responsibility for behaviour management, safeguarding and ensuring content is consistent with the school's curriculum and values.

Creating a Safe Learning Environment

Effective RSHE depends upon children feeling safe to participate.

At the beginning of each unit, teachers establish classroom expectations with pupils. These may include:

- listening respectfully;
- valuing everyone's contributions;
- respecting privacy;
- avoiding personal questions;
- using correct vocabulary;
- recognising that nobody is expected to share personal experiences;
- understanding that safeguarding concerns cannot be kept confidential.

Teachers use a range of strategies including:

- discussion;
- role play;
- stories;
- case studies;
- scenarios;
- videos;
- anonymous question boxes;
- collaborative learning activities.

These approaches encourage thoughtful discussion while protecting children's privacy and promoting respectful participation.

Teaching and Learning Strategies

At The Bellbird Primary School, we aim to create a learning environment where pupils feel safe, respected and confident to participate in discussions about relationships, health and growing up.

Teaching is carefully planned to be age-appropriate, inclusive and responsive to the needs of individual pupils. Lessons encourage curiosity, critical thinking and respectful discussion while recognising that children develop at different rates and may have different life experiences.

Teachers establish a positive classroom climate in which all pupils understand that everyone has the right to feel safe, valued and respected.

Ground Rules

At the start of each RSHE unit, teachers will agree classroom expectations with pupils. These ground rules help to establish a safe and supportive environment for learning.

Ground rules are likely to include:

- listening respectfully without interrupting;
- respecting different opinions and experiences;
- using appropriate and accurate vocabulary;
- avoiding personal questions or sharing private information;
- understanding that nobody is expected to disclose personal experiences;
- recognising that there are no "silly" questions;
- understanding that confidentiality cannot be guaranteed where safeguarding concerns arise.

Teachers may adapt these expectations according to the age of the pupils and the content being taught.

Teaching Approaches

A variety of teaching strategies are used to engage pupils and promote effective learning.

These may include:

- class discussion;
- paired and group work;
- role play;
- stories and picture books;
- case studies and scenarios;
- problem-solving activities;
- videos and age-appropriate digital media;
- anonymous question boxes;
- circle time;
- reflection activities.

Teachers carefully select resources to ensure they are:

- accurate;
- inclusive;
- evidence-informed;
- developmentally appropriate;
- free from stereotypes;
- representative of the diversity of modern society.

Learning activities encourage pupils to think critically, challenge stereotypes respectfully and develop empathy towards others.

Managing Questions

Children are encouraged to ask questions throughout RSHE lessons.

Questions provide valuable opportunities to clarify understanding, address misconceptions and extend learning.

Teachers will answer questions:

- honestly;
- factually;
- sensitively;
- using age-appropriate language;
- within the context of the planned curriculum.

Where appropriate, teachers may say:

"That is an important question, but it is something you will learn more about when you are older."

or

"That is something you may wish to discuss further with your parent or carer."

Teachers will never deliberately provide misleading information.

If a member of staff is unsure of an answer, they will explain that they will seek accurate information before responding.

Personal Questions

Pupils will be reminded that lessons are not the appropriate place to discuss personal experiences or ask questions about another person's body or private life.

If pupils ask personal questions of staff or classmates, teachers will:

- remind pupils of the agreed ground rules;
- redirect discussion appropriately;
- protect everyone's privacy;
- avoid sharing unnecessary personal information.

Where helpful, teachers may use distancing techniques such as fictional scenarios or case studies to explore sensitive issues safely.

Anonymous Questions

Teachers may use anonymous question boxes during appropriate units of work.

These allow pupils to ask questions they may otherwise feel embarrassed to raise.

Before answering questions, teachers will consider whether they are:

- appropriate for the age of the class;
- relevant to the curriculum;
- factually accurate to answer;
- likely to cause unnecessary anxiety or confusion.

Some questions may be answered individually rather than with the whole class where this is judged to be more appropriate.

Responding to Sensitive Issues

Occasionally, discussions may raise issues that indicate a pupil requires additional support.

Where this happens, teachers will:

- respond calmly and sensitively;
- avoid further discussion in front of peers;
- reassure the pupil where appropriate;
- follow the school's safeguarding procedures;
- inform the Designated Safeguarding Lead (DSL) if required.

Teachers will never promise complete confidentiality if a safeguarding concern is disclosed.

Safeguarding Within RSHE

Relationships, Sex and Health Education forms an important part of the school's safeguarding curriculum. Delivery of RSHE also supports the safeguarding responsibilities outlined within Keeping Children Safe in Education.

Teaching helps pupils to recognise:

- healthy and unhealthy relationships;
- appropriate and inappropriate touch;
- personal boundaries;
- unsafe situations;
- coercion and manipulation;
- bullying, including prejudice-based bullying;
- online grooming;
- exploitation;
- peer pressure;
- harmful online content;
- where and how to seek help.

Children are regularly reminded that they can speak to any trusted adult in school if they are worried about themselves or someone else.

Any safeguarding concerns arising during RSHE lessons will be managed in accordance with the school's Safeguarding and Child Protection Policy.

Assessment

Assessment within RSHE is intended to support learning rather than measure personal beliefs or experiences.

Teachers assess pupils through:

- observation;
- discussion;
- questioning;
- learning activities;
- pupil reflection;
- low-stakes quizzes;
- recorded work where appropriate.

Assessment focuses on pupils' understanding of knowledge and skills rather than their personal values or family circumstances.

Teachers use assessment information to adapt future learning and provide additional support where needed. Pupils also take part in self-assessment activities to see their own development and highlight to their teachers where their own confidence stands.

Monitoring Pupil Wellbeing

Teachers recognise that some RSHE topics may prompt emotional responses.

Where appropriate, teachers will:

- check pupils' understanding throughout lessons;
- provide opportunities for reflection;
- signpost pupils to trusted adults;
- work alongside pastoral staff where additional support may be beneficial.

The wellbeing of pupils remains central to all aspects of RSHE teaching.

Resources

The Bellbird Primary School uses the **Kapow Primary RSHE scheme of work** as the basis for planning and delivering Relationships, Sex and Health Education.

Teachers carefully select and adapt resources to ensure they are:

- compliant with statutory guidance;
- factually accurate and evidence-informed;
- inclusive and representative of modern Britain;
- age-appropriate and developmentally appropriate;
- accessible for all learners, including pupils with SEND;
- sensitive to the diverse backgrounds and experiences of our school community.

Where appropriate, additional high-quality resources may be used to support learning or address emerging safeguarding issues, provided they are reviewed and approved by the PSHE Lead.

Teaching materials are evaluated regularly to ensure they remain current, accurate and suitable for the needs of our pupils.

Parents and carers are welcome to view curriculum materials and resources on request and are encouraged to discuss any questions with the class teacher or PSHE Lead.

Staff Training

All staff involved in delivering RSHE receive appropriate professional development.

Training may include:

- updates to statutory guidance;
- safeguarding developments;
- online safety;
- effective classroom practice;
- responding to difficult questions;
- inclusion and equality;

- mental health and wellbeing;
- emerging issues affecting children and young people.

The PSHE Lead will ensure that staff remain informed of national guidance and current best practice so that teaching remains accurate, relevant and effective.

Inclusion, Equality and Diversity

The Bellbird Primary School is committed to providing an inclusive RSHE curriculum that reflects the diversity of our school community and wider society.

Our teaching promotes respect, kindness, empathy and understanding, helping pupils to recognise that every individual has equal value and deserves to be treated with dignity.

RSHE is taught in accordance with the Equality Act 2010 and supports the school's wider equality duties. Teaching is factual, age-appropriate and inclusive. Pupils are encouraged to understand that people may have different beliefs, values, backgrounds and life experiences, and that everyone should be treated with respect.

Our curriculum includes learning that reflects the diversity of modern Britain, including different family structures, cultures, faiths and protected characteristics, in an age-appropriate manner.

Teaching does not seek to promote any particular lifestyle, belief or personal viewpoint. Instead, it equips pupils with accurate knowledge, develops respectful attitudes and enables them to understand the importance of equality, inclusion and mutual respect.

Staff remain professionally impartial while creating opportunities for respectful discussion and critical thinking.

Special Educational Needs and Disabilities (SEND)

We recognise that all pupils have the right to access high-quality Relationships, Sex and Health Education. Learning is adapted to meet the needs of pupils with Special Educational Needs and Disabilities (SEND), recognising that some children may require additional support, adapted resources or alternative approaches.

Teachers will:

- adapt learning to meet individual needs;
- use appropriate communication strategies;
- provide additional visual or practical resources where required;
- revisit key concepts where appropriate;
- work collaboratively with parents, carers and relevant professionals.

Some pupils may require more explicit teaching about:

- personal boundaries;
- recognising unsafe situations;
- friendships;
- communication;
- online safety;
- personal care.

Where appropriate, learning will be personalised to ensure all pupils can access the curriculum safely and successfully.

Safeguarding

Relationships, Sex and Health Education is a key part of our whole-school safeguarding curriculum.

High-quality RSHE helps pupils develop the knowledge and confidence to:

- recognise healthy and unhealthy relationships;
- understand personal boundaries;
- identify trusted adults;
- recognise bullying and discrimination;
- understand the importance of consent in age-appropriate situations;
- recognise coercive or controlling behaviour;
- identify inappropriate online contact;
- respond safely to unwanted communication;
- understand how to report concerns.

Through RSHE, pupils learn that everyone has the right to feel safe and that support is always available. Where safeguarding concerns arise during lessons, staff will follow the school's Safeguarding and Child Protection Policy immediately.

Teachers will never promise confidentiality if information suggests that a pupil or another person may be at risk of harm.

The Designated Safeguarding Lead (DSL) will be informed of any concerns in accordance with school procedures.

External Visitors

External visitors can enhance our RSHE curriculum by providing specialist knowledge and expertise.

Visitors may include:

- school nursing teams;
- health professionals;
- emergency services;
- safeguarding specialists;
- accredited educational organisations.

External visitors do not replace the role of the class teacher.

Before any visit:

- content will be agreed with the PSHE Lead;
- resources will be reviewed to ensure they are appropriate;
- safeguarding arrangements will be confirmed.

A member of school staff will always remain present during sessions and retain responsibility for behaviour management, safeguarding and supporting pupils.

Working in Partnership with Parents and Carers

We believe that children achieve the greatest benefit from RSHE when schools and families work together. Parents and carers are the primary educators of their children in matters relating to relationships, growing up and family life.

The school will:

- make this policy available to parents and carers;
- provide information about curriculum content;
- inform parents when non-statutory Sex Education is due to be taught;
- offer opportunities to discuss the curriculum;
- make teaching resources available on request;
- respond sensitively to questions or concerns.

We encourage parents and carers to continue learning at home through open and age-appropriate conversations.

Parents' Right to Withdraw

Relationships Education and Health Education are statutory subjects in primary schools.

Parents do not have the right to withdraw their child from:

- Relationships Education;
- Health Education;
- National Curriculum Science.

Parents do have the legal right to request that their child is withdrawn from the non-statutory elements of Sex Education.

If a parent wishes to discuss withdrawing their child, they should arrange a meeting with the Headteacher or PSHE Lead.

During this meeting we will:

- explain the curriculum;
- discuss any concerns;
- share teaching resources if requested;
- answer questions openly and honestly.

Where a request for withdrawal is confirmed, suitable alternative supervised provision will be made for the pupil during those lessons.

We recognise that withdrawal from these lessons places responsibility on parents and carers to provide any omitted learning at home.

Monitoring and Review

The effectiveness of the RSHE curriculum is reviewed regularly to ensure it continues to meet the needs of pupils and complies with statutory guidance.

Monitoring activities include:

- lesson observations;
- learning walks;
- planning scrutiny;
- pupil voice;
- staff feedback;
- parent feedback;
- governor monitoring.

The PSHE Lead will evaluate the impact of the curriculum regularly and recommend any necessary changes.

The Governing Body will review this policy regularly, or sooner if changes to legislation or statutory guidance require earlier revision.

Policy Availability

This policy is available:

- on the school website;
- from the school office upon request;
- through the school's policy management system.

Parents and carers are encouraged to contact the school if they would like any further information about the RSHE curriculum.

Appendix A – Curriculum Coverage by Year Group

EYFS & KS1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<u>Self-regulation:</u> My feelings	<u>Building relationships:</u> Special relationships	<u>Managing self:</u> Taking on challenges	<u>Self-regulation:</u> Listening and following instructions	<u>Building relationships:</u> My family and friends	<u>Managing self:</u> My wellbeing
Year 1	<u>My healthy self:</u> How can we look after our emotions?	<u>Connecting with others:</u> How can I help myself and others feel happy and safe?	<u>The online world:</u> How do we spend time online?	<u>Citizenship:</u> How can I help others and the environment?	<u>Health protection:</u> How can I protect myself and others in daily life?	<u>Staying safe:</u> How can I stay safe?
Year 2	<u>My healthy self:</u> How can we look after our bodies?	<u>Connecting with others:</u> How can I build safe, kind and caring relationships with others?	<u>The online world:</u> How can we stay safe online?	<u>Citizenship:</u> How do people belong to a community and earn money?	<u>Growing up:</u> How can we look after and respect our bodies as we grow?	<u>Staying safe:</u> How can I make safe choices in different places?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<u>My healthy self:</u> How can I take care of my mind and body?	<u>Connecting with others:</u> What helps us feel safe and included?	<u>The online world:</u> How should we communicate online?	<u>Citizenship:</u> What rights and responsibilities do we have?	<u>Health protection:</u> How can we prevent illness and injury and respond if they happen?	<u>Citizenship:</u> What careers do people choose and why?
Year 4	<u>My healthy self:</u> How can I make healthy choices?	<u>Connecting with others:</u> How can we respect each other?	<u>The online world:</u> How can we decide what to trust online?	<u>Citizenship:</u> How can I spend money wisely?	<u>Growing up:</u> How will my body and emotions change as I grow up?	<u>Staying safe:</u> What signs help me recognise what is safe or unsafe?
Year 5	<u>My healthy self:</u> How can I support my mind and body as I grow?	<u>Connecting with others:</u> Why are healthy relationships important?	<u>The online world:</u> How am I influenced by what I see online?	<u>Citizenship:</u> How can we make a difference in our communities and beyond?	<u>Growing up:</u> How can I manage the changes to my body and emotions as I grow up?	<u>Citizenship:</u> How can we be in control of our money?
Year 6	<u>My healthy self:</u> How do my choices today shape my future health?	<u>Connecting with others:</u> What does it mean to stand up for myself and others?	<u>The online world:</u> How do I feel about the things I see online?	<u>Citizenship:</u> How can we protect everyone's rights?	<u>Staying safe:</u> How can I stay safe as I grow up?	<u>Sex education:</u> How do people become parents and carers?