

## **Relationships and Health Education incorporating Sex Education**

### **Definition of Relationships, Sex and Health Education**

Relationships, Sex and Health Education is lifelong learning about physical, moral and emotional development. It is about understanding the characteristics of safe, positive and healthy relationships, which might be with friends, family or other adults. RHE gives pupils the opportunity to learn about how to assess risks and keep themselves safe from harm. They develop the knowledge and skills to make positive, healthy choices, look after themselves and others, and importantly, to keep safe as they develop through life and into adulthood. It prepares pupils for the changes of adolescence and ensures they are equipped to manage these effectively. All of this is set within the morals and values of our school.

### **Why is RHE important to our school?**

At Bruce Grove Primary School we believe in the importance of education for the development of the whole child. Healthy Relationships Education (HRE) gives the children the opportunity to develop physically, morally and emotionally within the safe and caring environment of our school. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is **not** about the promotion of sexual orientation or sexual activity. Healthy Relationships Education is taught through a whole-school approach, and is embedded within PSHE, to help prepare the children for life. The curriculum will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

### **Aims**

- To work in partnership with parents to develop the knowledge and skills of pupils in this important area
- To offer all pupils a planned programme of education about human development, healthy relationships of all kinds, sexuality and family life which is developmental and appropriate to the age and maturity of the child.
- To teach sexuality within a moral framework emphasising stable relationships and family life.
- To encourage pupils to develop a positive view of themselves and to respect others
- To help pupils understand that they have rights over their bodies
- To help pupils recognise pressure in all its forms and have strategies to resist this
- To give pupils the knowledge and skills to recognise and manage risks and keep themselves safe, in real life and online
- To support pupils to understand what helps to keep their bodies and minds healthy and things they can do to improve their health and wellbeing
- To provide opportunities for all students to learn appropriate to their needs

### **Legislation**

This policy has been written with regard to the Department for Education's guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' published in June 2019. This is statutory guidance issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996. These regulations are made under sections 34 and 35 of the Children and Social Work Act 2017 and provide that pupils receiving primary education must be taught Relationships Education and Health Education. The policy is also influenced by a number of other statutory legislation and non-statutory guidance including the Equality Act 2010 and Keeping Children Safe in Education.

### **Policy development, responsibilities, and review**

The RSE policy has been developed in consultation with parents, pupils, staff and governors. It will be reviewed annually using the processes outlined below. Responsibilities regarding the policy are outlined below:

### ***Governing body***

- Nominate PSHE/RSHE lead in school
- Development and implementation of RSE policy outlining the rationale and organisation of the RSHE programme, including information on parents' rights to withdraw from sex education and compliant with Equalities legislation.
- Ensure parents are consulted about the RSHE policy
- Ensure all staff comply with policy
- Make a copy of the policy available on the school website and to parents.
- Adequate resourcing available for subject
- Link governor to monitor RSE/PSHE
- Monitoring, review and evaluation of this policy

### ***Head teacher***

- Consult with key stakeholders about the RSHE policy
- Implement RSE policy
- Monitor compliance to policy
- Work closely with the link governor and coordinator
- Provide leadership and vision in respect of equality;
- Organise quality training for the teaching staff so that they feel skilled and equipped to deliver effective RSE
- Monitor the effectiveness of this policy and report annually to governors

### ***Co-ordinator***

- Lead the development of this policy throughout the school;
- Work closely with the Headteacher and the nominated governor
- Provide guidance and support to all staff
- Provide training for all staff on induction and when the need arises;
- Keep up to date with new developments and resources
- Undertake risk assessments when required
- Review and monitor RSE curriculum
- Monitor the effectiveness of this policy and report annually to governors
- Provide information to parents on what will be covered and when.

### ***Review***

The policy will be reviewed annually. This review will be informed by pupil, staff and parent feedback. Assessment data and evidence of delivery will be used to evaluate if the curriculum is meeting the intended outcomes. The review process will also take account of emerging legislation and national and local good practice.

### ***Dissemination***

We will raise awareness of this policy via:

- The school website
- The staff handbook
- Meetings with parents
- School events
- Meeting with school personnel
- Communications with home such as weekly newsletters
- Reports such as annual report to parents and headteacher reports to governing body
- Information displays in the main school entrance.

## **Content of RHE**

| Discovery Education<br>Health and Relationships<br>Healthy and happy friendships |                                  | This topic explores friendships: their importance, what being a good friend means, and how to keep friendships positive and healthy. Pupils investigate their own values and identity (including their online identity), and develop skills to resolve difficulties within friendships, including maintaining and respecting personal boundaries and safe touch, managing peer pressure and the effects on friendships of change. |                                                                                                                                |                                                                                                              |
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| Year group                                                                       |                                  | Video                                                                                                                                                                                                                                                                                                                                                                                                                             | Vocabulary                                                                                                                     | Lessons                                                                                                      |
| Y1                                                                               | Making friends and getting along | A new school                                                                                                                                                                                                                                                                                                                                                                                                                      | friend, friendly, kind, unkind, welcoming, happy, sad, share                                                                   | 1) Friends<br>2) Kindness<br>3) Getting along, sharing and turn taking                                       |
| Y2                                                                               | What makes a happy friendship?   | Friends at first                                                                                                                                                                                                                                                                                                                                                                                                                  | happy, healthy, kindness, friend, smile, no, touch, uncomfortable, boundaries, personal, space, worries, help, trust           | 1) What makes a happy friendship?<br>2) Personal boundaries<br>3) Worries                                    |
| Y3                                                                               | Being a good friend              | The friendship tree                                                                                                                                                                                                                                                                                                                                                                                                               | friend, respect, values, touch, private, privacy, resilience, encouragement                                                    | 1) What makes a good friend?<br>2) Personal space<br>3) Resilience                                           |
| Y4                                                                               | Solving friendship difficulties  | Peer mediators                                                                                                                                                                                                                                                                                                                                                                                                                    | friend, values, qualities, difficulty, compromise, communication, yes, no, boundaries, permission                              | 1) Qualities of a good friend<br>2) Solving friendship difficulties<br>3) Personal boundaries and permission |
| Y5                                                                               | Changing friendships             | Changing friendships                                                                                                                                                                                                                                                                                                                                                                                                              | identity, stereotypes, prejudice, peer pressure, choice, emotions, wellbeing, emotional health, mental health, stress, anxiety | 1) Identity<br>2) Peer pressure<br>3) Emotional health and wellbeing                                         |
| Y6                                                                               | Relationships and feelings       | Moving on                                                                                                                                                                                                                                                                                                                                                                                                                         | personal safety, risk, consequences, friends, change, relationships, emotions, feelings                                        | 1) Personal safety<br>2) Relationships and change<br>3) Wider emotions                                       |

| Discovery Education<br>Health and Relationships<br>Caring and responsibilities |                                       | This topic focuses on special people. It explores why they are special and how they care for and keep one another safe. It examines pupils' increasing responsibilities towards themselves and others as they get older, including the role they can play and the difference they can make within their communities. |                                                                                                                                                                       |                                                                                                                                |
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| Year group                                                                     |                                       | Video                                                                                                                                                                                                                                                                                                                | Vocabulary                                                                                                                                                            | Lessons                                                                                                                        |
| Y1                                                                             | Our special people                    | A special person trophy                                                                                                                                                                                                                                                                                              | special, people, important, care, safe, worried, nervous, scared, help, helper, rules, safe, unsafe                                                                   | 1) My special people<br>2) How our special people care for us<br>3) Keeping safe                                               |
| Y2                                                                             | Special people in our communities     | My community                                                                                                                                                                                                                                                                                                         | community, kindness, understanding, help, community helpers, trusted adult, signs, difference, similarity, respect                                                    | 1) Community helpers<br>2) When we need help<br>3) Our communities and groups                                                  |
| Y3                                                                             | Responsibility and boundaries         | Anita Care-More                                                                                                                                                                                                                                                                                                      | responsibility, responsible, consequences, irresponsible, personal space, crowded, uncomfortable, boundaries, invade, defend, empathy, caring, support, understanding | 1) Being responsible<br>2) Responsibility and personal space<br>3) Caring and empathy                                          |
| Y4                                                                             | Rights and responsibilities           | Being responsible                                                                                                                                                                                                                                                                                                    | rights, responsibilities, respect, opportunities, entitled, agreement, rights, convention, United Nations, roles, responsibilities                                    | 1) Our rights, our responsibilities<br>2) The UN Convention on the Rights of the Child<br>3) Family roles and responsibilities |
| Y5                                                                             | Caring in the community               | Caring for one another                                                                                                                                                                                                                                                                                               | care needs, caring, alone, loneliness, lonely, isolation, isolated, volunteer, volunteering, community, involvement                                                   | 1) Changing needs<br>2) Feeling lonely<br>3) Why volunteer?                                                                    |
| Y6                                                                             | Responsible behaviour as we get older | Changes at secondary school                                                                                                                                                                                                                                                                                          | strengths, self-care, development, saving, bank account, responsible, irresponsible, budget, interest, transition, secondary, Independence, networks                  | 1) Taking care of myself<br>2) Looking after my money<br>3) Transition to secondary                                            |

| Discovery Education<br>Health and Relationships<br>Coping with change |                                               | This topic explores how people grow and change from babies, through puberty to adulthood. At Key Stage 1, it examines ways in which children have grown and how they will continue to change, and how to develop resilience to change. At Key Stage 2, it identifies changes that will take place in children's bodies during puberty, and explores ways to manage the emotional effects of life changes, including transition to secondary school. |                                                                                                                                                   |                                                                                           |
|-----------------------------------------------------------------------|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| Year group                                                            |                                               | Video                                                                                                                                                                                                                                                                                                                                                                                                                                               | Vocabulary                                                                                                                                        | Lessons                                                                                   |
| Y1                                                                    | Growing and changing                          | How I have changed                                                                                                                                                                                                                                                                                                                                                                                                                                  | growing, adults, babies, change, older, growing up, jobs, future                                                                                  | 1) Animal babies<br>2) How have we changed?<br>3) A future me                             |
| Y2                                                                    | Growing up and setting goals                  | Three generations                                                                                                                                                                                                                                                                                                                                                                                                                                   | growing, adult, baby, change, timeline, life cycle, likes, dislikes, change, future, likes, dislikes, change, future                              | 1) When I am older<br>2) Looking at the changes ahead<br>3) Goals                         |
| Y3                                                                    | Coping with feelings when things change       | When Bailey's dog died                                                                                                                                                                                                                                                                                                                                                                                                                              | changes, support, feelings, sad, empathy, sympathy, happy, positive, kind, emotions                                                               | 1) New changes<br>2) Feeling sad and showing empathy<br>3) Happiness                      |
| Y4                                                                    | Puberty and hygiene                           | Sweat, soap and showers                                                                                                                                                                                                                                                                                                                                                                                                                             | puberty, hormones, menstruation, eggs, sanitary pads, periods, hygiene, hormones, sweat, health                                                   | 1) What is puberty?<br>2) Understanding periods<br>3) Keeping clean as we grow and change |
| Y5                                                                    | Puberty and emotions                          | Elise explains: periods                                                                                                                                                                                                                                                                                                                                                                                                                             | hormones, menstruation, periods, sperm, eggs, ovaries, testicles, vagina, penis, puberty, emotions, hormones, changes, feelings, support, control | 1) Puberty<br>2) Puberty and emotions<br>3) Emotional changes: managing well              |
| Y6                                                                    | Coping with emotional effects of life changes | Ask the expert: puberty                                                                                                                                                                                                                                                                                                                                                                                                                             | body image, reality, pressure, attributes, influence, relationships, emotions, secondary school, future, memories, reflect                        | 1) Body image<br>2) Puberty and changing relationships<br>3) Moving on                    |

| Discovery Education<br>Health and Relationships<br>Families and committed relationships |                                            | This topic explores the importance and diversity of families, and the characteristics of healthy, positive family relationships. It enables pupils to recognise when they may feel unsafe within a family, and how to ask for help if they need it. It identifies the characteristics of a committed relationship, and at Year 6 explores human reproduction and other ways that people can start a family. |                                                                                                                                                                                                       |                                                                                                     |
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| Year group                                                                              |                                            | Video                                                                                                                                                                                                                                                                                                                                                                                                       | Vocabulary                                                                                                                                                                                            | Lessons                                                                                             |
| Y1                                                                                      | The importance of family                   | My family                                                                                                                                                                                                                                                                                                                                                                                                   | family, important, differences, similarities, happy, special, superhero                                                                                                                               | 1) My family<br>2) Our families<br>3) Superhero families!                                           |
| Y2                                                                                      | The diversity of families                  | Different families                                                                                                                                                                                                                                                                                                                                                                                          | family, family tree, relatives, related, love, sharing, listening, support, similar, different, traditions                                                                                            | 1) Who is in a family?<br>2) A happy family<br>3) Families of all kinds                             |
| Y3                                                                                      | Different types of committed relationships | Belonging together                                                                                                                                                                                                                                                                                                                                                                                          | commitment, safe, secure, trust, relationship, marriage, change, affect, loss, separation, divorce                                                                                                    | 1) Commitment and marriage<br>2) All change!<br>3) Family changes: when parents separate            |
| Y4                                                                                      | Families and other relationships           | Spoiling the fun?                                                                                                                                                                                                                                                                                                                                                                                           | relationships, appropriate, behaviour, belonging, membership, together, family                                                                                                                        | 1) Different relationships: boundaries and behaviour<br>2) Belonging<br>3) Caring families          |
| Y5                                                                                      | Healthy, committed relationships           | What is love?                                                                                                                                                                                                                                                                                                                                                                                               | relationships, healthy, diversity, commitment                                                                                                                                                         | 1) Values of healthy relationships<br>2) Diversity in relationships<br>3) It's all about commitment |
| Y6                                                                                      | Starting a family (sex education)          | Starting a family                                                                                                                                                                                                                                                                                                                                                                                           | sexual intercourse, sex, fertilise, conception, foetus, sperm, egg, pregnant, IVF, adoption, Caesarean section, babies, commitment, responsibility, law, legal, age restriction, age of consent, safe | 1) Starting a family<br>2) The impact of having a baby<br>3) When is it right?                      |

| Discovery Education<br>Health and Relationships<br>Healthy bodies, healthy minds |                                 | This topic explores how to stay healthy, both physically and mentally. It explores ways to maintain wellbeing and prevent illness; how to develop a healthy, balanced lifestyle; and the consequences and effects of different habits and choices. It encourages the development of positive self-worth and recognition, what might affect or influence unhealthy ways of thinking, and how to overcome this. |                                                                                                                                                                                                                                                  |                                                                                                              |
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| Year group                                                                       |                                 | Video                                                                                                                                                                                                                                                                                                                                                                                                         | Vocabulary                                                                                                                                                                                                                                       | Lessons                                                                                                      |
| Y1                                                                               | Amazing bodies                  | Our bodies                                                                                                                                                                                                                                                                                                                                                                                                    | body, healthy, private, penis, testicles, vulva<br>vagina, similar, different, health, healthy choices                                                                                                                                           | 1) My amazing body<br>2) Private body parts (introducing correct terminology)<br>3) Looking after our bodies |
| Y2                                                                               | Staying safe and healthy        | Where would you go for help?                                                                                                                                                                                                                                                                                                                                                                                  | healthy, feelings, emotions, medicine, unwell, dose, safe, helpful, harmful, instructions, health, body, mind                                                                                                                                    | 1) Healthy feelings<br>2) Staying safe at home<br>3) Feeling poorly                                          |
| Y3                                                                               | Sleep, food and hygiene         | Healthy habits                                                                                                                                                                                                                                                                                                                                                                                                | health, wellbeing, sleep, routine, healthy, carbohydrates, proteins, dairy, fats, germs, virus, routines, hygiene, healthy, poorly, teeth, toothpaste, hand washing, soap                                                                        | 1) The power of sleep<br>2) Making healthy food choices<br>3) Germs!                                         |
| Y4                                                                               | Influences and personal choices | Dealing with feelings                                                                                                                                                                                                                                                                                                                                                                                         | Influence, pressure, persuade, healthy choices, consequence, responsibility, feelings emotions                                                                                                                                                   | 1) Healthy influences<br>2) Making healthy choices<br>3) Dealing with feelings                               |
| Y5                                                                               | Valuing our bodies and minds    | Finding your calm                                                                                                                                                                                                                                                                                                                                                                                             | self-image, self-respect, attributes, self-talk, development, proud, drugs, alcohol, tobacco, cigarettes, e-cigarettes, vaping, caffeine, substances, legal, illegal, effects, bacteria, virus, infection, immunisation, vaccination, antibiotic | 1) Valuing ourselves<br>2) Alcohol, tobacco and drugs<br>3) Keeping well                                     |
| Y6                                                                               | Being the best me               | Ask the expert: picturing myself                                                                                                                                                                                                                                                                                                                                                                              | self-respect, boundaries, kind, confidence, strengths, weaknesses, trolling, social media, internet, comparison, mental health, mental ill-health, wellbeing, illness, symptoms, mind                                                            | 1) Being the best me<br>2) Social media and our wellbeing<br>3) Taking care of our mental health             |

| Discovery Education<br>Health and Relationships<br>Similarities and differences |                                                  | This topic explores and celebrates the similarities and differences between people, exploring and encouraging ways to value and respect difference and diversity. It looks at the damaging effect that stereotypes can have, and how to identify and challenge them. It helps pupils recognise their own personal strengths and abilities, and develop self-respect. |                                                                                                                              |                                                                                                               |
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| Year group                                                                      |                                                  | Video                                                                                                                                                                                                                                                                                                                                                                | Vocabulary                                                                                                                   | Lessons                                                                                                       |
| Y1                                                                              | Recognising strengths and respecting differences | What makes us special                                                                                                                                                                                                                                                                                                                                                | similarity, difference, special, unique, strengths, abilities                                                                | 1) I am special<br>2) Who I am makes me unique<br>3) We don't all feel the same way                           |
| Y2                                                                              | Strengths, abilities and stereotypes             | What can you tell?                                                                                                                                                                                                                                                                                                                                                   | strengths, abilities, gender, stereotype, qualities                                                                          | 1) My strengths and abilities<br>2) Stereotypes<br>3) Whose job?                                              |
| Y3                                                                              | Valuing and respecting one another               | You can do anything                                                                                                                                                                                                                                                                                                                                                  | different, equal, respect, community, values, diversity, customs, respect, feelings, values                                  | 1) Different but equal<br>2) Our school community<br>3) Valuing one another and considering people's feelings |
| Y4                                                                              | Identity and diversity                           | Celebrating diversity                                                                                                                                                                                                                                                                                                                                                | diversity, stereotypes, judge, judgement, point-of-view, opinion, disagree, agree                                            | 1) Being British<br>2) Making a judgement<br>3) A different point of view                                     |
| Y5                                                                              | Celebrating strengths and setting goals          | See me for who I am                                                                                                                                                                                                                                                                                                                                                  | strength, weakness, proud, abilities, goals, aspirations, achievement, future, vision, online, social media, profile, safety | 1) Strengths and abilities<br>2) Setting goals<br>3) Online safety                                            |
| Y6                                                                              | Respectful behaviour online and offline          | Noah Boundaries                                                                                                                                                                                                                                                                                                                                                      | online identity, communication, risk, online bullying, diversity, inclusive, differences                                     | 1) Identity online<br>2) Online bullying<br>3) Identities and belonging                                       |

## Sex Education

Our provision of sex education in Year 6 meets the developing needs our pupils. The content of the sex education can be seen in the Families and Committed Relationships topic (see above). In broad terms it takes a balanced and factual approach exploring healthy relationships, consent, reproduction, pregnancy and childbirth in an age-appropriate manner. Parents are able to withdraw their child from this part of the curriculum if they would prefer to deliver this element of the curriculum themselves (see parent section below).

## **Inclusion**

RSHE and PSHE should be accessible for all pupils. As a school we promote inclusion for all and celebration of difference. Every child and family have a right to feel included and valued in our school community.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. The Act allows schools to take positive action to deal with particular disadvantages affecting one group because of one of the characteristics listed above. An example of this in relation to RSE and PSHE in our school is that we may need to provide additional learning opportunities for children with special educational needs and/or disabilities.

### ***Pupils with Special Educational Needs and Disabilities***

As with other subjects, pupil with SEND may need additional support to access the RSHE/PSHE curriculum. Teachers will assess the needs of each pupil and ensure that appropriate support is put in place. This may involve individual work with a TA and/or small group work. We will liaise with parents to ensure that each child's needs are met. Some pupils, for example those with Autistic Spectrum Disorders, may need a more explicit approach to some of the key concepts of RSHE/PSHE – this will be discussed with parents/ carers to ensure a plan is put in place to support learning both at school and at home.

### ***Diverse families***

In our provision of RSHE and PSHE we will explore the diverse families that are represented in our school and in wider society, including same sex parents, single parents, adopted families, fostering, children living with grandparents and so on. Our resources and teaching will reflect this diversity to ensure every pupil feels included and valued.

### ***Gender***

We actively challenge stereotypes around gender through RSHE, PSHE and our wider curriculum and school ethos. Our aim is for pupils to be respectful of all genders and recognise the equality of all.

## **Delivery**

The planning and delivery of the programme is undertaken by teachers. Teachers take a balanced, non-judgmental approach to delivery acknowledging that there are many different views and values around relationships, sex, drugs and other issues. We carry out the main RSHE teaching through our Personal, Social, Health and Citizenship Education curriculum.

***RHE is delivered in weekly sessions. We are using the Discovery Education Health and Relationships curriculum to deliver all aspects of the statutory requirements of RSHE/ PSHE.***

Teachers will use a range of teaching methods and age-appropriate resources to deliver RSHE/PSHE that best meets the intended learning outcomes for each year group. Each year cohorts vary so teachers will use their knowledge of the class and their professional expertise to select resources and activities that are most suitable.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guidelines concerning RSHE, PSHE and related issues.

All teachers will deliver RSHE/PSHE in a safe way ensuring that all pupils feel able to participate and contribute. To support this each class will create a group agreement outlining expected behaviour, rights and responsibilities within PSHE and RSHE sessions.

### ***Answering questions***

As with any topic pupils are likely to be inquisitive and ask questions to further their knowledge and understanding. Questions asked by pupils may be outside the planned teaching content. To manage questions effectively with older pupils, teachers will use a question box strategy in sessions exploring more sensitive content. Any questions will be written down and placed inside the box. When choosing how to answer questions staff will consider age-appropriateness, whether to answer individually rather than as a whole class or to involve parents.

## **Assessment**

*As with all curriculum areas there will be assessment in RSHE/PSHE to ensure that pupils are achieving the intended learning outcomes. Teachers will assess pupils' learning at the end of each half term. This assessment will be in different forms and may involve quizzes, work samples, observation of role-play, pictures, and so on.*

*There will be a section in the end of year report to parents on RSHE and PSHE.*

## **Confidentiality and safeguarding**

Due to the content of RSHE and PSHE where pupils are exploring sensitive issues this may lead to disclosures of a child protection concern. The boundaries around confidentiality will be explained to pupils through the group agreement. Pupils will be told that in sessions teaching staff will endeavour to respect a pupil's confidence unless they consider them or another child to be at risk. Where confidentiality has to be breached this will be explained to the pupil. Teachers cannot promise a pupil that they will 'keep a secret'.

## **Partnership with parents**

We see parents as key partners in our provision of RSE and PSHE. To support the important role of parents we provide regular information about the content of our curriculum and when topics are delivered through the school newsletter every half term. Parents are encouraged to talk with their child about the RSHE and PSHE they receive at school in order to put this in the context of their family's own values and beliefs.

Our programme is regularly reviewed and is planned to meet the needs of all pupils. If a parent has questions about any aspect of the programme we ask that they speak with their child's class teacher in the first instance.

## **Right to withdraw from sex education:**

In line with legislation parents have a right to withdraw their child from any sex education content that we deliver outside of national curriculum Science, statutory Relationships Education and statutory Health Education. *The only content of this kind is in the Year 6 topic Families and committed Relationships* If you would like to withdraw your child from these elements please contact the class teacher in the first instance. Pupils that are withdrawn will be given appropriate work to complete.

## **Complaints**

If you have a complaint about the RSHE/PSHE policy or provision please follow the school's existing complaints procedure which can be found on the website.

## **Policy links**

Anti-bullying policy  
Equality policy  
Safeguarding policy  
PSHE policy  
Science Policy  
R.E Policy  
P.E. Policy