RSHE POLICY

(Relationship, Sex and Health Education)

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Updates in blue

Statement of intent

At Lowfield, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education and we do not teach this at Lowfield. State-funded primary schools are also required to teach health education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

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

This subject will sit within the context of Lowfield's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.

Through our curriculum, we intend the children will:

- Gain the skills and understanding they need to support the development of healthy bodies and lifestyles.
- Have the skills and understanding they need to support the development of healthy minds.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues and be aware of their rights, especially in relation to their bodies.
- Understand the way their bodies grow and develop and be prepared for these changes.
- Develop the skills around assessing risk and keeping themselves safe.
- Provide pupils with the knowledge and skills to access appropriate support.
- Know how to use the internet safely and to recognise the benefits and any potential risks.
- Understand what makes for positive and healthy relationships with others and the importance of commitment. Develop social and relationship skills and know protective behaviours.
- Be independent, respectful and responsible members of the school and the wider community.
- Know how to be positive and active members of a democratic society.
- Develop an understanding of Democracy, Rule of Law, Individual liberty and Respect and Tolerance
- Explore a range of attitudes, values and faith perspectives around relationships and diversity.

1. Legal framework

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

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2026) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE 'Keeping children safe in education'

This policy operates in conjunction with the following school policies:

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

2. Roles and responsibilities

The governing body is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.

The headteacher is response for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.

- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on a 2 year basis.

The relationships, sex and health education subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

Teachers and HLTAs are responsible for:

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

In line with the responsibilities outlined in the list above, the teachers who will be delivering relationships, sex and health education are outlined below:

The SENCO is responsible for:

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

3. Organisation of the curriculum

Every primary school is required to deliver statutory relationships education and health education. We follow the scheme compiled by the team at Learn Sheffield, which can be accessed by staff in school via the link in StaffShare CURRICULUM 2020 folder. The lessons in each phase (KS1, LKS2 or UKS2) link together, allowing a clear progression from year to year. The content of the curriculum has been distributed across our year groups to ensure it ties in with the content of other curriculum areas and is taught at stages appropriate for our children. The planning covers the National RSHE Curriculum and includes PSHE and Citizenship content. Yearly overviews and Medium Term Plans can be viewed on the school website.

For the purpose of this policy:

- "Relationships and sex education" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.
- "Health education" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance.

The relationships and health curriculum takes into account the views of teachers, pupils and parents. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

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

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

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

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

- Organising a meeting with the head teacher or another member of SLT.
- Emailing enquiries@lowfield.sheffield.sch.uk

4. Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum. The school will work closely with parents by establishing open communication – parents are consulted in the development and delivery of the curriculum, as outlined in section 3 of this policy. To date: consultation has been conducted city-wide by Learn Sheffield. The school held Zoom consultation for parents and carers to talk to the Head teacher, Chair of governors, Assistant Head responsible for RSHE and Y6 teacher.

Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum. Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

5. Relationships education overview

Families and people who care for me

By the end of primary school, pupils will know:

- That families are important for them growing up safe and happy because they can provide love, security and stability.
- 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.
- That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up.
- That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

By the end of primary school, pupils will know:

That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

- Skills for developing caring and kind friendships.
- That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
- The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
- How to manage conflict, and that resorting to violence is never right.
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful relationships

By the end of primary school, pupils will know:

- How to pay attention to the needs and preferences of others, including in families and friendships – including discussions around how to balance the needs and wishes of different people in relationships and why this can be complicated.
- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- How to communicate effectively and manage conflict with kindness and respect.
- How to be assertive and express needs and boundaries.
- How to manage feelings, including disappointment and frustration.
- The difference between being assertive and controlling, and the difference between being kind to other people and neglecting personal needs – including opportunities to discuss such issues.
- That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different, make other choices, or have different preferences or beliefs.
- About the practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness – including opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity through developing skills and interests.
- About the different types of bullying, including online, the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative, destructive, or lead to bullying and how to challenge a stereotype.
- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online relationships

Through the curriculum, pupils will be taught:

• 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.
• How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met.
• How to recognise harmful content or harmful contact, and how to report this.
• That there is a minimum age for joining social media sites which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
• About the importance of exercising caution about sharing any information about themselves online.
• About online risks, including that any material provided online might be circulated, and that once a picture or word has been circulated there is no way of deleting it everywhere and no control over where it ends up.
• That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being safe

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others, including online.
- About the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter, including online, who they do not know.
- How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- 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.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard, and where to get advice, e.g. family, school or other sources

6. Relationships education per key stage

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

The school always considers the age and development of pupils when deciding what will be taught in each year group. A progressive curriculum is planned, in which topics are built

upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

In EYFS children Personal, Social and Emotional Development is a prime area of learning which underpins the whole curriculum. Children are expected to:

Self-Regulation	Managing Self	Building Relationships
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	- Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.

	Family	Friends	Community
KS1	- Understand own family - Know that we should feel safe and receive kindness when with our families (although not everyone does) - Understand acceptable behaviour at home and at school - Understand that families change - Practice saying no (consent) - Know how to report concerns - Understand that families are diverse	- Learn how to be a kind friend - Identify the features of good friends - Identify 'bossy' friendships - Identify bullying	- Contribute to a happy school - Consider their wider community - Understand the equality of expectations for boys and girls - Learn about gender (boys, girls and gender expectations)
LKS2	- Understand the way that families can change (including bereavement) - Appreciate that there are cultural differences between families in their communities - Know that boys and girls should be treated equally	- Choose healthy friendships - Understand that friends are diverse - Learn how to resolve conflict - Including people who are in minority groups - Understanding what 'non-binary' means	- Consider their place within a happy and fair world - Explore feelings of belonging - Learn how to contribute to society
UKS2	- Discuss the reason why people get married - Learn how to disagree and listen to opposing views with respect - Understand that families are highly varied and that the differences between people should be accepted and celebrated	- Appreciate the ongoing complexity of close friendships - Celebrate difference - Identify manipulation tactics - Learn to stand up for our own interests - Identify and challenge bullying and stereotypes - Accept and celebrate difference - Begin to understand gender identity and sexual orientation	- Understand the history of prejudice and discrimination - Learn how to stand up to prejudice - Learn about impairments and the way to treat disabled people with respect - Understand the importance of money and how to use it wisely - Explore the inequalities created by unequal distribution of wealth - Explore what does it mean to be British

Health education overview

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

Mental wellbeing

By the end of primary school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving are appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

By the end of primary school, pupils will know:

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

Physical health and fitness

By the end of primary school, pupils will know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school, if they are worried about their health.

Healthy eating

By the end of primary school, pupils will know:

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

Drugs, alcohol and tobacco

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

Health and prevention

By the end of primary school, pupils will know:

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

Basic first aid

By the end of primary school, pupils will know:

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

Changing adolescent body

By the end of primary school, pupils will know:

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

7. Health education per year group

Health education will start with the benefits and importance of physical activity, good nutrition and sufficient sleep, and support pupils to develop emotional awareness. The school will emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors. Care will be taken to avoid exposing pupils to concepts which are not appropriate for them.

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

The school always considers the age and development of pupils when deciding what will be taught in each year group. A progressive curriculum is planned, in which topics are built

upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

	Mental Wellbeing	Physical health	Growing up
KS1	- Talk about feelings - Consider the range of moods that we experience - Resolve arguments - Begin to gain a sense of self	- Learn how to exercise - Identify healthy foods - Learn how to keep clean - Identify and avoid dangers	- Learn how our bodies change over time (Linked to science)
LKS2	- Manage feelings - Understand the causes and barriers to our own happiness	- Appreciate the importance of exercise - Appreciate the importance of a healthy diet - Understand issues relating to hygiene and illness	- Be able to access to information about periods should they need to
UKS2	- Develop empathy for other people in the world - Understand mental wellbeing - Resolve conflicts - Understand the causes of our emotions - Explore self-identity	- Critique beauty standards and expectations and the effect these have on mental health - Understand that we need to balance long term happiness with short term enjoyment - Have a thorough understanding of diet and exercise - Appreciate the significance to health of hygiene and illness - Learn about the dangers of drugs, alcohol and tobacco - Learn how to verify health information - Identify and manage hazards and risk - Learn key life-saving skills	**Puberty** - Understand physical changes including identifying body parts - Understand emotional changes - Understand the importance of hygiene during puberty - Understand the process of menstruation **Optional** - Learn how sexual reproduction can lead to childbirth

8. Sex education

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

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

9. Delivery of the curriculum

Our curriculum is adapted to link with and reflect life at Lowfield, whilst adhering to the statutory guidance. Teachers and TAs use a variety of communication structures and teaching strategies when exploring concepts and issues and may use approaches like 'Philosophy for Children' when appropriate.

The relationships, sex and health curriculum will be delivered weekly under the subject name RSHE.

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

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

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

At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

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

Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate, inclusive and respectful way. We will endeavour to support all pupils to feel that the content is relevant to them and their developing sexuality.

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

Classes may be taught in smaller groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is appropriate to deal with these issues with heightened sensitivity.

Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Policy.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil's age.

In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.

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

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

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

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

- Group presentations
- Group tasks
- Projects

Learning outcomes used for assessment are evidenced in a variety of ways, which may include: completed/annotated interactive flip charts, displays, recordings, photographs, teacher notes, worksheets, artwork, pieces of writing, personal reflection, answering key questions etc.

Pupils' development in RSHE focuses on knowledge as well as skill development and attitudes. Teachers will keep a note of pupils who have missed significant parts of RSHE teaching and learning due to absence. A teacher's notes inform them of skills or knowledge which need strengthening for individuals or the class in subsequent areas of learning.

10. Working with external experts

External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

11. Equality, accessibility, inclusion

We understand that the foundation of RSHE teaching should be the celebration of diversity and the promotion of inclusion. All pupils, whatever their experience, background and identity, are entitled to quality RSHE that helps them build confidence, a positive sense of self, and the knowledge and understanding to stay safe and healthy.

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs, such as those with social, emotional or mental health needs, are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.

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

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence of sexual harassment.

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

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

Our school's RSHE programme is underpinned by a good understanding of pupils' backgrounds and positive relationships between the school, parents and the local community form the foundations for the teaching of these subjects.

Inclusion is about every child having educational needs that are special and the school meeting these diverse needs to ensure the active participation and progress of all children in their learning.

Successful inclusive provision at Lowfield is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils. It is in this way that we will turn the rhetoric into reality. To encourage pupils to participate in lessons, teachers will ensure content, approach and use of inclusive language reflects the diversity of the school community and helps each and every pupil to feel valued and included in the classroom.

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

12. Curriculum links

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships, sex and health education will be linked to the following subjects in particular:

Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.

KS1

- Animals, including humans, move, feed, grow, use their sense and reproduce
- Children should recognise and name the main external parts of the human body.
- That humans can produce offspring and these grow into adults
- Children should recognise similarities and differences between themselves and other and treat others with sensitivity.

KS2 science

• Life processes common to humans include nutrition, growth and reproduction

• The main stages of the human lifecycle

Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.

PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.

Citizenship – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.

PSHE – pupils learn about respect and difference, values and characteristics of individuals.

13. Withdrawing from the subjects

Relationships and health education are statutory at primary and parents do not have the right to withdraw their child from the subjects. We **do not** teach the optional sex education curriculum.

14. Behaviour

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

Any bullying incidents caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises. These incidents will be dealt with following the processes in our Behavioural Policy and Anti-Bullying Policy.

The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

15. Staff training

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

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as ‘sexting’, which may need to be addressed in relation to the programme.

16. Confidentiality

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is

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

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

17. Monitoring quality

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

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson outcomes scrutiny

Resources for RSHE are developed ongoing.

The relationships, sex and health education subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects. They will also work regularly and consistently with the headteacher and RSE link governor, e.g. through yearly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

18. Monitoring and review

The governing body is responsible for approving this policy.

This policy will be reviewed on a two yearly basis by the relationships, sex and health education subject leader and headteacher.