

Thinking Schools Academy Trust
“Transforming Life Chances”

Curledge Street Academy

Relationships, Sex and Health
Education Policy

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‘Relationships Education’ and ‘Relationships and Sex Education’ at Thinking Schools Academy Trust Primary Schools

Personal, Social and Health and Economic Education is one of the subjects in the National Curriculum in which pupils have an entitlement to experience throughout their education. Relationships and Sex Education is a major component of the schools' comprehensive programme of Personal, Social and Health Education.

In all areas of human experience, a good base of knowledge and understanding is deemed necessary for informed opinions and decisions to be made. It is vital that pupils receive effective Relationships and Sex Education so that they can ensure they are in safe and respectful relationships (friendships, families and partnerships) and before they become sexually active or put themselves at risk in other ways. It is also vital to correct prejudice and misinformation which may affect relationships with others both now and in the future. In Relationships and Sex Education, learning about the physical aspects of sex in Sex Education and the biological aspects in Science, is complemented by learning about family life and the exercise of personal responsibility towards other individuals and the broader community. In drawing up the Schools' Policy, due regard has been given to:

- Consultation with parents, staff, the trustees and others in the local community
- The issues of content, organisation, methodology, resources, outside speakers, the explicitness and presentation of their material (including the presence or intervention of teachers as appropriate)
- Encouraging pupils to have regard to moral considerations and to appreciate the value of a stable family life, self-restraint, dignity, respect, and to behave responsibly in sexual matters.

Our Aims

The following aims reflect those of the school and show how Relationships and Sex Education is delivered within the context of a moral framework.

1. To provide a broad and balanced Relationships and Sex Education Programme which:
 - ☐ Offers full entitlement and access for all pupils, including pupils with Special Educational Needs and disabilities
 - ☐ Operates in an atmosphere of mutual trust and respect to encourage pupils to put forward and explore their ideas.
2. By exploring moral and sexual issues and values to:
 - ☐ encourage the pupils to develop positive pro-active attitudes, patterns of behavior, lifestyles, values, communication and decision-making skills with respect to sexuality and personal relationships, for example:
 - ≠ An understanding that both sexes have responsibilities in sexual matters
 - ≠ The skills to identify, resist and report any unwanted sexual experience
 - ≠ To foster self-esteem, self-awareness, and a sense of moral responsibility.
3. To give pupils knowledge and understanding of the following for them to make informed choices in later life:
 - ☐ the physical and emotional aspects of an individual's development as a male or female, responsible attitudes and appropriate behaviour.

- ☐ Family life - the value and importance of the family as a social institution; its contribution to the development of attachment, love, and concern in caring for others.
- ☐ Friendships - understanding how important these are, how to ensure they remain balanced and respectful and knowing how to be caring.

Defining Relationships Education

The aim and purpose of relationships education is to ensure all pupils have the best possible opportunities for understanding and developing healthy and respectful relationships with family and friends in all contexts (including online). Through Relationships Education, pupils will explore a variety of different friendships and families whilst also considering how these vary and what can be considered safe.

We follow a scheme of work created by 'Kapow', the strands included in Relationships Education are:

- **Families and people who care for me:**
Understanding that families come in different forms, recognising love, care and support, and knowing when and how to seek help if family relationships feel unsafe.
- **Caring friendships:**
What healthy friendships look like, how to build and maintain them, and how to recognise unkind or exclusionary behaviour.
- **Respectful relationships:**
Treating others with respect, understanding differences, managing conflict, and recognising the importance of kindness and boundaries.
- **Online relationships:**
How to communicate safely online, how online friendships differ from face-to-face ones, and how to protect personal information.
- **Being safe:**
Recognising unsafe situations, understanding privacy, knowing how to ask for help, and identifying trusted adults.

Defining Physical Health and Mental Wellbeing Education

To strengthen our Relationships Education and our Personal, Social, Health and Economic (PSHE) curriculum, we follow statutory guidance that highlights the importance of teaching the characteristics of good physical health and mental wellbeing. This guidance emphasises that mental wellbeing is as essential to daily life as physical health.

Our school delivers this content through the *Kapow* scheme of work. Within the Physical Health and Mental Wellbeing strand, pupils are taught to understand and develop:

- **Healthy lifestyles:**
Understanding how diet, exercise, sleep, and hygiene contribute to physical health. This includes healthy eating, sun safety, oral health, and the benefits of physical activity.
- **Mental wellbeing:**

Learning strategies to support emotional health, including recognising feelings, building resilience, practising relaxation techniques, and understanding how hobbies and interests support wellbeing.

- **Self-care and personal health:**

Developing habits that promote both physical and mental wellbeing, such as rest, hydration, and managing screen time.

- **Emotional literacy:**

Building vocabulary to describe feelings, understanding how emotions influence behaviour, and learning ways to regulate emotions.

- **Confidence, resilience and self-esteem:**

Exploring how positive actions, achievements, and supportive relationships contribute to a healthy sense of self.

- **Strategies for wellbeing:**

Learning practical approaches such as mindfulness, grounding techniques, and identifying trusted adults who can help.

Through this we will emphasise the importance of the two-way relationship between good physical health and good mental wellbeing. This is further enhanced by our Physical Education Curriculum and Science Curriculum.

Defining Relationships and Sex Education

Whilst it is not a statutory requirement for primary schools to teach Sex Education, following a consultation with parents and carers and staff, whilst also considering the local needs of the community and local context, we continue to have a Relationships and Sex Education curriculum and therefore teach an optional Year 6 *Kapow* unit to prepare pupils for secondary school with accurate information. This is in addition to our statutory Relationships Education and our statutory Science Curriculum.

Informing and Involving Parents and Carers

Parents and carers play a vital role in ensuring that Relationships and Sex Education (RSE) is effective and meaningful. Before introducing any new RSHE curriculum, the school seeks the views of parents and carers to understand what they feel should—and should not—be included.

The school keeps parents fully informed about the content of RSE lessons. Information is shared through *Seesaw* Parent Slides and an annual meeting where all parents are invited into school to discuss the curriculum and raise any questions or concerns.

Parents are encouraged to build on the learning that takes place in school by having open, age-appropriate discussions at home, helping to strengthen and reinforce the RSE programme.

Statutory Curriculum for Relationships Education

Whilst parents and carers do have the option to withdraw their children from the relationships and sex education curriculum, they do not have the right to withdraw their children from relationships education. The Relationships Education Curriculum (as explained in this policy) is a statutory requirement for all primary aged

pupils. Both the Relationships Education Curriculum and the Relationships and Sex Education Curriculum have been through a consultation process with parents and carers to ensure this best reflects the views of the parents and carers, whilst also considering the local context and guidance from the Department for Education.

Non-Statutory Curriculum Relationships and Sex Education Programme (Withdrawing Pupils)

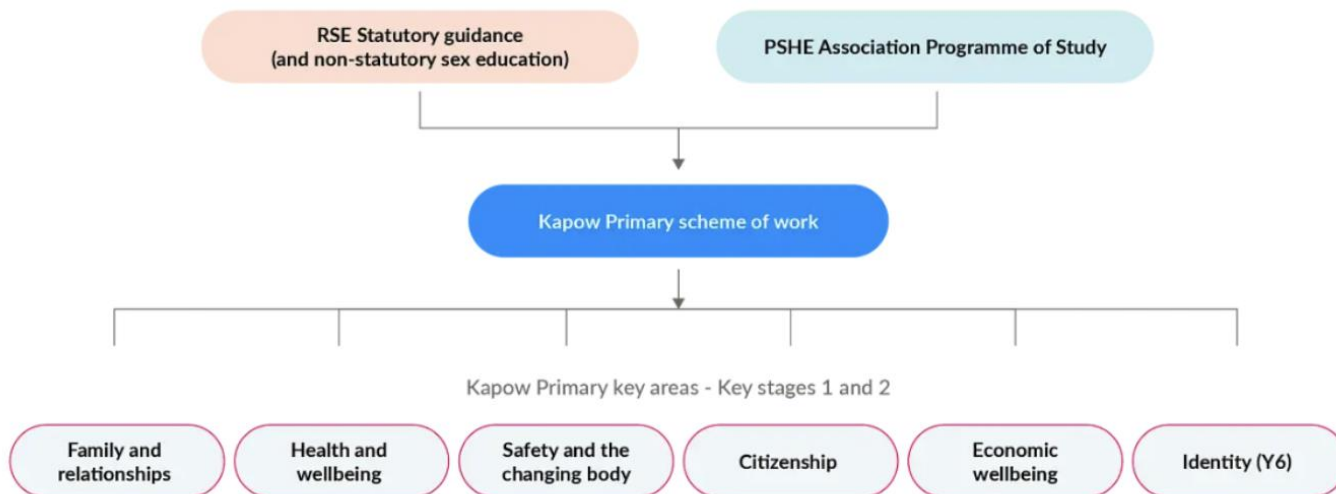
Parents will always be provided with a full copy of this policy following a request to do so; the policy is also available on the school's website. The biological content of the Relationships and Sex Education Programme is deemed to be that described in the National Curriculum. A full audit of Personal, Social, Health and Economic Education has shown that issues such as overpopulation, birth control and other sexual matters are met in a minor way in subjects such as Geography and RE. However, as any discussion is limited within the context of the other subject concerned, it does not constitute part of the Relationships and Sex Education Programme. Parents and carers do not have to give reason for withdrawal, but we respectfully invite them to do so - sometimes we can then resolve misunderstandings. Once a parent or carers request to withdraw, that request must be complied with until revoked by the parent.

What we do if a request for withdrawal is made by a parent

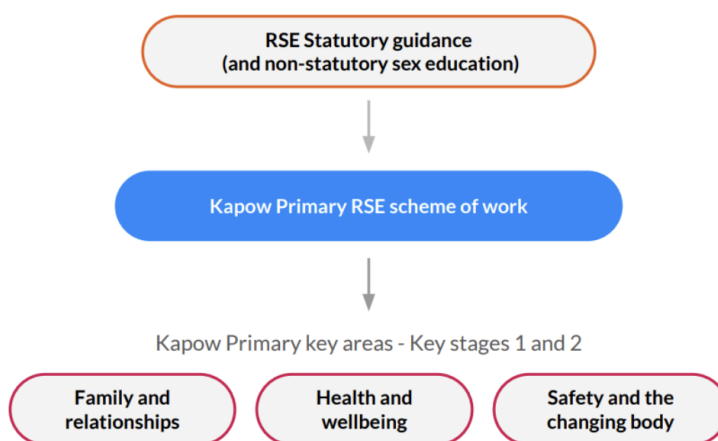
- We discuss the nature of the concerns with the child's parents and, if appropriate, attempt to reassure them.
- We consider whether the programme can be amended or improved in a way that will reassure parents - care is taken not to undermine the integrity of the Relationships and Sex Education Programme and the entitlement of the other pupils, e.g. it may be appropriate and desirable to have single sex classes for some sections of the Relationships and Sex Education Programme.
- We attempt to ensure that where a pupil is withdrawn there is no disruption to other parts of their education.
- We point out that pupils who have been withdrawn are vulnerable to teasing - we therefore attempt to cause minimal embarrassment to the pupil and minimal disruption to the programme.
- We also point out that pupils may receive inaccurate information from their peers.
- We offer parents access to appropriate information and resources.

NB. If the pupil does not agree with the parent's desire to withdraw their child from the Sex Education Programme the pupil can challenge the parents under Section 8 of the Children Act - the child has to apply to the court for a 'specific issues order'.

Curriculum Content



Our Kapow scheme of work fulfils the statutory requirements for Relationships and Health Education set out by the Department for Education. It also fulfils the National Curriculum requirement to teach PSHE ('All schools should make provision for personal, social, health and economic education') and goes beyond the statutory requirements by referring to the PSHE Association Programme of Study (recommended by the Department for Education.). The Kapow scheme for PSHE/RSE is a whole school approach that consists of five areas of learning across Reception, Key Stage 1 & 2. The units containing statutory content are contained within the units: 'Families and Relationships', 'Health and Wellbeing' and 'Safety and the changing body'.



Science Curriculum

There are biological aspects on human growth and reproduction taught in science lessons, based on the National Curriculum, some of these aspects will also be taught through the Relationships and Sex Education

curriculum. In Science, a biological teaching approach will always be taken. Information on the Science topics is included below:

Year 1

- Identify, name, draw, and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

- Notice that animals, including humans, have offspring which grow into adults.
- Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals.

Year 3

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Year 4

- Describe the simple functions of the basic parts of the digestive system in humans.

Year 5

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.

Year 6

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.

Taken from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425618/PRIMARY

Relationships and Sex Education Curriculum Content

The Kapow RSE & PSHE scheme that we follow at Curledge Street has been written to meet the [2025 Relationships and sex education \(RSE\) and health education statutory guidance](#), which schools must follow from September 2026. The Kapow curriculum gives children the opportunity to revisit topics at different ages as their knowledge, understanding and maturity develops. Careful consideration has been given to how and when to introduce these topics and all of them are covered in an age-appropriate manner. The following coverage tables identify which units and lessons contribute towards meeting the end-of-primary outcomes — most of which are developed through multiple lessons rather than taught in isolation.

For EYFS (Reception) units, these tables also show which Development Matters statements and Early Learning Goals each unit works toward:

Development matters statements: Communication and language Children in reception will be learning to:	Self-regulation <u>My feelings</u>	Building relationships <u>Special Relationships</u>	Managing self <u>Taking on challenges</u>	Self-regulation <u>Listening and following instructions</u>	Building relationships <u>My family and friends</u>	Managing self <u>My wellbeing</u>
Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.			✓			
Understand how to listen carefully and why listening is important.				✓		
Listen to and talk about stories to build familiarity and understanding.				✓		
Retell the story, once they have developed a deep familiarity with the text, some as exact repetitions and some in their own words.				✓		

Development matters statements: Physical development Children in reception will be learning to:	Self-regulation <u>My feelings</u>	Building relationships <u>Special Relationships</u>	Managing self <u>Taking on challenges</u>	Self-regulation <u>Listening and following instructions</u>	Building relationships <u>My family and friends</u>	Managing self <u>My wellbeing</u>
Progress towards a more fluent style of moving, with developing control and grace.						✓

Development matters statements: Personal, Social and Emotional Development Children in reception will be learning to:	Self-regulation <u>My feelings</u>	Building relationships <u>Special Relationships</u>	Managing self <u>Taking on challenges</u>	Self-regulation <u>Listening and following instructions</u>	Building relationships <u>My family and friends</u>	Managing self <u>My wellbeing</u>
Express their feelings and consider the feelings of others.	✓					
Identify and moderate their own feelings socially and emotionally.	✓		✓		✓	
Build constructive and respectful relationships.		✓	✓	✓	✓	
See themselves as a valuable individual.		✓			✓	
Think about the perspectives of others.		✓		✓	✓	
Show resilience and perseverance in the face of challenge.			✓	✓		
Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, toothbrushing, having a good sleep routine, healthy eating.						✓
Manage their own needs: Personal hygiene.						✓

Early learning goals Communication and language Children at the expected level of development will:	Self-regulation <u>My feelings</u>	Building relationships <u>Special Relationships</u>	Managing self <u>Taking on challenges</u>	Self-regulation <u>Listening and following instructions</u>	Building relationships <u>My family and friends</u>	Managing self <u>My wellbeing</u>
Listening, Attention and Understanding: Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.			✓			
Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.			✓			
Listening and Attention: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.				✓		
Listening, Attention and Understanding: Make comments about what they have heard and ask questions to clarify their understanding.				✓		

Development matters statements: Personal, Social and Emotional Development Children in reception will be learning to:	Self-regulation <u>My feelings</u>	Building relationships <u>Special Relationships</u>	Managing self <u>Taking on challenges</u>	Self-regulation <u>Listening and following instructions</u>	Building relationships <u>My family and friends</u>	Managing self <u>My wellbeing</u>
Express their feelings and consider the feelings of others.	✓					
Identify and moderate their own feelings socially and emotionally.	✓		✓		✓	
Build constructive and respectful relationships.		✓	✓	✓	✓	
See themselves as a valuable individual.		✓			✓	
Think about the perspectives of others.		✓		✓	✓	
Show resilience and perseverance in the face of challenge.			✓	✓		
Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, toothbrushing, having a good sleep routine, healthy eating.						✓
Manage their own needs: Personal hygiene.						✓

Early learning goals Communication and language Children at the expected level of development will:	Self-regulation <u>My feelings</u>	Building relationships <u>Special Relationships</u>	Managing self <u>Taking on challenges</u>	Self-regulation <u>Listening and following instructions</u>	Building relationships <u>My family and friends</u>	Managing self <u>My wellbeing</u>
Listening, Attention and Understanding: Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.			✓			
Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.			✓			
Listening and Attention: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.				✓		
Listening, Attention and Understanding: Make comments about what they have heard and ask questions to clarify their understanding.				✓		

Development matters statements: Understanding the world Children in reception will be learning to:	Self-regulation <u>My feelings</u>	Building relationships <u>Special Relationships</u>	Managing self <u>Taking on challenges</u>	Self-regulation <u>Listening and following instructions</u>	Building relationships <u>My family and friends</u>	Managing self <u>My wellbeing</u>
Talk about members of their immediate family and community.		✓				
Name and describe people who are familiar to them.		✓				
Recognise that people have different beliefs and celebrate special times in different ways.					✓	

Early learning goals Personal, social and emotional development Children at the expected level of development will:	Self-regulation <u>My feelings</u>	Building relationships <u>Special Relationships</u>	Managing self <u>Taking on challenges</u>	Self-regulation <u>Listening and following instructions</u>	Building relationships <u>My family and friends</u>	Managing self <u>My wellbeing</u>
Building Relationships: Form positive attachments to adults and friendships with peers.					✓	
Building Relationships: Show sensitivity to their own and to others' needs.				✓	✓	
Building Relationships: Work and play cooperatively and take turns with others.		✓	✓		✓	
Managing Self: Explain the reasons for rules, know right from wrong and try to behave accordingly.			✓	✓	✓	✓
Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.			✓	✓		✓
Managing Self: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.						✓
Self-regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	✓		✓			
Self-regulation: 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.				✓		✓

The Kapow curriculum supports pupils from Year 1 through Year 6 with a clear progression of skills and knowledge, helping them grow in confidence, empathy, and independence whilst meeting the statutory requirements. A tick symbol indicates that the identified learning is developed within this unit. A numerical reference denotes the specific lesson or lessons in which this learning is explicitly addressed.

Relationship education:

Curriculum content:		Unit: The online world					
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.	Online safety and awareness		✓	✓		✓	
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.			✓	✓	✓	✓	✓

Curriculum content:		Unit: Connecting with others					
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How important friendships are in making us feel happy and secure, and how people choose and make friends.	Caring friendships	✓④		✓④	✓③④	✓④	
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.			✓③④	✓④	✓③④	✓④	✓③④ ⑤
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.					✓③④		✓⑤
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.		✓④		✓④	✓③④	✓④⑤	✓③④
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.			✓③	✓⑤	✓④	✓⑤	✓③⑥
How to manage conflict, and that resorting to violence is never right.			✓③		✓④	✓⑤⑥	✓③⑤ ⑥
How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.			✓④⑤		✓④	✓④⑤ ⑥	✓③⑤ ⑥

Curriculum content:		Unit: Connecting with others						Other lessons which support this curriculum content
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
That families are important for children growing up safe and happy because they can provide love, security and stability.	Families and people who care for me	✓2		✓3		✓23		Year 3: Staying safe: Lesson 1
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.		✓2	✓2	✓3		✓23	✓3	
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.		✓2	✓2			✓1	✓4	
That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.		✓23	✓2			✓3		
That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other, which is intended to be lifelong.						✓2		
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.		✓3				✓3	✓36	

Curriculum content:		Unit: Connecting with others					
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	Respectful, kind relationships	✓6	✓4				✓1 23 5
The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.			✓4	✓2		✓3 4	✓1 3
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.			✓3 4	✓5		✓3 56	✓1 23 45 6
Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely, the difference between being kind to other people and neglecting your own needs.							✓1 5
That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.			✓1		✓2	✓2 34 6	✓1 23 45 6

Curriculum content:		Unit: Connecting with others						Other lessons which support this curriculum content
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	Respectful, kind relationships	✓⑤	✓③		✓②	✓⑤ ⑥	✓① ③⑤ ⑥	
The conventions of courtesy and manners.		✓⑥	✓③			✓⑤ ⑥	✓① ②③ ④⑤ ⑥	
The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.		✓①	✓①	✓①	✓①	✓①	✓① ③	My healthy self - Y4 Lesson 5
The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.			✓⑥	✓⑥	✓⑤		✓⑤	My healthy self - Y3 Lesson 6
What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.					✓⑥		✓④	
How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.		✓③	✓⑤ ⑥			✓③ ⑤⑥	✓④ ⑥	

Curriculum content:		Unit: The online world					
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.	Online safety and awareness			✓		✓	✓
How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.			✓	✓	✓	✓	
That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.							✓
The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.			✓	✓		✓	

Health and Wellbeing:

Curriculum content:		Unit: My healthy self						Other lessons which support this curriculum content
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	General wellbeing	✓3	✓16	✓23	✓23	✓23 5	✓1	
The importance of promoting general wellbeing and physical health.		✓12 345 6	✓12 345 6	✓12 345 6	✓12 345 6	✓23		Y1 Health protection - Lesson 3
The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.		✓12 345 6		✓4		✓45	✓12	
How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.		✓12 345 6		✓4	✓4	✓45	✓12	
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.		✓5		✓45	✓4	✓5		

Curriculum content:		Unit: My healthy self						Other lessons which support this curriculum content
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
That isolation and loneliness can affect children, and the benefits of seeking support.	General wellbeing					✓6		
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.				✓6			✓6	
That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.						✓6		
Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).		✓6		✓6	✓4	✓6		Y2 Connecting with others - Lessons 5 and 6
That it is common to experience mental health problems, and early support can help.						✓6		

Curriculum content:		Unit: My healthy self					
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The characteristics and mental and physical benefits of an active lifestyle.	Physical health and fitness		✓①	✓②	✓③	✓②③	
The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.			✓①⑥	✓②	✓②③	✓②③	
The risks associated with an inactive lifestyle, including obesity.					✓②		✓⑤
How and when to seek support including which adults to speak to in school if they are worried about their health.			✓⑥	✓⑥	✓⑤	✓⑥	

Curriculum content:		Unit: My healthy self					
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What constitutes a healthy diet (including understanding calories and other nutritional content).	Healthy eating		✓③④⑥		✓①	✓①	✓③
Understanding the importance of a healthy relationship with food.			✓④⑥		✓①	✓①	✓③
The principles of planning and preparing a range of healthy meals.					✓①	✓①	✓③
The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).			✓④⑤⑥		✓①		✓⑤

Curriculum content:		Unit: The online world					
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	Wellbeing online			✓		✓	
How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.			✓		✓	✓	✓
That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.				✓			✓
How to understand the information they find online, including from search engines, and know how information is selected and targeted.					✓	✓	
That they have rights in relation to sharing personal data, privacy and consent.				✓	✓	✓	✓
Where and how to report concerns and get support with issues online.			✓	✓	✓	✓	✓

Curriculum content:		Unit: Staying safe					
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.	Drugs, alcohol, tobacco and vaping	✓①②	✓①		✓⑤		✓⑥

Curriculum content:		Unit: The online world					
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
That for almost everyone, the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.	Wellbeing online	✓	✓	✓	✓	✓	✓
Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high-quality in-person relationships, looking at the pros and cons of different ways of using online connection.		✓		✓			✓
The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.		✓		✓		✓	✓
How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.				✓			✓
Why social media, some apps, computer games and online gaming, including gambling sites, are age-restricted.							✓

Curriculum content:		Unit: Health protection					
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	Health protection and prevention			✓			
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 health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.							
About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.		✓					
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.		✓		✓			
The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.		✓		✓			

Curriculum content:		Unit: Staying safe					
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	Personal safety	✓①	✓①		✓①⑥		✓①②
How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.		✓④	✓③		✓③④		✓③④

Curriculum content:		Unit: Health protection					
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.	Basic first aid	✓		✓			
Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.		✓		✓			

Curriculum content:		Unit: Growing up					
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.	Developing bodies		✓		✓	✓	
The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.			✓		✓	✓	
The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.					✓	✓	

Safety and the Changing Body:

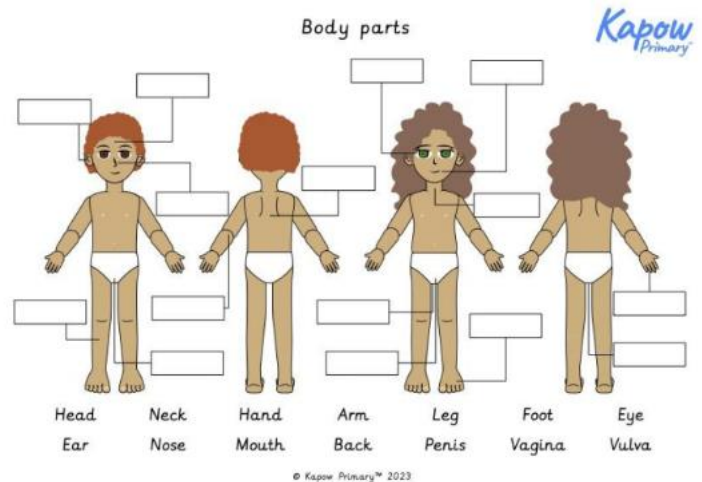
Year 2: To know the names of parts of my body including private parts.

Each year group will be taught at an appropriate level for their age and developmental stage, building on the previous years' learning.

Children aged 6–7 will:

- Learn about 'boys' and girls' bodies.
- Scientific names for body parts.
- Understand that private parts are private.

All lessons are taught using the correct, scientific terminology, child-friendly language and diagrams.

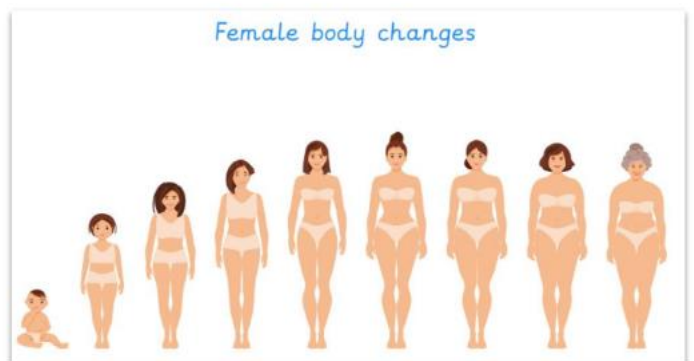


Year 4: Discussing some physical and emotional changes during puberty. To understand the physical changes to both male and female bodies as people grow from children to adults.

Each year group will be taught at an appropriate level for their age and developmental stage, building on the previous years' learning.

Children aged 8–9 will:

- Learn about some of the physical changes pupils will experience as they go through puberty.
- Understand that physical change is part of growing up.
- Identify the changes that males and females go through as they grow and develop from being a child to an adult.

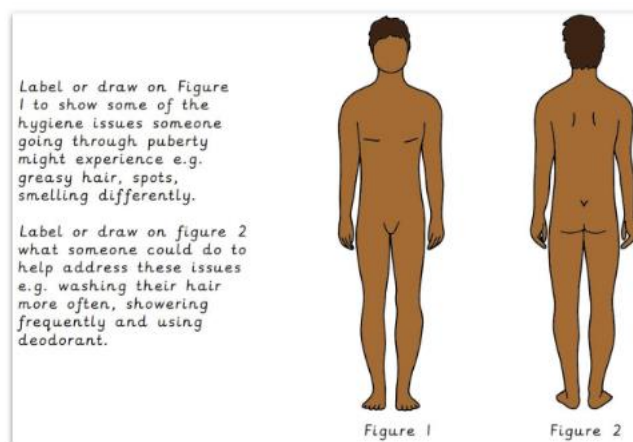


Year 5: Learning about the emotional changes during puberty. Identifying reliable sources of help with puberty. To understand the process of the menstrual cycle. To know the names of the external sexual parts of the body and the internal reproductive organs. To know that puberty happens at different ages for different people.

Each year group will be taught at an appropriate level for their age and developmental stage, building on the previous years' learning.

Children aged 9–10 will learn about:

- The menstrual cycle and other changes that happen during puberty.
- Emotional changes that occur during puberty.



Year 6: Discussing problems which might be encountered during puberty and using knowledge to help. To understand how a baby is conceived and develops.

Children aged 10–11 will:

- Further develop their understanding of the physical and emotional changes that happen during puberty.
- Learn about the biology of conception. (Parents have the right to withdraw their child from the 'Main event' part of this lesson.)
- Learn how a baby develops in the womb and is born. (Parents have the right to withdraw their child from the lesson.)

Ground Rules during Relationships and Sex Education

At the start of each Relationships and Sex Education session, ground rules will be set. These will be appropriate to the age group of the children, are understood by everyone, are agreed by everyone and will be referred to throughout the session.

Explicit Questions

It is unlikely to be appropriate to deal with a pupil's explicit questions by dealing with it in front of the whole class. In practice this means that teachers have to say, "I am sorry but the School Policy and legislation does not allow me to answer that question". The teacher may deem it appropriate to discuss the child's concerns with the parents - a decision may then be taken on how best to deal with it. Answers to the 'questions in a box' approach must only be given after very careful screening of the questions.

How RSHE is Taught and Who Teaches This

The lead member of staff responsible for overseeing the curriculum is the PSHE Lead, who ensures the effective delivery of RSHE across the school. The PSHE Lead undertakes regular quality-assurance activities,

including lesson observations, planning scrutiny and pupil voice, and provides feedback and recommendations to the Senior Leadership Team to support continuous improvement. RSHE is taught by classroom teachers as part of the Kapow PSHE curriculum, using a sequenced and age-appropriate programme of study. Teachers are supported through ongoing professional development and access to high-quality resources to ensure that RSHE is delivered confidently, consistently and in line with statutory requirements.

Teachers Can

Provide pupils with education and information about where and from whom they can receive confidential advice and treatment, eg the school nurse or their GP. This is not the provision of Relationships and Sex Education, but merely the imparting of factual information as to where advice, counselling (and treatment) can lawfully be obtained.

Teachers Cannot

Give personal advice or counselling on sexual matters to a pupil (either individually or within a group) if a parent has withdrawn that pupil from Relationships and Sex Education. Nor can they give personal contraceptive advice to pupils without parental consent.

Offering Advice

The function of Relationships and Sex education is to provide a general education about sexual matters and issues and not to offer individual advice, information or counselling on aspects of sexual behaviour and contraception - however sources of professional information and advice will be identified when appropriate. If the offering of outside expert advice is not taken up, then a teacher may only give such advice after receiving written permission from the Headteacher and the parents or carers - clearly this would not be done if the pupil did not wish it. Advice does not legally require consent but the following procedure protects the teacher and the pupil, it also acknowledges that teachers may not be qualified to give the required advice.

Menstruation

The onset of menstruation can be a sensitive time for girls. Should a girl request sanitary protection in school, school will provide sanitary towel(s) when required. Research has shown that one third of girls are not told about periods by their parents and ten percent have no preparation before their first period. Therefore, if a member of staff is asked by a pupil for sanitary protection, it will be provided. A member of staff from school will then contact the child's parents or carers to inform them that sanitary protection has been provided. There is also a discrete sanitary bin available in the toilets in years four, five and six. Menstruation is taught in Kapow during Year 5 Unit: Safety and the Changing Body .

Confidentiality

Having considered all available advice and guidance, the Board and Headteachers state that in circumstances where a pupil is considered at some risk of any type of abuse (eg moral or physical) or in breach of the law, the teacher must refer this immediately in writing to the DSL in compliance with the LA procedures for Child Protection. The DSL will decide whether to inform parents and/or appropriate authorities and may arrange for

counselling. Although there is no legal duty on a teacher, or a DSL, to inform parents of matters which a child has confided to them:

- Teachers must not promise confidentiality even though they cannot be made to break it once given.
- Pupils must be made aware that any incident may be conveyed to the DSL and possibly to parents.
- Teachers must use their professional judgement to decide whether confidence can be maintained having heard the information.

Diversity

We will ensure that all children feel safe. Teachers do not promote anyone life-style as the only acceptable one for society and therefore it is inevitable and natural that a variety of contexts will be discussed during a programme of Relationships and Sex Education.

There is a great need for sensitivity in the approach to RSHE. Considerations will be made for:

- religious and cultural diversity
- differing needs of boys and girls
- diverse sexuality of children and young people
- homophobic/transphobic bullying and behaviour
- children's age and physical and emotional maturity
- pupils who are new to English

Our teaching and learning we will ensure topics covered will be age appropriate and with reference to the law. We will ensure all topics are covered sensitively.

Equality Act, Equal Opportunities, Special Educational Needs & Disabilities

The nature of work undertaken must be appropriate to the age and maturity of the pupils. As pupils mature and develop at different rates the Relationships and Sex Education Programme is a 'spiral system' in as much as key concepts are revisited several times throughout the programme. This allows for reinforcement as well as the differentiated stages of pupil maturity. Children with learning difficulties may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable, and in being warned and prepared against abuse by others. Some parents find it difficult to come to terms with the idea that their child (special needs or not) will someday become sexually active.

In addition to this, under the Equality Act 2010, we ensure we do not discriminate against any pupils due to their age sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (known as the protected characteristics). We ensure all of our pupils can access both our Relationships Education Curriculum and our Relationships and Sex Education Curriculum and may make adjustments as needed so this can be accessible: this will only be with advice from professionals and/or parents/carers as appropriate.

Staff Training and Development

All teachers involved in this work do not necessarily have to be 'experts' on the issues concerned. However, they do require sensitivity to the needs of the group, an ability to deal with questions openly/honestly and a preparedness to refer to more expert advice if necessary. Areas that have been specifically addressed by In Service Training are:

- Understanding the School's Relationships and Sex Education policy
- Understanding the timing of the different elements of the Relationships and Sex Education Programme
- Developing skills related to managing group work and discussion

Monitoring, evaluating and reviewing the Relationships and Sex Education Programme

We are committed to monitoring and evaluating the effectiveness of this programme.

Specifically important to the Relationships and Sex Education Programme are:

- Pupil feedback
- Staff review and feedback, particularly at staff meetings
- Parental and carers feedback

Policy Creation, Updating and Reviewing

This policy was created by the RSHE lead following consultation with the local school community: both staff and the parents and carers. The policy has then been reviewed by the Board. The policy will be regularly updated and reviewed as required in line with changes to the school context, local needs and/or DfE guidance.

This page shows recent updates that have been made to this document.

Date	Update
09.02.23	Added EYFS: Reception statements
17.01.24	Updated the Economic wellbeing key area statements to reflect newly refreshed units on the website (p. 15)
04.04.24	Updated colouring to match other subjects (Knowledge-grey, skills-white).
04.03.25	Updated according to revised Relationships, Sex and Health Education statutory guidance July 2025

