

Wye Forest Federation

Redbrook Church of England Primary School

St Briavels Parochial Church of England Primary School



Relationships, Health and Sex Education Policy

This policy was agreed by the Full Governing Body on: (and supersedes all previous policies relating to this area)	24.9.2026
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Wye Forest Federation Relationships, Health and Sex Education

1.1 Vision Statement

Love, Learn, Live

Love is at the centre of our federation with the importance of developing the whole child at the heart of all we do.

As a nurturing, inclusive community we enable and engage all to grow, flourish and succeed; discovering a **love** for one another, for **learning** and for **life**.

We seek to inspire ambition, courage and respect to give our children the skills they will need to live in a diverse and ever- changing world now and in the future.

Courage, Compassion, Respect, Resilience

A Theologically Rooted Christian Vision for All

The theme of love runs throughout the Bible v1 John 4:8 directly says “God is Love”.

We know that love is important in personal development be it love for yourself or for others. This leads us to Mark 12:31 “Love your neighbour as yourself.”

We want our children to develop as loving, inclusive citizens of the world capable of flourishing beyond our care.

At the WFF we have expressed how everything we do, no matter how difficult comes from a place of love, compassion and inclusivity.

Our Aims

At the Wye Forest Federation, we want all of our children to:

- develop a love for learning;
- become **resilient**, ambitious citizens who have the knowledge and skills they need to succeed in life now and in the future.
- have opportunities to learn academically, vocationally, socially and spiritually; to be **courageous** and take personal responsibility for their learning and actions
- develop understanding, **respect** and **compassion** for each other and the diverse world we live in, through learning about ourselves, different cultures, religions and families.
- experience a broad, relevant and inspiring curriculum within an environment that is both physically and emotionally safe and develops the whole child.

1.2 The Wye Forest Federation undertakes to follow the principles for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE) as set out in the 8 points of the Church of England Charter for RSE below.

We commit:

1. To work in partnership with parents and carers. This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.

2. That RSHE will be delivered professionally and as an identifiable part of PSHE. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools' published policy for RSHE.

3. That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act¹ and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

4. That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography. It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

5. That RSHE will promote healthy resilient relationships set in the context of character and virtue development. It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.

6. That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights. It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.

7. To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities. It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.

8. To seek pupils' views about RSHE so that the teaching can be made relevant to their lives. It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

2. Statutory Requirements

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

- Section 80 A of the Education Act 2002
- Children and Social Work Act 2017

- The Relationships Education, RSE and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)
- DfE Science programmes of study: KS1 and KS2 (2013)

2.2 This policy operates in conjunction with:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Anti-Bullying and Hate Policy
- PSHE Policy
- E Safety Policy
- SEND Policy
- Keeping Children safe in Education
- Valuing All God's Children 2019

3. Roles and Responsibilities

3.1 The role of governors:

Governors have responsibility for federation policies. They are consulted about the RSHE provision and policy and will monitor its impact. They ensure that appropriate parent consultation is carried out and that clear information is provided about curriculum content and the rights of parent to request to withdraw their children from sex education. They ensure that the religious ethos of the federation is maintained and developed through RSHE.

3.2 The role of the Executive Headteacher

The EHT is responsible for the implementation of this policy and that staff are suitably trained to deliver the content of its subjects. They must ensure that parents are fully informed about this policy. They will discuss with parents and review any requests from parents to withdraw their children from sex education.

3.3 The role of the PSHE leader

The PSHE lead will oversee the delivery of the subjects and ensure that content is age appropriate and high quality. They will ensure teachers have suitable resources for teaching RSHE. The PSHE lead will ensure the federation is meeting its statutory requirements to teach the relationships, sex and health education curriculum and ensure that it is accessible for all children. The PSHE lead will work with other curriculum leaders to ensure that the content covered in RSHE compliments but does not duplicate the content covered by the National Curriculum. They will monitor and evaluate the effectiveness of the subjects and report to the EHT and Governors.

3.4 The role of the teacher

Teaching staff are responsible for ensuring they deliver a high quality, age appropriate relationships, sex and health curriculum in line with statutory requirements. They must ensure they do not express

personal views or beliefs when delivering the programme and must model positive attitudes towards relationships, sex and health education. Teachers must respond to any safeguarding concerns in line with Child Protection and Safeguarding Policy. They will liaise with the INCO to identify and respond to individual needs of pupils' with SEND. Teachers will work with the PSHE lead to evaluate the quality of the provision.

3.5 The role of non-teaching staff

Non-teaching staff may be involved in a supportive role in some RSE lessons and also play an important (formal and informal) pastoral support role with pupils. They have access to information about the RSE programme and are supported in their pastoral role.

3.6 The role of the Inclusion Lead

The INCO will advise teaching staff how best to identify and support individual children's needs including how best to support through the use of TAs.

4. Organisation of the curriculum

4.1 Relationships Education and Health Education is statutory in every primary school.

4.2 Relationships and sex education, for this policy, is defined as teaching pupils about families and friendships within the context of respectful, healthy and caring relationships in all contexts, including online, as well as developing an understanding of human sexuality.

4.3 Health education, for this policy, is defined as teaching pupils about mental wellbeing and physical health, making links between the two and enabling children to make healthy, informed lifestyle choices in their adult lives.

4.4 The delivery of relationships education and health education coincide with one another and will be delivered as part of the federation's PSHE curriculum.

4.5 The relationships and health education 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

4.6 The relationships and health curriculum takes into account the views of teachers, pupils and parents.

4.7 The relationships and health curriculum is informed by issues in school and the wider community to ensure it is tailored to pupils' specific needs. Teachers undertake pre-learning activities prior to teaching PSHE units to determine the most appropriate starting points for their class.

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

- Questionnaires and Surveys
- Training sessions
- Newsletters and letters

4.9 When organising a curriculum that is age-appropriate for each year group, the federation will take into account views from teachers, parents and pupils. It will take into account the religious backgrounds of all pupils, so that topics that are covered are taught appropriately.

5. Consultation with parents

5.1 The federation understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we understand how important parents' views are in shaping the curriculum.

5.2 The federation works closely with parents and through open communication – all parents are consulted in the development and delivery of this curriculum.

5.3 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 around withdrawing their child from the subjects.
- The resources that will be used to support the curriculum.

5.4 The federation aims to build positive relationships with parents by inviting them into school to discuss what is being taught, address any concerns and help parents manage conversations with their children on the issues covered by the curriculum.

5.5 Parents are consulted in the review of this policy, and are encouraged to provide their views at any time.

6. Relationships education overview

Families and people who care for me

By the end of primary school, pupils should know:

- That families are important for children growing up because they can give love, security and stability.
- The characteristics of healthy family life, 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 others' families, 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, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage and civil partnership represent 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 should know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise whom to trust and whom not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

By the end of primary school, pupils should know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
 - Practical steps they can take in a range of different contexts to improve or support respectful relationships.
 - The conventions of courtesy and manners.
 - The importance of self-respect and how this links to their own happiness.
 - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
 - What a stereotype is, and how stereotypes can be unfair, negative or destructive.
 - The importance of permission-seeking and giving in relationships with friends, peers and adults.
- Online relationships by the end of primary school, pupils should know:

- That people sometimes behave differently online, including by pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online. Being safe by the end of primary school, pupils should know:

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- 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 (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, school and/or other sources.

7. Health education overview

Mental wellbeing

By the end of primary school, pupils should 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, nervousness) and scale of emotions that all humans experience in relation 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 is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, 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.
- That isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- 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), including whom 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).
- It is common for people to experience mental ill health. For 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 should 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 and 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 and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, 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, including 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 should 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 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 should know:
 - What constitutes a healthy diet (including understanding 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, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). Drugs, alcohol and tobacco by the end of primary school, pupils should know:
 - The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. Health and prevention Pupils should 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, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and science relating to allergies, immunisation and vaccination.

Basic first aid

By the end of primary school, pupils should 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 should 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 including the key facts about the menstrual cycle

8. Sex education overview

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.

8.2 The federation is free to determine whether pupils should be taught sex education beyond what is required of the National Curriculum. At the Wye Forest Federation, we do teach sex education beyond what is required of the science curriculum.

8.3 Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with section 4 and section 5 of this policy.

8.4 The age and development of pupils is always considered when delivering sex education.

8.5 At the Wye Forest Federation we will use our PSHE scheme of work 1 decision to ensure full coverage of the RSHE curriculum. This is covered within our relationships unit for year 1-3. In year 1 children will learn about friendship. In year 2 children will learn about bullying and body language and year 3 will learn about appropriate touch which will involve being able to name human body parts.

In years 4-6 this is covered within our growing and changing unit. Year 4 children will build on what they know about relationships and families. Year 5 will learn about puberty and Year 6 will learn about conception.

The RSHE lessons in each year group are delivered as a discrete unit within our wider PSHE curriculum. Some further elements of RSE are taught through our PSHE scheme of work, 1 Decision, and through science.

By the end of year 3 pupils will:

- know the names of the main external parts of the body including agreed names for reproductive organs

- know and understand the ways they are similar and different to others
- know and understand they have control over their actions and bodies

By the end of KS2 pupils will:

- identify the different types of relationships we can have and describe how these can change as we grow
- explain how our families support us and how we can support our families
- identify how relationships can be healthy or unhealthy
- explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable
- explain what puberty means
- describe the changes that boys and girls may go through during puberty
- identify why our bodies go through puberty
- develop coping strategies to help with the different stages of puberty
- identify who and what can help us during puberty
- explain the terms 'conception' and 'reproduction'
- describe the function of the female and male reproductive systems
- identify the various ways adults can have a child
- explain various different stages of pregnancy
- identify the laws around consent

9. Delivery of the curriculum

9.1 The relationships, sex and health curriculum will be delivered as part of our PSHE curriculum.

9.2 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.

9.3 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.

9.4 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.

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

9.6 The federation ensures 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.

9.7 Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

9.8 Classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.

9.9 Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

9.10 Resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.

9.11 Pupils will be prevented from accessing inappropriate materials on the internet when using it to assist with their learning. The prevention measures taken to ensure this are outlined in the federation's E-safety Policy.

9.12 Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.

9.13 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 appropriate to the pupil's age.

9.14 The programme will be designed to focus on boys as much as girls, and activities will be planned to ensure both are actively involved, matching their different learning styles.

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

9.16 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.

9.17 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.

9.18 Any resources or materials used to support learning will be formally assessed by the PSHCE co-ordinator before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.

9.19 In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. If this is the case, the teacher will seek support from the PSHE lead, GHLL and/ or the DSL before proceeding with any discussion around this topic.

9.20 Parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

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

Written tasks

Discussions

Group presentations

Group tasks

10. RSE planning across year groups

10.1 The federation is free to determine, within the statutory and non-statutory curriculum content outlined in section 6, 7 & 8 what pupils are taught during each year group.

10.2 The federation always considers the age and development of pupils when deciding what will be taught in each year group.

10.3 The federation plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school. Please see Appendix 1 for curriculum plan which sets out areas taught across the federation.

11. Working with external experts

11.1 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.

11.2 The federation will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.

11.3 The federation will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.

11.4 Before delivering the session, each school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.

11.5 The school will also 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.

11.6 The school will 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.

11.7 The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

12. Equality and accessibility

12.1 The federation understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

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

12.2 The federation is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

12.3 The federation 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.

12.4 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.

12.5 Provisions under the Equality Act 2010 allow our federation 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.

12.6 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.

12.7 In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the federation implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

13. Curriculum links

13.1 The federation seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.

13.2 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.
- 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.

14. Withdrawing from the subjects

14.1 Relationships and health education are statutory at primary and parents do not have the right to withdraw their child from the subjects.

14.3 The Executive head teacher will automatically grant withdrawal requests in accordance with point 14.2; however, Executive the head teacher will discuss the request with the parent and, if appropriate, to their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

14.4 The Executive head teacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

14.5 The Executive head teacher will keep a record of the discussion between themselves, the pupil and the parent.

14.6 The Executive head teacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.

14.7 The parent will be informed in writing of the Executive head teacher's decision.

14.8 Where a pupil is withdrawn from sex education, the Executive head teacher will ensure that the pupil receives appropriate alternative education.

15. Behaviour

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

15.2 Any incidents of bullying or inappropriate behaviour caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with seriously.

15.3 All incidents will be dealt with following the processes in our Safeguarding and Child Protection Policy, Behaviour Policy and Anti-Bullying Policy.

15.4 The Executive Headteacher will decide whether it is appropriate to notify the police or the LADO in their LA of the action taken against a pupil.

16. Staff training

16.1 All staff members at the school will undergo training to ensure they are up-to-date with the relationship, sex and health education programme and associated issues.

16.2 Members of staff responsible for teaching the subjects will undergo further updates, led by the PSCH co-ordinator, to ensure they are fully equipped to teach the subjects effectively.

16.3 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.

17. Confidentiality

17.1 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.

17.2 Teachers will, however, alert the Executive Headteacher about any suspicions of inappropriate behaviour or potential abuse as per the federation's Child Protection and Safeguarding Policy.

17.3 Pupils will be fully informed of the federation'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.

17.4 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.

18. Monitoring quality.

18.1 The PSHE lead is responsible for monitoring the quality of teaching and learning for the subjects.

18.2 The PSHE Lead will conduct subject assessments on an annual basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Termly plans
- Learning walks
- Work scrutiny

19. Monitoring and review

19.1 This policy will be reviewed on an annual basis by the PSHE Lead and Executive Headteacher.

19.2 This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the federation or local area that may need addressing.

19.3 The governing body is responsible for approving this policy.

19.4 Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils