

The Grove Primary School

Relationships and Sex Education & Health Education Policy

(RSHE)

September 2026

Mrs Bernadette Atkinson Head Teacher

Oakfield Lane, The Grove, Consett, Co. Durham, DH8 8AP

Tel 01207 502938

Email: enquiries@thegroveprimaryschool.co.uk

Document Control

Document reference:	Relationships and Sex Education & Health Education Policy (RSHE)	**Date implemented:**	September 2026
Version written by:	Nicola Duggan (RSHE/PSHE lead)	**Date modified:**	September 2026
Approved by:	Full Governing Body Meeting	**Sign and date:**	12th November 2026
Next review date:	September 2028	**Sign and date:**	
Approved by:	The Standards and Curriculum Committee	**Sign and date:**	

Updated in line with current DfE RSHE statutory guidance 2025.

We want to ensure our parents understand how RSHE supports the wellbeing of all children. We recognise how valuable parental insight can be in allowing us to shape the curriculum to meet the needs of all our pupils, allowing us to make informed decisions on subject content and timeliness.

This policy, as part of the full policy review process, will be shared with our parents/carers and other stakeholders, to help us ensure the policy meets statutory compliance and the needs of the school community it serves.

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Primary Relationships, Sex Education & Health Education Policy Guidance

1. This policy was developed in response to:

- Children and Social Work Act (2017)
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education September 2019)
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education July 2025)
- Keeping children safe in education (KCSIE) (DfE, 2025). keeping-children-safe-in-education.
- Research commentary: teaching about sex, sexual orientation, and gender reassignment, (Chris Jones, Ofsted's Director, July 2021)
- Equality Act, 2010 and schools
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Special Educational Needs and Disability code of practice: 0-25 years, 2020
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Transforming Children and Young People's Mental Health Provision Green Paper (July 2018)
- Review of Sexual abuse in schools and colleges, Ofsted June 2021
- Science programmes of study: Key Stages 1 & 2 (Department of Education, 2013) National curriculum in England: science programmes of study - GOV.UK
- Protected characteristics and separation by sex on school inspections (Department of Education, 2025)

This policy should be read in conjunction with our:

- Online safety Policy
- Behaviour Policy
- Safeguarding Policy (including child sexual exploitation and harmful sexualised behaviours)
- Equality and Inclusion Policy
- Personal Development policy
- Promoting Mental Health and Resilience Policy
- Drugs and Alcohol Policy

2. **The seven guiding principles for relationships, sex and health education** from the statutory guidance help us form the high-quality RSHE provision in this school.

   As a school we keep the following key principles in mind:

   A. Engagement with pupils.
   B. Engagement and transparency with parents.
   C. Positivity.
   D. Careful sequencing.
   E. Relevant and responsive.
   F. Skilled delivery of participative education.
   G. Whole school approach.

3. Our School Context, meeting the needs of the pupils, parents and the community

The Grove School provides a broad and balanced curriculum, which is carefully planned to meet the needs of all our pupils. Safeguarding the pupils in our school is of the highest priority and we understand the importance of knowing the local context and identified safeguarding and public-health priorities within our community. We recognise that our RSHE curriculum may need to be responsive to emerging needs or immediate local concerns and in such cases, the school will inform parents and carers.

4. School intent at The Grove Primary School

At The Grove Primary School, our RSHE curriculum is intended to provide our children with the foundational knowledge, language, confidence and essential skills needed to keep themselves and others safe, both now and as they grow, build healthy, positive, respectful and safe relationships, and care for their physical and mental well-being. It encompasses our school vision through which we are dedicated to providing a happy and caring community where everyone feels safe, valued and equal and promotes an ethos of inclusion, acceptance, tolerance and respect.

Our RSHE curriculum aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their positive decisions, judgements, and behaviours.
- have the confidence and self-esteem to value themselves and others and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly, including respecting others and behaving responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations, including online sharing.
- understand, recognise and apply skills of seeking permission, refusal and consent.
- communicate and behave in a respectful manner towards people around them, contributing to a shared safe and inclusive community to live.
- challenge discrimination and understand the importance of equality and respect.

- have sufficient information and skills to protect themselves in a variety of harmful situations including staying safe from exploitation.

5. The engagement and consultation with relevant stakeholders:

Parents and carers

Here at The Grove Primary school, we believe strongly in the role of parents in the development of their children's understanding about relationships. As a school we want to make sure we communicate with parents in an honest and accessible way to help our parent community understand the importance of RSHE for wellbeing and safety.

We encourage our parents to be responsible for; -

- Supporting their children's personal, emotional and physical development alongside the support we offer as a school.
- Supporting them to be aware of our curriculum content and when topics will be covered in school.
- Completing school surveys and attending parent sessions when invited.
- Foster an open and supportive home environment where pupils can engage, discuss and continue to learn about topics which have been taught in school.
- Contact school if additional support is needed, to access school materials, information or policy documentation.

Parents/carers are welcome to view resources used in school and are encouraged to access links provided via Tapestry and/or our school website to support their child's learning and development at home, for example NSPCC links, suggested book lists and activities from our Coram SCARF programme.

Engagement with pupils and school governors:

To ensure that our curriculum is relevant, engaging and addresses the needs of our pupils we will provide opportunities for:

- Pupil voice, such as pupils focus groups / school council or pupil questionnaires
- Review of our RSHE curriculum content with staff, pupils, and parents /carers.
- Consultation, agreement, and implementation of policy by school governors.

6. Definition of our RSHE Programme

The DfE's statutory requirements mean schools must teach Relationships Education.

Relationships Education is the building blocks of healthy, respectful relationships, focusing on family and friendships, including online. It gives children and young people the essential skills to build positive, enjoyable, and non-exploitative relationships. Relationship Education supports children at the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves safe.

Primary relationships education is a protective and preventative curriculum that equips children with skills and knowledge to keep themselves and others safe, and to recognise and report risks and abuse, including online abuse. This is delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information. Through the teaching of the correct vocabulary, children will have the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. Staff will respond to any disclosures following the schools safeguarding procedures/child protection policy.

At The Grove Primary school, we specifically deliver our RSHE curriculum through our PSHE Programme, RE and Science lessons at EYFS, KS1 and KS2. We use the Coram Life Education SCARF programme. Coram SCARF stands for Safety, Caring, Achievement, Resilience, Friendship and covers all the DfE's statutory requirements for Relationships and Health Education, children's Spiritual, Moral, Social and Cultural development, as well as supporting our pupils' personal development, behaviour and welfare.

We have chosen SCARF as our resource because the lessons build upon children's prior learning. There is planned progression across the SCARF programme, so that children are increasingly and appropriately challenged as they move up through the school.

We adapt the programme where necessary to meet the needs of our children and the local circumstances of our school.

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Health Education – Health and Mental Wellbeing

The focus of our Health Education at The Grove Primary School is on teaching the characteristics of good physical health and mental wellbeing. It enables our pupils to see the strong links between physical and mental health, for them to make healthy choices and decisions and encourage openness around mental health, reducing stigma. It supports our pupils to recognise when things are not right in their own health or the health of others and to seek support when needed. Puberty including menstruation is covered in Health Education.

Relationships and Health Education will also be covered in Computing and E-Safety lessons– this will include teaching pupils how to be safe online, and about cyberbullying.

As part of RSHE 'Developing bodies' will be delivered as part of the statutory programme.

During the SCARF growing and changing unit pupils will learn.

- about growth and other ways, the body can change and develop, particularly during adolescence.
- the correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples, genitals, anus, labia and breasts will be taught. Pupils will gain an understanding that all these parts of the body are private and learn the skills to express their own boundaries around these body parts.
- the facts about the menstrual cycle, including physical and emotional changes.

Curriculum content related to puberty and menstruation will be complemented by sensitive arrangements to help girls prepare for and manage menstruation, including with requests for period products.

7. Non-statutory sex education at primary

Sex education is not compulsory in primary schools. The DfE recommends that primary schools teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults.

In Y5, children are taught about the life cycles of humans and animals. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens during puberty.

In addition to the statutory requirements, our school has chosen to teach some elements of non-statutory sex education. These lessons are taught at the discretion of the teacher/s. This decision will be made on a yearly basis, using their knowledge of the class, assessing the needs and developmental level of the cohort, and using their professional judgement. Should the decision be made to teach non-statutory sex education, we would include sexual intercourse as well as IVF in our Year 5/6 ‘Making Babies’ lesson. This lesson is to help children understand how babies are conceived, particularly before they transition to secondary school. Where non-statutory sex education is taught, lessons will be tailored to the age and physical and emotional maturity of pupils.

We will offer support if requested in talking to your children about sex education and how to link positive conversation and education in the home environment to that taught in school.

Right to be excused from non-statutory sex Education

As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents have the right of request to withdraw their child from all or part of the sex education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the

benefits of receiving this important education and any detrimental effects that withdrawal might have on their child.

The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal. The head teacher will document the process and outcome.

Ongoing communication with parents about what is planned to be taught and when, will be provided through Tapestry. We advise parents in advance on what will be taught in order to support them in carrying out their responsibilities relating to providing and discussing RSHE at home. It is valuable for a child's development to learn about their own families' values in regard to relationships and sex alongside the information they receive at school. Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Parents/carers are welcome to review any RSE resources that school uses.

8.Whole school approach

Pupils with special educational needs and disabilities (SEND)

It is not our school's policy to withdraw pupils with special educational needs from our RSHE education. SCARF lesson plans are flexible and allow for teachers, to adapt and tailor the curriculum content where necessary to meet the needs of the children in their class. Teaching will be sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law, taking specialist advice where necessary. Extra support is provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge through the RSHE education programme. In class support may be provided for children experiencing difficulties or for those with SEMH needs, on a one-to-one or small group basis or via our pastoral lead Rachel Crowe, should they need it. Our aim is to make sure the curriculum is accessible to all pupils in school.

9. Principles and Values for RSHE

RSHE is an integral part of personal development and lifelong learning, and it is an entitlement for all pupils in our care.

In addition, The Grove Primary School believes that RSHE should:

- be an integral part of the lifelong learning process, beginning in early childhood and to continue into adult life.
- be an entitlement for all pupils in our care.
- allow children to explore, consider, and gain an understanding of moral dilemmas.
- enable them to make informed and ethical decisions about their wellbeing, health, and relationships.
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- celebrate the wide range of family structures in our school community, including single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents, and foster parents/carers.
- promote love, respect, kindness, generosity, and caring for one another and respect the environment in which we live.

- encourage pupils and staff to share and listen to each other's views and the right to hold/express views.
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- teach the importance of boundaries/consent and giving, in relationships including online with friends, peers and adults.
- prevent harms by helping young people understand and identify when things are not right.

RSHE has three main elements that contribute to personal development and wellbeing by helping pupils to.

Attitudes and Values

- learning the importance of values, individual conscience, and moral choices.
- learning the value and valuing family life, stable and loving relationships, marriage, and civil partnerships.
- learning the value of and demonstrating respect, kindness, love, and care.
- exploring, considering, and understanding moral dilemmas.
- developing skills including negotiation and decision making.
- the importance of boundaries/consent and giving, in relationships including online with friends, peers and adults.
- challenging myths, misconceptions, false news, false assumptions about normal behaviour.

Personal and Social Skills

- learning to manage a range of emotions within relationships confidently and sensitively, including off and online.
- developing positive self-esteem and confidence.
- developing and demonstrating self-respect and empathy for others.
- making informed choices with an absence of discrimination
- pupils show respect for those who share the protected characteristics.
- understand bullying, and that this can include the use of derogatory terms relating to sex, race, disability, or sexual orientation.
- developing an appreciation of the consequences of choices made.
- managing conflict resolution, with families, people they care for and are for them and friendships.
- empower pupils with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their family, with their peers, with adults and interactions online.
- how to report concerns, risks or abuse, including *'child on child' abuse, and have the skills, confidence and the vocabulary needed to do so.
- empower them with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their family, peers, adults, and interactions online.
- learning to actively seek, ask and recognise consent from others.
- Developing the skills necessary to communicate effectively in a range of scenarios involving consent and understand that consent can be withdrawn.
- learn and understand the role of a friend, understand how to form, maintain, and have positive healthy friendships (on and offline).

- know that you should be respectful in online interactions.
- know how to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met.
- The importance of exercising caution about sharing any information about themselves online.
- recognise the powerful influence of social media and develop critical thinking skills to manage their online presence.

Knowledge and Understanding

- Understand that being a victim of abuse is never the fault of the child.
- to recognise emotional, physical, and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that does not feel right.
- know that their bodies belong to them, and the differences between appropriate and inappropriate or unsafe physical touch, and other, contact.
- about growth and other ways, the body can change and develop, particularly during adolescence.
- the correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples, genitals, anus, labia and breasts. Pupils will gain an understanding that all these parts of the body are private and learn the skills to express their own boundaries around these body parts.
- the facts about the menstrual cycle, including physical and emotional changes.
- learning about human reproduction (*Human reproduction is non statutory 'sex education')
- learning about where to go for help or advice in school and how to access a range of local and national support agencies, including online.
- Pupils will be supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.

10. Roles and Responsibilities

Responsibilities of the Governor body are in ensuring all pupils make progress in achieving the expected educational outcome. Teaching is accessible to all pupils with SEND curriculum content and teaching materials align to the statutory RSHE guidance.

- clear information is provided for parents on the subject content, teaching materials, and external providers, and on the right to request that their child is withdrawn from sex education.
- teaching staff have access to quality assured training and professional development associated with RSHE.
- the subject has a raised profile and is connected to safeguarding of children.
- all staff are up to date with policy changes, and are familiar with school practise, policy and guidance relating to RSHE.

The role of the Headteacher

It is the overall responsibility of the Headteacher to ensure that all stakeholders are informed about the RSHE policy, and that the policy is fully implemented. This includes parental rights to withdraw from some or all the sex education and fully informing parents what is statutory education that pupils cannot be withdrawn from.

The Headteacher will:

- Ensure staff have the necessary continued professional development and confidence to deliver a high-quality RSHE curriculum that suits the needs of all the pupils in the schools.
- Ensure there is adequate time on the school timetable to deliver a high-quality RSHE curriculum.
- Take responsibility overall for monitoring and evaluating the provision for RSHE.
- Report to the governing body on the effectiveness of the policy.
- Take responsibility for reviewing the policy on a biannual basis along with parents and carers.
- Discuss and review requests from parents to withdraw their children from non-statutory sex education teaching.
- Seek quality assurance of curriculum material/resources/any external agencies/CPD provider used.
- Ensure there is openness with parents about the RSHE materials that are used to teach pupils and parents and carers are informed of their rights around viewing materials.
- Ensure parents and carers are informed when external agencies are invited in to deliver aspects of the RSHE curriculum (including the option to view the companies' materials).

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

- Overseeing the delivery of the subjects.
- Ensuring that staff values and attitudes will not prevent them from providing a balanced approach to RSHE in school.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- 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 the DfE statutory requirements in relation to the relationships, [sex], and health education curriculum.
- Ensuring the relationships, sex and health education curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex, and health education complements, but does not duplicate, the content covered in the national curriculum.
- Liaising and working in partnership with parents and carers to support further conversations at home and to share a sample of the resources ahead of teaching and further resources upon request.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

11. Organisation, content and delivery of RSHE

The Grove Primary School specifically delivers RSHE through its PSHE Programme, RE and Science lessons at EYFS, KS1 and KS2.

Lessons are taught by their class teacher once a week as a timetabled lesson, throughout the whole year in their usual classes, in mixed sex groupings. Through weekly timetabled lessons children have access to key and accurate knowledge, language and meanings. They will develop their understanding of the curriculum and will be given opportunities to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities. They will develop a range of skills and strategies to live a healthy, safe, fulfilling, responsible and balanced life. Our curriculum is taught at an age-appropriate way, using a range of teaching strategies such as circle time, role-play, discussions (whole class, individual, small group or in pairs,) stories e.g. exploring behaviour of characters and creative activities. Our curriculum may be supported and complemented using outside visitors, professionals and school health advisors where appropriate.

Safeguarding children must always be a priority.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group/class agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children, which is agreed and created to best support healthy and positive conversation and prohibits inappropriate personal information being requested or disclosed by those taking part in the lesson. The teachers will also use a range of skills, including an anonymous question box. Teachers will answer children's questions factually and honestly in an age-appropriate way. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time. Children's whose questions go unanswered may turn to inappropriate sources of information. At The Grove Primary School, all staff will use scientifically correct vocabulary to avoid misunderstandings and ambiguity and to ensure that safeguarding is paramount. The words which will be used are penis, vulva, vagina, testicles, scrotum, nipples, genitals, anus labia and breasts. By using the correct vocabulary for the parts of the body, children will have the knowledge they need to recognise and to report abuse. It strengthens our school approach to safeguarding children and links directly to RSHE guidance. Staff will respond to any disclosures following the schools safeguarding procedures/child protection policy.

More expert or specialist teachers and other professionals may support staff that are uncomfortable with teaching certain aspects of the RSHE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the RSHE curriculum programme.

Managing difficult or sensitive questions

Pupils may ask questions about topics which go beyond any sex education covered by the school or related to sex education from which they have been withdrawn. The priority is to always make sure the child is safe and feels supported and heard. The school may contact a parent directly to discuss the question and ask how the parent wishes to proceed. Teachers may ask the pupil to speak to their parents or a trusted adult, signposting to support services where needed, as we recognise as a school that children whose questions go unanswered might instead turn to inappropriate sources of information, including online.

As part of teaching in a safe and inclusive classroom environment, pupils' questions and how they might be answered are discussed at the beginning of lessons, including offering alternative ways to ask questions, such as answering questions anonymously (using question boxes).

Open and positive school culture7

Our school has a responsibility to help create and nurture an open and positive school culture. It is vital this is reflected in our teaching and across whole school life to ensure our children experience positive healthy relationships with their peers and all school staff. We recognise the importance of modelling appropriate language and respectful behaviour and how this contributes to a safe inclusive, environment for all with a consideration for those with a protected characteristic.

Inclusive curriculum and delivery of RSHE

At The Grove Primary school we want to ensure both boys and girls have opportunities to practise respectful communication and understand experiences which are different from their own, for example lessons where menstruation is delivered to both sexes in a mixed class. Delivering RSHE as a whole class enables us to foster healthy relationships between all pupils allowing empathy and understanding for all to develop and grow. This contributes to reducing stigma and taboo when talking about certain aspects of health education.

If as a school we do identify a specific need, based on our regular monitoring of the subject, we may make an informed choice to separate classes by sex in order to create a safe space for discussion of a particular topic. Or we may identify a smaller group of pupils who would benefit from further support or information delivered separately. All pupils will receive the same information, and lessons delivery and adaptive teaching will be monitored and assessed to allow us to review practice and to continue to meet the needs of all our pupils.

12. Addressing child on child abuse/sexual harassment and violence and RSHE

Preventing sexual violence and abusive behaviour begins with ensuring pupils are well informed and that RSHE curriculum is taught in primary school. Relationships education has an important role in supporting young people to develop the skills they need to build healthy relationships and grow into kind and respectful adults.

Our school recognises that children are vulnerable to and capable of abusing other children and young people, including sexually, and we understand the complex, adverse effects of domestic abuse on children. ‘Child to child’ abuse will not be tolerated or passed off as part of ‘banter’ or ‘growing up. Please see our **Safeguarding Policy and Part five of the KCSIE 2025**. This school is committed to taking a proactive and preventative approach to all forms of abuse in schools and protect pupils from serious harm – both in and outside the home.

Pupils should understand that anyone can be a victim of sexual violence, and that the victim is never to blame. It is important to acknowledge that most sexual violence is committed against women and girls, and it often has a gendered component. However, anyone can be affected by sexual violence and teachers should avoid language which stigmatises boys or suggests that boys or men are always perpetrators or that girls or women are always victims.

Teaching staff will maintain an attitude ‘it could happen here.’ Staff in school have an important role in modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes.

In an age and stage appropriate way, topics include, but are not limited to, consent and permission seeking (both on and offline), safe touch and privacy, respectful, healthy relationships and appropriate language, communication and behaviour. The content is covered through a spiral curriculum. Our school recognises the key links between these important topic areas and supporting our children to gain the skills and confidence to say no, speak up and report abuse.

Keeping children safe in education 2026: September 2026

13. Fostering inclusion and valuing diversity

Schools are required to comply with relevant requirements of the Equality Act 2010, including the Public Sector Equality Duty (PSED), when teaching RSHE. Schools must ensure topics in RSHE are taught in a way which does not discriminate against pupils or amount to harassment.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

Our school wants to ensure that children from a range of backgrounds and children with diverse needs feel like they belong in this school. We recognise this is bigger than just in the classroom. The school community, the environment, the interactions and relationships within our school must all be considered for a true inclusive environment.

Schools must also make reasonable adjustments to alleviate disadvantage and make sure the RSHE content will be made accessible to all pupils, including those with SEND and a caring role.

Pupils with special educational needs and disabilities (SEND)

We believe RSHE should be inclusive and developed to ensure these subjects are accessible for pupils with SEND and prepare pupils for adulthood, as set out in the SEND code of practice: 0 to 25 years.

For some SEND pupils there may be a need to tailor or adapt content and teaching of RSHE to meet the specific needs of pupils at different developmental stages. The teaching will be sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

We will ensure that all pupils receive relationships education and relationships and sex education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary. It is important that SEND pupils receive the knowledge they need to build up their independence and it helps to protect them from harm.

We recognise pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. RSHE can be particularly important for these pupils, particularly those with social, emotional, and mental health needs or learning disabilities.

Where possible the RSHE curriculum will be adapted to suit, ‘not changed,’ to ensure all pupils can have access to the same curriculum.

Religion and belief, including teaching in schools with a religious character.

RSHE should be sensitive to the religious background of pupils, and schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

All schools may teach about faith perspectives on these topics.

Lesbian, Gay, Bisexual and Transgender (LGBT)

Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, under which sex, sexual orientation and gender reassignment are amongst the protected characteristics.

The DfE strongly encourages primary schools to teach about healthy loving relationships, and to include same-sex parents along with other family arrangements when discussing families. The point in which as a school we teach pupils about LGBT, the content is fully integrated into the curriculum and within the context of teaching about different types of healthy loving families.

Pupils are taught to understand protected characteristics age appropriately. No one is treated in any way less favourably on the grounds of, gender reassignment, sexual orientation or sex.

As a school we will consult with parents and carers on the content of external resources on this topic in advance and make all materials available to them on request, as set out in the section on openness with parents.

The RSHE lead will ensure that the content is age and stage appropriate in the RSHE curriculum.

14. Safeguarding reports of abuse and confidentiality

This RSHE policy supports our school's approach to safeguarding and links to other key policies and guidance.

It is made clear to pupils that all adults in school cannot guarantee absolute confidentiality. When forming the class/group agreement pupils are informed and it will be reinforced to make sure all pupils understand.

It is equally important that staff adopt safeguarding-disclosure procedure and that children understand how confidentiality will be handled in a lesson and what might happen if they do disclose anything of concern in a discussion or anything shared directly with a teacher, about themselves or a peer. Pupils should also understand where they can report any concerns/worries and seek help, including to external services if they do not feel comfortable talking to school staff.

School staff are aware RSHE can at times lead to a disclosure and teachers will consult with the designated safeguarding lead to follow all safeguarding protocols in the school.

A child under thirteen is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under thirteen is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under thirteens should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of thirteen is classed as rape. Therefore, in all cases where the sexually active young person is under thirteen, a referral should be made to First Contact, naming the young person, and the sexual partner if known. Following this, a Strategy meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under thirteens should be fully documented and reported.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

Where lessons are delivered by external agencies, schools must agree in advance of the session how a safeguarding concern would be dealt with by the external visitor, and in line with school policy. All visitors will be required to explain their safeguarding procedures informing the school how they would deal with receiving a disclosure.

These procedures should be read in conjunction with the Durham Safeguarding Children's Partnership procedures https://durham-scp.org.uk

15. Working with external agencies

The school may invite guest speakers into school to talk on issues related to RSHE, e.g. an expert or experienced health professional. A teacher will be present throughout all these lessons.

Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it. All resources used by guest speakers will be available to parents to view prior to lesson delivery. (See section on openness with parents and RSHE materials)

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 can 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.

16. Monitoring and Evaluation of RSHE

Engagement with pupils and assessment

Assessment is carried out where appropriate. This may involve teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes. As a school we will monitor pupil progress and the impact of our curriculum throughout the delivery of the RSHE, through assessment for learning quality approaches to our delivery, such as asking series of questions, quizzes or self-assessment activities, and through careful observation of pupil behaviour, attitudes, and relationships in and across all school life.

It is the responsibility of the Head Teacher/ Leadership Team to oversee and organise the monitoring and evaluation of the statutory RSHE curriculum in the context of the overall school plans for monitoring the quality of teaching and learning.

The Governing body is responsible for overseeing, reviewing, and organising the revision of the RSHE policy and curriculum.

The work of the subject lead also involves supporting colleagues in the teaching of RSHE education and being informed about current developments in the subject.

17. **Appendices:**

Parents' leaflets | NSPCC Learning

NSPCC | The UK children's charity | NSPCC

Parents and carers | CEOP Education

I'm looking for support with being a parent or carer | Barnardo's

Our services for parents and carers | Place2Be