



## Relationships, Sex and Health Education Policy

<b>Written By</b>	<b>PSHE Subject Leader, Headteacher</b>
<b>Frequency of Review</b>	<b>Every 4 years</b>
<b>Date reviewed and approved by Governing Body</b>	<b>Summer 2026</b>
<b>Date of next review</b>	<b>Summer 2030</b>
<b>Display on Website</b>	✓
<b>Purpose</b>	To provide guidance and information on all aspects of Relationships, Sex and Health Education (RSHE) for parents, governors, teaching and non-teaching school staff. The School ensures that the curriculum is taught appropriately and in line with current government guidance.
<b>Intent</b>	To help pupils develop feelings of self-respect, confidence and empathy and to create a positive culture around all types of relationships. To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene. For parents to understand the content of the curriculum so that they, as primary educators of their child(ren) can support this at home. For parents and schools to apply guidance regarding parents right to withdraw their child(ren) from sex education.
<b>Consultation</b>	<b>Governors</b> ✓ <b>Parents</b> ✓ <b>Pupils</b> ✓ <b>Staff</b> ✓
<b>Links with other policies</b>	Safeguarding and Child Protection Policy Relational Behaviour Policy Anti-Bullying Policy Inclusion Policy Equality Policy and Objectives Teaching and Learning policy SMSC Policy Online Safety Policy

## Statement of Intent

At Burlington Junior School, we provide age-appropriate relationships and health education (RHE) to all pupils as part of the school's statutory curriculum (making use of DfE guidance). Our school aims to assure parents and pupils that all aspects of RHE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to RHE will be delivered in a sensitive manner as part of a whole-school approach where parents and teachers work in partnership.

Parents are given the opportunity to discuss this policy at any time and staff will be provided with accurate training and further resources to deliver lessons to pupils.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and ensures that they can talk to a trusted adult if there is anything worrying them. Health education focusses on equipping pupils with the knowledge they need to make informed decisions about their own health and ensures they receive factual information about the changes they will experience emotionally and physically during puberty.

Sex education is non-statutory; however at Burlington Junior School, pupils in Year 5 and Year 6 are taught age-appropriate content which covers how babies are conceived and how they are born. Sex education does not go above and beyond the focus of reproduction. Parents have the right to withdraw pupils from sex education lessons. More information about this will follow later in this policy.

This policy sets out the framework for our RSHE curriculum, providing clarity on how it is informed, organised and delivered.

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## 1. Legal framework

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

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

## 2. Roles and responsibilities

The governing board is responsible for approving the RSHE policy, and holding the headteacher to account for its implementation.

The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing and discussing requests from parents to withdraw their children from the subjects.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy every four years.

The PSHE subject leader is responsible for:

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

- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.
- Reviewing this policy every four years.

Teachers are responsible for:

- Sensitively delivering a high-quality and age-appropriate relationships, relationships and health curriculum in line with statutory requirements.
- Creating an environment where pupils feel safe and are able to access and engage in RSHE.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Monitoring progress and assessing pupils' needs.
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from non-science components of sex education.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

Parents are responsible for:

- Supporting their children through their personal development and the emotional and physical aspects of growing up.
- Ensuring that they are aware of curriculum content, organisation and delivery.
- Fostering an open home environment where pupils can engage, discuss and continue to learn about topics that have been taught in school.
- Liaising with the school to seek additional support if needed.

### **3. What is Relationships, Sex and Health Education (RSHE)?**

Every primary school is required to deliver statutory relationships education and health education. The delivery of the relationships education and of health education coincide with one another and is delivered as part of the school's PSHE curriculum.

**Relationships education** focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships (both online and offline), and ensures that pupils can talk to a trusted adult if there is anything worrying them.

**Health and wellbeing education** focusses on equipping pupils with the knowledge they need to make informed decisions about their own health including physical activity, nutrition, mental health and wellbeing, sleep and keeping safe (both online and offline). It also ensures they receive factual information about the changes they will experience emotionally and physically during puberty.

**Sex education**

While sex education is not mandatory in primary schools, the Department for Education recommends that primaries teach sex education in Year 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

The school will work closely with parents in reviewing the sex education curriculum and will consult annually regarding content, organisation and delivery of the curriculum prior to pupils being taught this content.

#### **4. Consultation with parents**

The school understands the important role parents that play in enhancing their children's understanding of relationships, sex, health and wellbeing. At home, children can have one-to-one discussions with parents/carers which focus on specific issues, attitudes, questions or concerns.

Schools have an important role to play in helping and supporting parents/carers to talk to their children and we do so by providing information and guidance as required. This will be in the form of resources, including websites and books, to help promote dialogue at home to link with the learning within RSHE. Our school works closely with parents by establishing open communication.

We will consult with parents when reviewing the content of the school's RHE curriculum and will give them regular opportunities to voice their opinions. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be made by school. We will be mindful of the personal circumstances of all pupils to ensure there is no stigmatisation of based on home circumstances, support networks or family needs.

The school will work closely with parents in reviewing the sex education curriculum and will consult annually regarding the content, organisation and delivery of the curriculum.

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

- Questionnaires and surveys
- Year Group Parent Meetings ahead of curriculum teaching (this will always take place ahead of any sex education lessons)
- Parent Forum Meetings
- Newsletters and letters

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

- Organising a meeting with the PSHE subject leader or headteacher.
- Emailing [parent@burlingtonjunior.org](mailto:parent@burlingtonjunior.org)

We will enable parents access to all curriculum materials and will not enter into contracts with outside providers that seek to prevent parents from seeing materials. Jigsaw PSHE enables parents to view materials through a parent portal on the website with secure login information,

which can be shared on request. Materials from Jigsaw will also be shared at parent meetings ahead of sex education lessons. Parents will be provided with the following information:

- The content of the relationships and health curriculum.
- The delivery of the relationships and health curriculum, including what is taught in each year group. ([Please see our school website for more information](#)).
- The legalities surrounding [withdrawing their child from the subject](#).
- The resources that will be used to support the curriculum.

## 5. Organisation of the curriculum

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

To ensure progression and a spiral curriculum, we use the PSHE programme '*Jigsaw, the mindful approach to PSHE*', as our chosen teaching and learning programme. Using the Jigsaw Programme's PSHE resources, the school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group.

We are dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs. The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical and emotional development. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

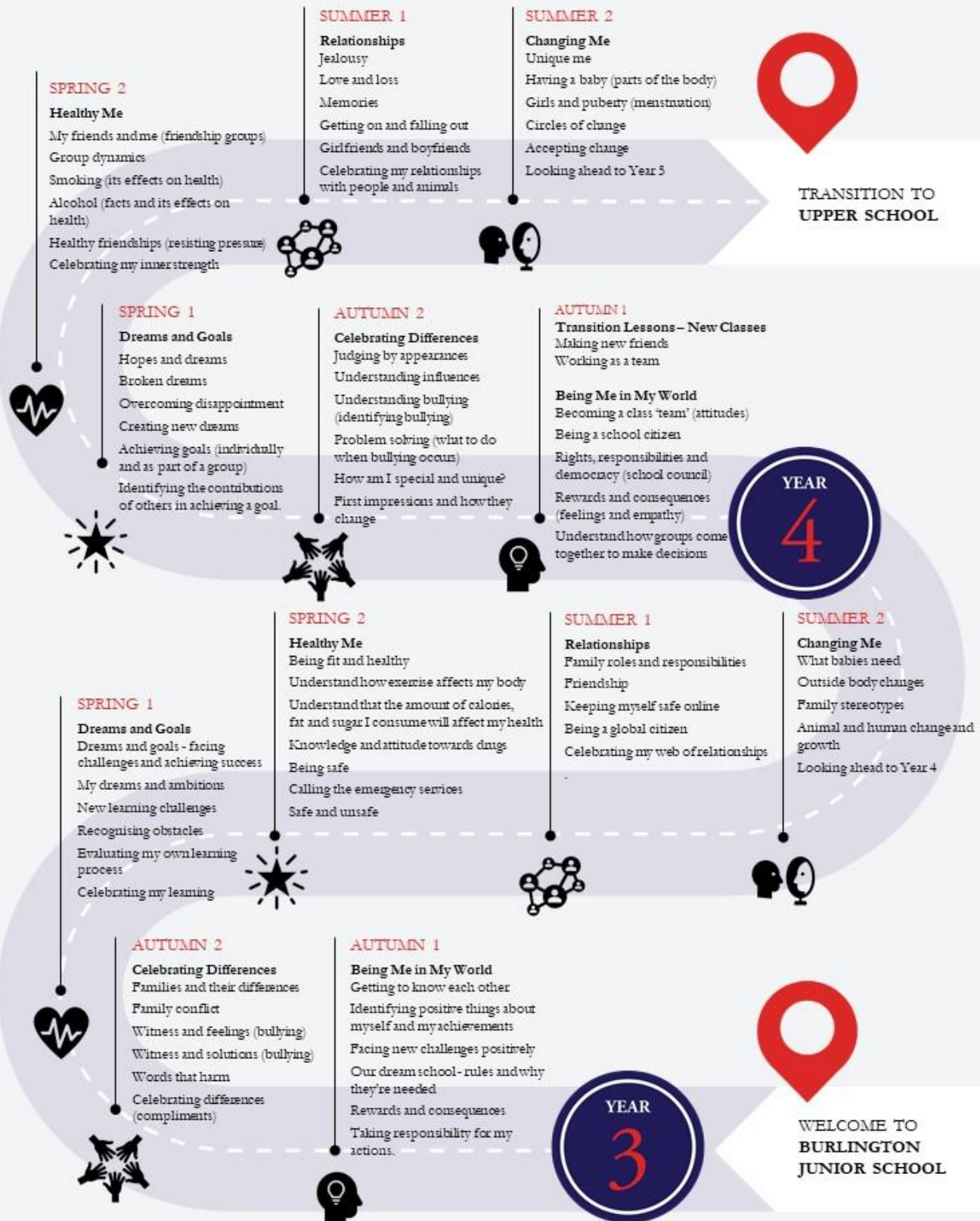
The relationships, sex and health education curriculum will be delivered as part of our PSHE curriculum. All pupils participate in weekly, one hour PSHE lessons.

The Jigsaw programme organises the curriculum into six half-termly units:

1. Autumn 1 – Being Me in My World
2. Autumn 2 – Celebrating Differences
3. Spring 1 – Dreams and Goals
4. Spring 2 – Healthy Me
5. Summer 1 – Relationships
6. Summer 2 – Changing Me (including statutory puberty lessons as part of health education and non-statutory sex education lessons in Year 5 and Year 6).

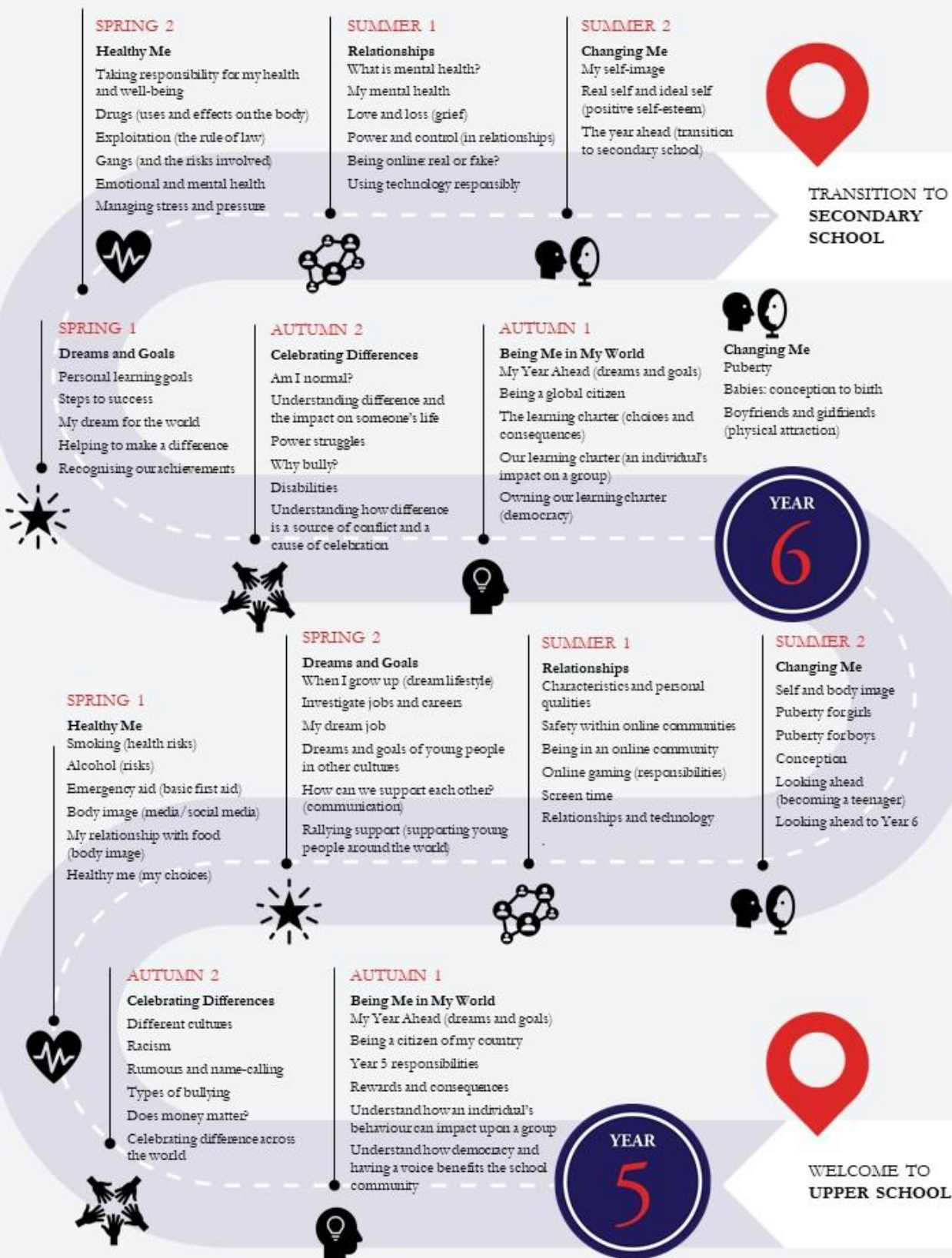
The themes are mapped into each year group so that pupils can review and build on prior learning. Please see the learning journeys below for an overview of the content covered within each half term.

# OUR PSHE LEARNING JOURNEY (LOWER SCHOOL)



\*Our PSHE curriculum follows the Jigsaw programme of study, which makes use of the RSHE statutory guidance from the Department for Education.

# OUR PSHE LEARNING JOURNEY (UPPER SCHOOL)



\*Our PSHE curriculum follows the jigsaw programme of study, which makes use of the RSHE statutory guidance from the Department for Education.

## 6. Statutory Relationships Education Overview

The following list outlines the objectives pupils will learn by the end of primary school as outlined in the DfE's statutory guidance.

<b>Relationships Education (to be covered by the end of primary):</b>	
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• That families are important for children growing up safe and happy because they can provide love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.</li> <li>• That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.</li> <li>• How to manage conflict, and that resorting to violence is never right.</li> <li>• How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.</li> </ul>
<b>Respectful, kind relationships</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• 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.</li> <li>• 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.</li> <li>• What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.</li> <li>• How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.</li> </ul>
<b>Online safety and awareness</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.</li> <li>• The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.</li> <li>• How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.</li> <li>• How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.</li> </ul>

## 7. Statutory Health education overview

The following list outlines the objectives pupils will learn by the end of primary school as outlined in the DfE's statutory guidance.

<b>Health and Wellbeing (to be covered by the end of primary):</b>	
<b>General wellbeing</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The importance of promoting general wellbeing and physical health.</li> <li>• 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.</li> <li>• How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• That isolation and loneliness can affect children, and the benefits of seeking support.</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.</li> <li>• 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. 9. 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).</li> <li>• That it is common to experience mental health problems, and early support can help.</li> </ul>
<b>Wellbeing online</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.</li> <li>• Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.</li> <li>• The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.</li> <li>• How to understand the information they find online, including from search engines, and know how information is selected and targeted.</li> <li>• That they have rights in relation to sharing personal data, privacy and consent.</li> <li>• Where and how to report concerns and get support with issues online.</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• The risks associated with an inactive lifestyle, including obesity.</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• Understanding the importance of a healthy relationship with food.</li> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• 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.</li> <li>• 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.</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• 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.</li> </ul>
<b>Personal Safety</b>	<ul style="list-style-type: none"> <li>• About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.</li> <li>• How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.</li> <li>• Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.</li> </ul>
<b>Developing Bodies</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>

## 8. Puberty (statutory Health Education) and Sex Education (non-statutory) Overview

All pupils must be taught content 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.

Puberty falls under the 'developing bodies' section of the statutory health education content.

In Key Stage 2, within the National Curriculum for science, pupils must be taught to:

- Describe the life differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Living things and their habitats – year 5)
- Describe the life process of reproduction in some plants and animals. (Living things and their habitats – year 5)

- Describe the changes as humans develop to old age. (Animals, including humans – year 5)

Please see Appendix 1 for the relevant pages from the National Curriculum of what children are taught within science, including the statutory and non-statutory guidance.

The table below outlines where puberty (statutory health education) and sex education content (non-statutory) is covered at Burlington. As a school, we are deeming the content in red as sex education because it covers ‘human reproduction’. **Children can be withdrawn from the sections highlighted in red text.** Please see [section 9](#) for more information.

Puberty (health education) and Reproduction (sex education) in Jigsaw PSHE		
Year 3	How babies grow  Babies  <i>Summer 2 - Changing Me, Lesson 1</i>  <i>Health Education</i>	This lesson explores changes from birth to adulthood in animals and humans, establishing that in mammals it is the female who has the baby. Children examine baby animal pictures and discuss emotional responses, then identify what babies cannot do for themselves and why parents provide devoted care. The lesson acknowledges diverse family structures, emphasising that whilst females give birth, males often play important caring roles, and what matters most is that babies have adults who love and care for them regardless of family composition.  <b>nb. This is <u>not</u> a sex education lesson. There is no mention of reproductive organs, conception or birth.</b>
	Outside body changes  Summer 2 -  <i>Changing Me, Lesson 2</i>  <i>Health Education</i>	This lesson introduces puberty as the gradual collection of changes transforming children's bodies into adult bodies, focusing on external physical changes. Children explore which changes they can and cannot control, understanding that physical puberty changes occur naturally at different times and places for each person. Through body outline activities, children identify which physical changes apply to girls, boys, or both, learning vocabulary for body parts and discussing their feelings about growing up.  <b>nb. This is <u>not</u> a sex education lesson. There is no mention of conception or birth.</b>
	Inside body changes  Summer 2  <i>Changing Me, Lesson 3</i>  <i>Health Education</i>	This lesson explores internal reproductive changes during puberty, explaining how boys' and girls' bodies prepare for making babies when grown up. Children learn about the male reproductive system including penis, testicles, scrotum and sperm production, and the female reproductive system including ovaries, eggs, womb and vagina. The lesson emphasises that puberty starts between ages 8-15, usually earlier for girls, and that everyone experiences it differently. Children express feelings about these changes and understand that trusted adults can provide support and advice as they've been through puberty themselves.  <b>nb. This is <u>not</u> a sex education lesson. There is no mention of conception or birth.</b>

<p><b>Year 4</b></p>	<p><i>Puberty and Menstruation</i></p> <p><i>Changing Me, Lesson 2</i></p> <p><i>Summer 2</i></p> <p><i>Health Education</i></p>	<p>Children learn how the female body changes internally during puberty to enable reproduction, understanding that menstruation is a natural monthly process. They explore the menstrual cycle, learning about ovaries, eggs, the womb lining and how this results in a period. The lesson introduces different period products including menstrual towels, tampons, period pants and menstrual cups, explaining their purpose and use. Children understand that whilst periods are a normal part of puberty, the age when they begin varies and some discomfort is natural, though significant pain should be discussed with a doctor. The lesson emphasises that talking to trusted adults about puberty-related worries is important and provides strategies for managing both physical and emotional changes during this time.</p> <p><b>nb. This is <u>not</u> a sex education lesson. There is no mention of conception or birth.</b></p>
<p><b>Year 5</b></p>	<p>Puberty in girls*</p> <p><i>Changing Me, Lesson 2</i></p> <p><i>Summer 2</i></p> <p><i>Health Education</i></p>	<p>Children learn in detail about the menstrual cycle (building on learning in Year 4). They learn about the female reproductive system including ovaries, fallopian tubes, womb and how hormones like oestrogen control the cycle. The lesson recaps and introduces different period products including menstrual pads, period pants, tampons and menstrual cups, with particular focus on external products most suitable for younger girls. Children learn strategies for managing emotions during puberty, understanding that feeling embarrassed or anxious about body changes is natural. The lesson addresses common worries about periods, explains school procedures for accessing period products, and reinforces that menstruation is a normal, healthy process affecting all females during puberty years.</p> <p><b>nb. This is <u>not</u> a sex education lesson. There is no mention of conception or birth.</b></p>
<p></p>	<p>Puberty in boys*</p> <p><i>Changing Me, Lesson 3</i></p> <p><i>Summer 2</i></p> <p><i>Health Education</i></p>	<p>This lesson focuses on physical and emotional changes boys experience during puberty. Children learn about the male reproductive system including testicles, scrotum and penis, understanding how testosterone triggers puberty changes such as sperm production, voice deepening, facial and body hair growth, and increased muscle development. The lesson acknowledges that hormonal changes affect emotions and mood swings for both boys and girls, reinforcing the importance of talking to trusted people about feelings and concerns.</p> <p><b>nb. This is <u>not</u> a sex education lesson. There is no mention of conception or birth.</b></p>
<p></p>	<p>Conception*</p> <p><i>Changing Me, Lesson 4</i></p> <p><i>Non-Statutory Sex Education</i></p>	<p>This sex education lesson teaches children how babies are conceived through sexual intercourse whilst acknowledging alternative routes to parenthood. The lesson explains conception as the fertilisation of an egg by sperm during sexual intercourse, emphasising this occurs between consenting adults in relationships, with the age of consent being 16 in England. Children learn that there are fertility treatments for those who need medical assistance to conceive. The lesson ensures all children feel valued regardless of how they were conceived.</p> <p><b>nb. This is a sex education lesson. Pupils can be withdrawn from this lesson at parents' request.</b></p>

<b>Year 6</b>	Puberty* <i>Changing Me, Lesson 2</i>  <i>Autumn term</i>  <i>Health Education</i>	This lesson consolidates understanding of physical and emotional changes during puberty for both boys and girls, and a longer lesson time is recommended if possible. Children explore how new freedoms connect with new responsibilities, then identify whether some changes apply to males, females or all people. The lesson reviews both male and female reproductive systems using animations and diagrams, explaining new vocabulary in an age-appropriate way. Children get to clarify misconceptions about puberty, and children are reminded of reliable sources of information and that trusted adults are always available for ongoing support. <b>nb. This is <u>not</u> a sex education lesson. There is no mention of conception or birth.</b>
	<i>Conception to birth</i> <i>Changing Me, Lesson 3*</i>  <i>Autumn term</i>  <i>Non-Statutory Sex Education</i>	<i>This sex education lesson teaches children about conception through to birth. The lesson recaps facts from Year 5 regarding conception and sexual intercourse. Children discover facts about the nine-month pregnancy journey as babies develop from embryo to foetus, connected to the mother through the placenta and umbilical cord. Children learn about labour, contractions and birth through the vagina, and that some babies are born by Caesarean sections.</i> <b>nb. This is a sex education lesson. Pupils can be withdrawn from this lesson at parents' request.</b>

\*External experts, such as nurses from the Kingston School Health Team, may support the delivery of these lessons. Where alternative resources are used, parents will have the opportunity to view these resources in advance, in line with the information stated in this policy.

## 9. Right to request withdrawal from sex education

Our school will always recognise that parents have the right to have the right to request that their child is withdrawn from some or all of sex education delivered as part of RSE. We will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes. These are statutory.

The headteacher will automatically 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. The headteacher 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 from these lessons.

The headteacher will keep a record of the discussion between themselves, the pupil and the parent. The parent will be informed in writing of the headteacher's decision.

Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

Parents and carers have the right to withdraw their child(ren) from sex education and the following lessons within the 'Changing Me' Puzzle (unit):

- Year 5 - Lesson 4 (conception)
- Year 6 – Lesson 3 (conception and birth).

Where external experts (such as the School Health Team) are delivering aspects of these lessons, parents will be informed which lessons children can be withdrawn from in advance.

These lessons may take place at different points in the year to those listed above due to the availability of the School Health Team.

## **10. Delivery of the curriculum**

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

Through effective organisation and delivery of the subject, the school 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.

### **Curriculum Organisation and Delivery**

RSHE is delivered using a variety of learning approaches and teaching methods which encourage pupils to participate, question and communicate. This includes the use of videos, posters, leaflets, books, physical resources, the internet, brainstorming, small group discussion, case studies, role play and debates.

Pupils will receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression. The RHSE programme is delivered through a variety of opportunities including:

- Designated weekly PSHE lessons as part of a spiral curriculum using the Jigsaw programme of study (Being Me in My World, Celebrating Differences, Healthy Me, Dreams and Goals, Relationships, Changing Me)
- Use of external agencies and/or services (e.g. the School Health Team)
- School ethos
- Small group work
- Cross curricular links
- Assemblies
- Enrichment days and weeks

Staff planning and delivering RSHE always consider differentiated learning when choosing activities. Differentiated learning can be in terms of:

- outcome
- extension of activities
- support on the task
- different resources
- ability/mixed ability grouping
- grouping by gender

## **Ground Rules**

Agreed ground rules will be discussed and displayed for everyone to see during RSHE lessons. Ground rules will also be periodically reviewed to evaluate how well the group is working and changed if necessary. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil's age.

## **Opportunities to teach safeguarding**

We will ensure that, as part of relationships education, pupils are taught about how to keep themselves and others safe, including online.

Education will be tailored to the specific needs and vulnerabilities of individual pupils whilst taking account of pupils who may be victims of abuse and pupils who have SEND.

Preventative education will be adopted as a whole-school approach that prepares pupils for life in modern Britain and creates a zero-tolerance culture for sexism, misogyny/misandry, homophobia, biphobic and sexual violence or harassment.

## **Equality**

We will comply with relevant requirements of the Equality Act 2010, including the Public Sector Equality Duty when teaching RSHE.

We will ensure topics in RSHE are taught in a way which does not discriminate against pupils or amount to harassment.

Pupils will understand the importance of equality and respect, and, where relevant, learn about the law relating to the protected characteristics.

## **The Law**

It is important for pupils to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. The school curriculum will include teaching pupils about a range of important facts, including, but not limited to, the rules regarding personal information, pictures, videos and other material using technology. This will help pupils to identify what is right and wrong in law, but it can also be useful in providing a good foundation of knowledge for deeper discussion about all types of relationships.

Pupils will be made aware of the relevant legal provisions when relevant topics are being taught or discussed, including but not limited to:

- Consent, including the age of consent
- The Online Safety Act.
- Online behaviours including image and information sharing.
- Protected characteristics – age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation
- Alcohol, smoking, vaping and nicotine products and illicit drug use
- Gambling
- Carrying knives and weapons
- Grooming or exploiting children into criminal activity, which can include gang involvement and county lines drug running

- Hate crimes
- The age of criminal responsibility

### **Religion and belief**

RSHE in the school will be delivered sensitively, taking account of the religious backgrounds of pupils and ensuring compliance with the Equality Act 2010, including recognising religion or belief as a protected characteristic.

Where topics are contentious, our school will support balanced discussion and debate, and will be clear when teaching reflects religious belief rather than statutory guidance or wider factual content.

### **Pupils with SEND**

We will develop and deliver RSHE in a way that is accessible for pupils with SEND and will support them to prepare for adulthood, in line with the SEND Code of Practice (0 to 25 years).

We recognise that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other related risks. RSHE will therefore be particularly important for these pupils, including those with social, emotional and mental health needs or learning disabilities, and teaching will be planned to provide appropriate support, safeguarding, and opportunities to build understanding and confidence.

We will make use of teaching and learning strategies that are consistent with our whole-school approach when supporting learning. This may include, but is not limited to, scaffolding resources, providing stem sentences and vocabulary sheets, making use of concept cartoons, adapting the task to suit the needs of the learner, working in mixed ability groups, making use of additional adult support or completing the task (including any discussion) in a quieter setting.

### **Addressing sexual harassment and sexual violence**

We will address sexual harassment and sexual violence through a planned RSHE curriculum that promotes kindness, care and respect in all relationships and makes clear that harmful behaviour is never acceptable.

Teaching will emphasise boundaries, consent, respectful communication and awareness of power dynamics, while supporting pupils to recognise risk, seek help and report concerns.

We will ensure that learning is accessible for all pupils, including those with SEND who may be more vulnerable to abuse, exploitation or bullying, and will use safeguarding procedures and sensitive teaching approaches to create a safe and supportive environment for discussion.

### **Dealing with difficult questions**

We will ensure that staff delivering RSHE will feel confident and supported to lead lessons and respond appropriately to pupils' questions. We recognise that where a member of staff does not feel confident leading discussion, this may affect pupils' engagement and learning.

Professional development will be provided to support effective delivery of RSHE, including training on confidentiality, establishing ground rules, handling sensitive or controversial issues, and responding to awkward or difficult questions.

Pupils may ask questions that go beyond the RSHE curriculum content covered by the school, or that relate to sex education from which they have been withdrawn. In these situations, we will ensure that staff will respond in a way that supports the pupil and maintains an appropriate learning environment. Where staff feel a question is not suitable to address in class, they may defer it and seek advice from the PSHE subject leader or safeguarding leads.

Where appropriate, pupils may be encouraged to speak with their parents/carers or a trusted adult, and the school will signpost to internal or external support services when needed. The school will recognise that unanswered questions may lead pupils to seek information from unreliable or inappropriate sources, including online, and will ensure that staff will receive guidance and training on how to handle such situations safely and sensitively. Teaching staff will inform parents if a question of this nature has been asked so that parents can be prepared for a conversation with their children at home.

If a pupil asks a question or makes a comment that raises a safeguarding concern, the school will respond in line with its Child Protection and Safeguarding Policy. Staff will not promise confidentiality and will explain, where appropriate, that they may need to share information with the DSL in order to keep the pupil safe. Any concern, disclosure or indication that a pupil may be at risk of harm (including sexual abuse, exploitation, harmful sexual behaviour, or self-harm) will be reported to the DSL without delay and recorded in accordance with the school's safeguarding policy. Staff will follow the school's child protection and safeguarding procedures at all times.

### **Resources**

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

### **Sensitive Issues and Child Protection**

In teaching the curriculum, teachers will be aware that pupils may make comments or ask questions about sensitive topics or harmful behaviour. When talking about these topics in lessons, teachers will be aware of the risks of highlighting these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

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

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

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

### **Assessment**

As with other subjects, teachers will assess children within RSHE using a range of different methods:

- Observation within an activity by the teacher;
- Verbal and written feedback following completion of an activity;
- The use of mini quizzes – assessing core knowledge;
- Self-assessment.

Teachers will inform parents of their child(ren)'s progress within the spring report.

## **11. Working with external experts**

When appropriate to do so, external experts such as the School Health Team or a local authority advisor on e-safety will be invited to speak to the children and/or Parents / Carers. Such experts will have informed the class teacher / PSHE subject leader of the contents of their presentations and resources used. When sex education is taught, parents will be informed of the content of the session prior to delivery. This policy will be shared with outside speakers prior to their delivery and external experts will be expected to comply with the provisions of this policy. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- Where external experts are planning to use video resources (e.g. School Health Team nurses), teachers will review them and share them with parents in advance of the sessions.
- 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.

## **12. Equality and accessibility**

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

- Age
- Sex or sexual orientation

- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

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

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

To foster healthy and respectful peer-to-peer communication and behaviour between all pupils, we have a robust Relational Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

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

### 13. Curriculum links

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

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

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

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

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

## 15. Monitoring quality

The PSHE subject leader is responsible for monitoring the quality of teaching and learning for the subjects. Monitoring activities will include a mixture of the following:

- Learning walks;
- Pupil Voice;
- Book Looks;
- Lesson planning scrutiny.

The PSHE subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects as part of PSHE.

## 16. Monitoring and review

The governing board is responsible for approving this policy.

This policy will be reviewed every four years by the subject leader and headteacher. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

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

**Responsibility: PSHE Subject Leader**

**Date created: Summer 2026**

**Next review date: Summer 2030 (unless a change is made to guidance prior to this date)**

## **Appendix 1 - National curriculum in England: primary curriculum (DfE: 2013)**

### **Science - Year 5**

#### **Animals, including humans**

##### **Statutory requirements**

Pupils should be taught to:

- describe the changes as humans develop to old age.

##### **Notes and guidance (non-statutory)**

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

#### **Living things and their habitats**

##### **Statutory requirements**

Pupils should be taught to:

- 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.

##### **Notes and guidance (non-statutory)**

Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.