

Relationships, Sex and Health Education (RSHE) Policy

At Brindishe Schools we believe that Relationships, Sex and Health Education (RSHE) is lifelong learning. Effective RSHE makes a significant contribution to the development of the personal skills needed to enable children to live happy, safe, fulfilled and healthy lives. It promotes self-esteem, emotional health and wellbeing and helps children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community. RSHE enables children to gain information, develop skills and explore attitudes and values, in order to support informed decision-making and become informed, active and responsible citizens.

Our children, families and staff are drawn from a rich variety of social backgrounds, family structures, ethnic groups and religions. The Brindishe Schools value the right of each person to respect and recognise individual differences. We actively work to ensure that all adults and children are given every opportunity to achieve, to recognise their own worth and to play an important part in our community. We place the promotion of equality of opportunity at the heart of all our work including when designing and delivering our RSHE curriculum.

The RSHE programme at Brindishe Schools reflects the schools' ethos, it demonstrates and encourages the following values:

- Respect and courtesy for individual difference
- Opportunity to achieve
- Recognise their own worth and part in the community
- Actively promote the rights of each person
- Know their value and celebrate others in the community

At Brindishe Schools, we teach RSHE as set out in this policy.

Aims and Objectives

We aim to:

- provide information and constructive guidance
- clarify knowledge, relieve fears and dispel myths
- encourage honesty and empathy in relationships
- help children develop their own moral standards
- encourage respect for ourselves and others
- challenge views and prejudices
- provide support and an opportunity for sensitive discussions to take place
- develop and use communication and assertiveness skills to manage the influences of peers and the media
- help children take responsibility for their own actions
- develop skills for a healthier, safer lifestyle

- provide the confidence to be participating members of society
- prepare children for puberty, give them an understanding of sexual development and the importance of health and hygiene
- to help children understand that we are all equal regardless of race, religion, sex, sexual orientation, gender identity or transgender identity, age, social economic status, abilities or family structure
- to raise the self-esteem of children, especially in their relationships with others

Statutory Requirements

Brindishe Schools' policy on relationships and sex education is written in accordance with the statutory guidance document "Relationships and Sex Education (RSHE) and Health Education" (DfE, 2024 currently in draft).

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017.

However, we are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

Department for Education guidance states that the teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as:

- about growth, change and the changing adolescent body. This topic should include the human lifecycle. Puberty should be mentioned as a stage in this process.
- the key facts about the menstrual cycle, including physical and emotional changes.

will be included within PSHME education lessons from Year 4 onward.

Within the statutory guidance document for RSHE and Health Education, the DfE also recommends schools deliver age-appropriate sex education in Year 5 and 6 in line with what pupils learn about conception and birth as part of the national curriculum for science.

“The aim of teaching aspects of sex education in primary is not to prepare pupils for sexual activity in later life. It should only focus on giving pupils the information they need to understand human reproduction and for their own safety.”

Should you like to see the guidance from the government please visit: https://consult.education.gov.uk/rshe-team/review-of-the-rshe-statutory-guidance/supporting_documents/Draft%20RSE%20and%20Health%20Education%20statutory%20guidance.pdf

Definition

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental characteristics of positive relationships, strengthening the understanding that children will be developing at home. It will pay particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online,

For the purpose of this policy, Health Education is defined as teaching pupils about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness. It will also focus on recognising the relationship between physical health and mental wellbeing and the benefits of physical exercise and time spent outdoors. This is to enable them to make decisions about their own health and wellbeing.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born as well as information they need for their own safety. E.g. learning about the law and consent. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of science and those related elements (the physical and emotional changes associated with puberty) within statutory Health Education.

RSHE is not about the promotion of sexual activity.

Policy Development and Consultation

This policy and the Brindishe PSHME curriculum have been designed in-line with the content set out by the DfE RSHE statutory guidance. As stated before, within the statutory guidance document for RSE and Health Education, the DfE also recommends that schools

deliver age-appropriate sex education in Year 5 and 6 in line with what pupils learn about conception and birth as part of the national curriculum in science.

We work together with the whole school community in the design and development of both the RSHE curriculum and the policy, which sets out how and when we teach objectives including Sex Education. We hold consultations with parents, pupils and staff, taking into account the age, needs and feelings of pupils and fed this back to the whole school community. We will continue to work with the community to review our curriculum and ensure it meets the needs of all our children.

Curriculum

By the end of primary school, pupils at Brindishe Schools will have been taught content around 3 main areas which will be addressed at different stages and in age and developmentally appropriate way:

- Relationships
- Living in the wider world
- Health Education

As part of Relationships Education, pupils will be taught content on:

- Families and Friendships - this will include learning focusing on making friendships, what healthy friendships look like including online, feeling lonely and getting help. Roles of different people in families, what makes a family, features of family life, and later on romantic relationships including civil partnership and marriage.
- Safe Relationships – this will include understanding privacy, managing secrets, understanding and setting personal boundaries as well as how to respond to hurtful behaviour, feeling safe and managing peer pressure all while knowing where to get help and support.
- Respecting ourselves and others – this will include understanding the impact of our behaviour on others, sharing opinions sensitively and recognising and respecting differences. The importance of self-respect, being polite and being able to recognise prejudice and discrimination including topical discussions of the moment.

As part of Living in the wider world they will be taught content on:

- Belonging to a community – this will include learning focusing on caring for others and living things, what are rules, laws and rights, caring for the environment and how we spend our money and what impact that has on the environment, valuing diversity and challenging discrimination and stereotypes.
- Media Literacy and Digital Resilience – this will include learning around, using the internet and communicating online, assessing information online, how data is shared and used, and evaluating online sources and its impact.
- Money and Work – this learning will include jobs in the community, different jobs and setting personal goals linked to aspirations while challenging stereotypes, looking after money, making decisions about money and keeping it safe as well as attitudes to money and risks.

As part of Health Education, they will also be taught content on:

- Physical health and mental wellbeing – this will include things like dental hygiene, why sleep is important, managing feelings, zones of regulation,
- Growing and changing – this will include things like naming body parts including external genitalia, puberty and changing bodies, what to expect when growing up and personal hygiene, how to manage our emotions, what our own identity is and how to express it and respect the identity of others.
- Keeping safe – this will range from personal safety in the home and out of the home, sun safety road safety, fire safety, what are safe and unsafe behaviours, who we can go to for help, medicines, drugs, alcohol and tobacco.

However, this will be adapted as necessary for identified children or groups of children. For example, children with needs that are additional or different may require adaptations to the curriculum in line with the statutory age limits, or where safeguarding needs are identified, adaptations may be made with consent of parents and carers.

We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age-appropriate manner so they are fully informed and do not seek answers online.

Key objectives of the statutory Relationships Education curriculum by the end of primary school are outlined below:

Families and people who care for me

Children should know:

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

Caring friendships

Children should know:

1. how important friendships are in making us feel happy and secure, and how people choose and make friends.
2. that through no fault of their own, not every child will have the friends they would like, that most people feel lonely at some point and that there is no shame in feeling lonely or talking about it.
3. the characteristics of healthy relationships that lead to happiness and security, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
4. how to recognise relationships that are less positive
5. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
6. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, how to manage conflict, and that resorting to violence is never right.
7. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to handle these situations, and how to seek help or advice from others, if needed.

Respectful relationships

Children should know:

1. the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
2. practical steps they can take in a range of different contexts to improve or support respectful relationships.
3. the conventions of courtesy and manners.
4. the importance of self-respect and how this links to their own happiness.
5. that they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority.
6. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
7. what a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
8. the importance of respecting boundaries, including understanding permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

Children should know:

1. that people sometimes behave differently online, and that this can lead to dangerous situations. For example, someone pretending to be someone they are not, or an adult presenting as a child, to get another person to do something for them that they don't want to do or shouldn't do.

2. that children should be respectful in online interactions, and the same principles apply to online relationships as to face-to-face relationships, including when we are anonymous.
3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
5. how information and data is shared and used online, including the risks of sending images and information (without discussing details of sexual imagery).
5. about online risks, including that any material someone provides to another has the potential to be circulated online 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.
6. that there is a minimum age for joining social media sites (normally age 13) in part to protect children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
7. the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. This should be covered without discussing details of sexual imagery.
8. who to go to for advice and support when they feel worried or concerned about something they have seen or engaged with online. Pupils should understand what they should do if they see something online that makes them feel worried. Pornography should not be referenced in primary education.

Being safe

Children should know:

1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources and so on.
2. about 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.
3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. how to recognise and report feelings of being unsafe or feeling bad about any adult.
6. how to ask for advice or help for themselves or others, and to keep trying until they are heard.
7. how to report concerns or abuse, and the vocabulary and confidence needed to do so.
8. where to get advice e.g., family, school and/or other sources.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively

that some children may have a different structure of support around them (for example: looked after children or young carers).

Statutory Science Curriculum Content

Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (years 1 – 2) children learn:

- to identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense.
- to notice that animals, including humans, have offspring which grow into adults.
- to find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

In Key Stage 2 (years 3 – 6) children learn:

- to identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- to identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- to describe the simple functions of the basic parts of the digestive system in humans.
- to identify the different types of teeth in humans and their simple functions.
- to describe the life process of reproduction in some plants and animals.
- to describe the changes as humans develop to old age.
- to identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- to describe the way nutrients and water are transported within animals, including humans.
- to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Non-Statutory Sex Education

As part of statutory Health Education, children are taught in an age-appropriate way about puberty and the associated physical and emotional changes from Year 4 onwards. As part of the science curriculum, children learn in Year 2 that animals, including humans, have offspring which grow into adults. In Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

Alongside this, children in Year 4 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on emotional changes and menstruation in Year 4 and Year 5. These lessons form part of the statutory requirements for Health Education.

The DfE guidance 2024 also recommends that all primary schools have a sex education programme that delivers age-appropriate sex education in Year 5 and 6 in line with what pupils learn about conception and birth as part of the national curriculum for science. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is taught in Year 6.

Children are taught:

- what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
- That 16 is the legal age of consent to have sex (this includes sexual intercourse and any sort of sexual touching) but 16 may not necessarily be the right age for someone to start having sex and many people do not have sex for the first time until they are older.
- how pregnancy occurs i.e. when a sperm meets an egg, and the fertilised egg settles into the lining of the womb including the birth process.
- that pregnancy can be prevented with contraception*
- Learn that people may choose to have, not to have or be unable to have children therefore babies can be made in different ways through IVF.

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons – *please see the relevant section within this policy in regard to this process.*

The resources we use when teaching the non-statutory sex education units are available for parents/carers to view on request.

For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery

Our Relationships and Sex Education programme will be delivered in an age-appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed sex groups, though some content may be covered in single sex groups e.g. menstrual hygiene, single sex question sessions etc.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSHE. Clear age-appropriate ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other.
- Everyone gets a turn to speak, if they want to.
- Everyone's contribution is respected.
- We do not share personal things about other people.
- We do not ask or have to answer any personal questions.
- We use anatomically correct/scientific language when we have learnt it.

Children may have all kinds of questions about what they are learning and older children may have plenty of questions but be self-conscious about asking them, especially in relation to more sensitive subjects such as puberty. At Brindishe Schools, teachers will respond to any questions in a way that shows that all questions are valued and that demonstrates respect for the person who asked it. They will be answered honestly and sensitively and, in an age-appropriate way.

A questions box will be available for pupils to ask anonymous questions.

If staff are faced with a question that they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

Since RSHE incorporates the development of children's understanding of relationships, their health and wellbeing and also as part of living in the wider world, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including assemblies, whole school events and in the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Delivery methods will be adjusted according to the needs and development of the children, including for children with SEND. This will also be the case if there is a need for remote learning.

Special Educational Needs and Disabilities

Pupils with SEND will be given the opportunity to fully participate in RSHE lessons, as they are in all aspects of the Brindishe Curriculum, and adaptive teaching and resources will be provided where necessary, to ensure that pupils gain a full understanding of the learning.

Equalities and diversity

Brindishe Schools are committed to the equalities of opportunity in all aspects of school life. In RSHE, this will include examining and challenging stereotyping, celebrating difference and diversity and ensuring that the RSHE curriculum is relevant to all pupils.

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure that they comply with equalities legislation and the school's equal opportunities policy. All RSHE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering RSHE will not influence the teaching of the subject in school. In our school, we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSHE as a means of promoting any form of sexual orientation.

Use of Resources and visitors

At Brindishe Schools we use resources sourced predominately from the 'PSHE Association' which covers the statutory requirements for teaching primary health education and relationships education. It contains lessons for teaching all aspects of the guidelines, including some of the non-statutory aspects of primary sex education we teach at Brindishe Schools. The accredited resources develop skills and knowledge in a values-based context which enables us as a school to convey and enhance our own values, learning and behaviour, supporting our whole-school approach to developing pupil wellbeing. In addition, Brindishe Schools may also draw from resources from other sources including, but not exclusively, resources 'fpa' – 'Yasmine and Tom' and Discovery Education 'Health and Relationships Education'. When using these resources we will make the following considerations:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics

- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' known experiences and won't provoke distress

Working with external organisations can enhance delivery of the RSHE curriculum bringing specialist knowledge and different ways of engaging with young people. Visitors such as the school nurse, doctors and theatre-in-education companies may be used support relationships, sex and health education for children in both key stages. The content of learning will be planned with our teaching team and monitored and evaluated to inform future planning. All visitors will be supervised and supported by a member of school staff at all times and be aware of how safeguarding reports should be dealt with in line with school policy.

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used do not undermine the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We will make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use are age-appropriate, in line with pupils' developmental stage and comply with:

- This policy
- The [Teachers' Standards](#)
- The [Equality Act 2010](#)
- The [Human Rights Act 1998](#)
- The [Education Act 1996](#)

Teaching staff will be clear on what visitors are going to say and will have seen/discussed any resources used in advance of the sessions. They are reminded that they can say "no" or, in extreme cases, stop any session.

Roles and responsibilities

The Governing Body

The governing body will approve the RSHE policy, and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE (see Appendix 2 –Parents withdrawal form).

The Headteacher also ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity; monitors this policy on a regular basis and reports to governors on the effectiveness of the policy

Staff

All staff are responsible for:

- Delivering RSHE in a sensitive way.
- Modelling positive attitudes to RSHE.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE.
- Monitoring progress.

Class teachers are responsible for teaching RSHE at Brindishe Schools.

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided, which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

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 and/or SLT. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date.

Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

Parents' Right to Withdraw

The most powerful healthy relationships education is a collaboration between school and home. Parents and carers will be notified when specific aspects of this learning are to be covered and invited to see materials and resources. At Brindishe Schools, we use resources from the 'PSHE Association' which covers the statutory requirements for teaching primary health education and relationships education. It contains lessons for teaching all aspects of the guidelines, including some of the non-statutory aspects of primary sex education we teach at Brindishe Schools. The accredited resources develop skills and knowledge in a values-based context which enables us as a school to convey and enhance our own values, learning and behaviour, supporting our whole-school approach to developing pupil wellbeing. In addition, Brindishe Schools may also draw from

resources from 'fpa' – 'Yasmine and Tom' and Discovery Education 'Health and Relationships education'.

As previously stated the RSHE curriculum consists of both statutory and non-statutory elements:

- Parents **do not have the right** to withdraw their children from statutory relationships education, health education or the science curriculum.
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- Parents **have the right** to withdraw their children from the non-statutory/non-science components of sex education.

Parents wanting to withdraw their children from the non statutory/non science components are invited to speak to the class teacher. The class teacher will explore the concern of the parents and take the time to share the resources that will be used and, if appropriate, they will discuss the possibility of adjusting the programme or approach for their child. The class teacher will discuss any impact that withdrawal may have on the child and they will talk with the parents about the possible negative experiences or feelings that may result from withdrawal of the child including the ways in which these may be minimised. If the parent still wishes to withdraw the child, requests for withdrawal should be put in writing and addressed to the Headteacher (See Appendix 2 for request form). Once a child has been withdrawn, they cannot take part in sex education until the request for withdrawal has been removed.

Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another learning space for the duration of the lesson.

Sensitive Issues and confidentiality

All staff at Brindishe schools are sensitive to the different needs of individual children and are aware of the broad range of views around healthy relationships education. Personal views are respected and teaching staff strive to do the best for all children. Themes are presented reflecting a range of views and beliefs to allow children to develop informed opinions and also respect that others' opinions may be different.

Throughout children's time in school, they may ask their teachers questions about healthy relationships. Questions will always be answered honestly and fully in ways appropriate to the age group of the child. It is important that children feel able to ask any questions they wish and that their questions are valued. Where a child asks specific or very personal questions, which we think their parents/carers may need to know about, we will contact parents/carers to keep them informed and therefore able to respond.

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

Child Protection

Relationships, Sex and Health Education and the teaching of sensitive issues may give cause for concern or disclosures of child protection issues. All Brindishe staff are aware of the procedures for reporting their concerns and, where appropriate, will refer to the schools' Child Protection and Safeguarding Policy.

Brindishe staff conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection or the headteacher as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

Training

Brindishe Schools believe in the importance of training for staff delivering relationships and sex education. Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar. Teaching staff are encouraged to access appropriate training or support to help deliver effective health education and this may include using the support of outside agencies.

Monitoring and Review

The delivery of RSHE is monitored by the Senior Leadership Team and the curriculum leader through learning walks, lesson observations and evidence of learning.

Class teachers will also monitor the pupils' understanding and development through class assessment systems and feedback. The healthy relationships education policy will be reviewed on an annual basis in consultation with staff, parents and carers and the children. It will be reported to the full Governing body with any recommendations for policy modification.

Date: September 2024

Review: September 2025

PSHME Overview

	Autumn Relationships education			Spring Living in the wider world			Summer Health Education		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Growing and changing	Physical health and Mental wellbeing	Keeping safe
EYFS	Talk about their immediate family, recognise different family structures,	Work and play cooperatively taking turns, sharing and developing control to immediate impulses	Express feelings and develop language to talk about them, see themselves as valuable individuals.	Talk about their lives and the lives of others, identify similarities and differences	E safety, understanding and engaging types of technology and how they are used	Develop understanding of what jobs are in the community and jobs of their immediate family	Identify and talk about their feelings, how to manage their feelings and be confident in new activities.	Refine movement skills, develop coordination and talk about some factors that keep us healthy	Understand right and wrong, following rules
Y1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Recognising what makes them unique and special; feelings; managing when things go wrong	Keeping healthy; food and exercise, hygiene routines; sun safety	How rules help us; keeping safe online
Y2	Making friends; feeling lonely and	Managing secrets; resisting pressure	Recognising things in common and	Belonging to a group; roles and responsibilities	The internet in everyday life; online	What money is; needs and wants;	Growing older; naming body parts	Why sleep is important; medicines	Safety in different environments; risk and

	getting help	and getting help; recognising hurtful behaviour	differences; playing and working cooperatively; sharing opinions	es; being the same and different in the community	content and information	looking after money	including genitals; moving class or year	and keeping healthy; keeping teeth healthy; managing feelings and asking for help	safety at home; emergencies
Y3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Personal strengths and achievements; managing and reframing setbacks	Health choices and habits; what affects feelings; expressing feelings	Risks and hazards; safety in the local environment and unfamiliar places
Y4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Maintaining a balanced lifestyle; oral hygiene and dental care	Medicines and household products; drugs common to everyday life
Y5	Managing friendships	Physical contact and feeling safe	Responding respectfully	Protecting the environment	How information online is	Identifying job interests	Personal identity; recognising	Healthy sleep habits; sun	Keeping safe in different

	and peer influence		to a wide range of people; recognising prejudice and discrimination	; compassion towards others	targeted; different media types, their role and impact	and aspirations; what influences career choices; workplace stereotypes	individuality and different qualities; mental wellbeing	safety; medicines, vaccinations, immunisations and allergies	situations, including responding in emergencies including first aid
Y6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	Sex education Human reproduction and birth; increasing independence; managing transition	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Appendix 2

Parent Consent Withdrawal Form

To be completed by Parents or Carers			
Name of child		Class	
Name of parent		Date	
Reasons for withdrawing from Sex Education within Relationships and Sex Education			
Any other information you would like the school to consider			
Parent/carer signature			
To be completed by the school			
Agreed actions from the discussion with parent			

DRAFT