



## **PSHE – Relationships & Sex Education & Health Education Policy 2024-2025**

### **The Schools rationale on the importance of PSHE**

To embrace the challenges of creating a happy and successful adult life, pupils at Caedmon Primary School need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their confidence in how they perceive and behave in response to different situations.

Our pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges, and complex contexts. From making responsible decisions about alcohol to succeeding in their first job, PSHE education helps pupils to manage many of the most critical opportunities, challenges, and responsibilities they will face as they grow up.

Relationships Education and Health Education will be part of the taught curriculum within PSHE. This is an essential part of a child's education and contributes to their personal development. Sex Education is not statutory at primary but recommended by the DfE. We teach Sex Education as part of our Relationships Education within the planned PSHE curriculum

### **Legal Requirements Caedmon Primary School is required, by law:**

To comply with The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education.

To comply with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance from the DfE (June 2019).

To comply with the requirements to have an up to date Sex Education policy developed in consultation with pupils, parents and carers (Education Act 1996) and in line with the DfE statutory guidance on Relationships Education, RSE and Health Education (June 2019).

To have due regard to the Equality Act (2010) which requires schools to prevent discrimination, advance equality of opportunity and foster good relation between different groups. The protected characteristics that apply to school age children are disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy, and maternity. To fulfil statutory safeguarding duties and ensure any safeguarding issues arising from Sex Education teaching are identified and followed in accordance with the school safeguarding policy.

### **Right To Withdraw**

At Caedmon Primary school we teach sex education as part of our relationships and PSHE curriculum. As sex education is not statutory at primary, we wish to state the right of parents

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Caedmon Primary School website address: [www.caedmonprimary.org](http://www.caedmonprimary.org)

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and carers to withdraw their child from designated sex education lessons. We encourage parents/carers to make an appointment to come in and speak to the headteacher about any concerns they may have. Requests for withdrawal should be put in writing. The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from.

Parents and carers do not have the right to withdraw their child from PSHE, which includes statutory relationships education and health education (including the changing adolescent body/puberty). The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from.

### **Relationships Education**

Statutory Relationships at Caedmon Primary School is taught through the PSHE curriculum and teaches pupils what they need to know by the end of year 6 as defined by the DfE guidance. How these topics are threaded through our PSHE curriculum is also defined on our website.

Relationships education gives pupils the information they need to help them develop healthy, nurturing relationships with other children and adults. It should enable them to know what a healthy relationship looks like, how to build and maintain happy, healthy relationships with others and recognise the importance of a range of relationships with friends, family, in school and in wider community in which they live. Relationships education also teaches pupils to recognise unhealthy behaviours, how to keep safe, identify potential dangers in their online and offline lives and how to report any concerns or abuse and where to access help when needed.

### **Sex Education**

Sex Education at Caedmon Primary School is defined as any additional knowledge that is outside of the science curriculum.

Our science curriculum covering reproduction and life cycles is listed below:

Year	Science (Statutory)
KS1	<ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>Notice that animals, including humans, have offspring which grow into adults.</li> </ul>
KS2	<ul style="list-style-type: none"> <li>Describe the differences in the life cycles of mammal, an amphibian, an insect and a bird.</li> <li>Describe the life process of reproduction in some plants and animals.</li> <li>Describe the changes as humans develop to old age.</li> <li>Explaining the meaning of terms like 'conception' and</li> </ul>



'reproduction'.

Parents do not have a right to withdraw children from the statutory elements of the science curriculum.

At Caedmon Primary School we will teach the following additional content as sex education lessons. We chose to do so as it supports the transition phase from primary to secondary school and, in addition, supports the pupils' ongoing emotional and physical development. Using age-appropriate materials, we will ensure that our year 6 pupils are prepared for the changes that adolescence brings and – building upon the knowledge set out in the national curriculum for science.

This additional content will be taught only to Year 6 pupils and form part of their work in the summer term.

All additional content is taught with a 'knowledge' based approach making use of illustrations. No animated content will be used to show the physical act of conception.

The impact of our sex education (including elements of our relationships education) will enable our pupils to:

- Have a factual and age-appropriate understanding of how babies are made and born
- Understand that intimate and sexual relationships are a natural part of adult life
- Know who to talk to if they have further questions about sex and intimate relationships
- Be aware of and respect different types of relationships in accordance with the Equalities Act
- Know they will continue to learn about sex education in their secondary school
- Keep themselves safe online, recognising risks, harmful content, and online contact and be able to report any concerns at the earliest stage
- Know how to keep safe by recognising any inappropriate behaviour from others
- Report concerns or abuse and have the confidence, knowledge, and vocabulary to do so

### **Why We Teach Relationships Education**

Relationships education became statutory from September 2020. The impact of high-quality relationships education will be in supporting pupils to:

- Form and maintain positive relationships with other children and adults
- Understand the importance of positive and healthy relationships on their wellbeing
- Recognise what makes a good friendship and how to be a good friend in return
- Strategies to manage the ups and downs of friendships and relationships with others
- Show respect for others and recognise diversity within relationships, treating each other with kindness, consideration and understanding
- Develop positive character traits and personal attributes such as self-respect, kindness, honesty, integrity, and resilience
- Positively engage in social action and contribute to the wellbeing of others



- Understand the principles of positive relationships also apply online, how to keep safe and how to report concerns
- Understand the importance of recognising and establishing their own personal boundaries and privacy
- Understand and respect differences and combat all forms of bullying and discrimination
- Recognise unhealthy relationships, inappropriate behaviour and bullying and to report concerns or abuse and are taught the appropriate vocabulary to do so (including signposting to trusted online support services such as Childline)
- Ask a trusted adult rather than go online with regards to any concerns about relationship issues and avoid viewing any inappropriate material or entering into social media conversations that could cause them harm
- Recognise that intimate physical relationships are for adults

### **How We Teach Relationships Education Through PSHE Lessons**

Caedmon Primary School uses the 1Decision scheme of work as a means of delivering statutory relationships education across the school. This is a whole school programme that ensures that the core themes are covered across the year. This enables us to fulfil the statutory requirements; it is taught through a blend of videos, techniques, and resources to approach the topics and enable pupils to understand key knowledge appropriate to their age and stage of learning. A range of skills will be developed in the process and enable all pupils to make informed decisions about personal, social, health and economic life choices. Discrete PSHE lessons are taught weekly in all classes, by class teachers, across the school and we follow the curriculum map as described in this document. Not all of the PSHE lessons will have an element of relationships education, the full breakdown of how relationships education links through PSHE lessons can be found on our school website. In some cases, we may ask additional qualified experts to support the delivery of some aspects of the curriculum.

At Caedmon Primary School, we aim to be an inclusive school and offer equality of opportunity and diversity when needed to all groups of pupils within school. All children will be given the same opportunities to develop their personal and social skills. Children with special needs will be supported and encouraged to develop their understanding through differentiated teaching and planning with support from the SENCo. If any question, behaviour, or language arises that is concerning, this will be discussed with a DSL (designated safeguarding lead) and appropriate action will be taken.

### **How We Teach Sex Education**



Statutory elements of the science curriculum are taught within the science curriculum. The specific teaching on non-statutory elements of Sex Education at Caedmon Primary School is taught through the 1Decision scheme of work 'Conception'.

This unit will only be taught to year 6 children in the summer term and will be taught by the class teacher with an additional adult in the room which is recommended best practice. We may ask additional qualified experts, such as nurses, to support the delivery of some aspects of this scheme.

As our scheme of work extends beyond the content of the National Curriculum, parents will be contacted in writing and invited to discuss with the teacher if they have any concerns before the start of the year 6 sex educational programmes; an opportunity to see the resources and scheme of work will be provided if required.

This policy will be shared with parents and carers through the school website.

If any question, behaviour, or language arises that is concerning, this will be discussed with a DSL (designated safeguarding lead) and appropriate action taken.

We use the correct scientific names of all genitalia and sexual parts of the body, for example, vulva, vagina, penis and testicles. Introducing the scientific names of genitalia is recommended by the NSPCC, the PSHE Association and is recognised good practice, supporting the safeguarding of pupils. Ofsted provides full support for this approach (2013) and have raised concerns that some primary schools have, in the past, failed to teach this vocabulary. As a barrier to safeguarding, this leaves children unable to describe abusive behaviours.

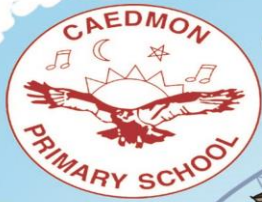
*Managing Difficult Questions during sex education lessons*

Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. A question box is available for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. We also respect that some questions are better addressed at home with parents/carers and the school will share information with parents/carers on an individual basis should the need arise.

**What We Cover In Relationships Education**

In our relationships teaching we will cover:

Families and trusted adults	Pupils should know: • that families are important for children growing up because they can give love, security, and stability.	Where this is provided in the 1 decision 5 – 8 portals:	Where this is provided in the 1 decision 8 – 11 portals:
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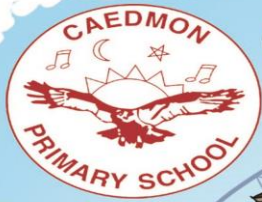


# CAEDMON COMMUNITY PRIMARY SCHOOL

## FLYING HIGH



	<ul style="list-style-type: none"> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• 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 for them.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• that marriage represents 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</li> </ul>	<p><b>Keeping/Staying Safe Module</b></p> <ul style="list-style-type: none"> <li>• Keeping/Staying Safe Assessment</li> <li>• Road Safety</li> <li>• Leaning Out of Windows</li> <li>• Staying Safe</li> </ul> <p><b>Relationships Module</b></p> <ul style="list-style-type: none"> <li>• Relationships Assessment</li> <li>• Touch</li> </ul> <p><b>Being Responsible Module</b></p> <ul style="list-style-type: none"> <li>• Water Spillage</li> </ul> <p><b>Feelings and Emotions Module</b></p> <ul style="list-style-type: none"> <li>• Worry</li> <li>• Grief</li> </ul> <p><b>Computer Safety Module</b></p> <ul style="list-style-type: none"> <li>• Making Friends Online</li> </ul> <p><b>Fire Safety Module</b></p> <ul style="list-style-type: none"> <li>• Petty Arson</li> <li>• Texting Whilst Driving</li> </ul>	<p><b>Keeping/Staying Safe Module</b></p> <ul style="list-style-type: none"> <li>• Cycle Safety</li> </ul> <p><b>Growing and Changing Module</b></p> <ul style="list-style-type: none"> <li>• Growing and Changing Assessment</li> <li>• Relationships (Appropriate Touch)</li> </ul> <p><b>Being Responsible Module</b></p> <ul style="list-style-type: none"> <li>• Coming Home on Time</li> </ul> <p><b>Feelings and Emotions Module</b></p> <ul style="list-style-type: none"> <li>• Anger</li> </ul> <p><b>The Working World Module</b></p> <ul style="list-style-type: none"> <li>• Chores at Home</li> <li>• In-App Purchases</li> </ul> <p><b>A World Without Judgement Module</b></p> <ul style="list-style-type: none"> <li>• Inclusion and Acceptance</li> <li>• British Values</li> </ul>
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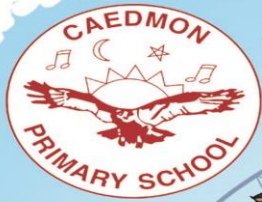
## FLYING HIGH



	making them feel unhappy or unsafe, and how to seek help or advice from others if needed.		
Friendships	<p>Pupils should know:</p> <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>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</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, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is</li> </ul>	<p>Where this is provided in the 1decision 5 – 8 portals:</p> <ul style="list-style-type: none"> <li><b>Keeping/Staying Safe Module</b> <ul style="list-style-type: none"> <li>• Staying Safe</li> </ul> </li> <li><b>Keeping/Staying Healthy Module</b> <ul style="list-style-type: none"> <li>• Medicine</li> </ul> </li> <li><b>Relationships Module</b> <ul style="list-style-type: none"> <li>• Bullying</li> <li>• Friendship</li> <li>• Body Language</li> <li>• Touch</li> </ul> </li> <li><b>Being Responsible Module</b> <ul style="list-style-type: none"> <li>• Helping Someone in Need</li> <li>• Stealing</li> </ul> </li> <li><b>Feelings and Emotions Module</b> <ul style="list-style-type: none"> <li>• Anger</li> <li>• Jealousy</li> </ul> </li> <li><b>Computer Safety Module</b> <ul style="list-style-type: none"> <li>• Online Bullying</li> <li>• Image Sharing</li> <li>• Making Friends Online</li> </ul> </li> </ul>	<p>Where this is provided in the 1decision 8 – 11 portals:</p> <ul style="list-style-type: none"> <li><b>Keeping/Staying Safe Module</b> <ul style="list-style-type: none"> <li>• Peer Pressure</li> <li>• Water Safety</li> </ul> </li> <li><b>Keeping/Staying Healthy Module</b> <ul style="list-style-type: none"> <li>• Smoking</li> <li>• Alcohol</li> </ul> </li> <li><b>Growing and Changing Module</b> <ul style="list-style-type: none"> <li>• Growing and Changing Assessment</li> <li>• Relationships (Appropriate Touch)</li> </ul> </li> <li><b>Being Responsible Module</b> <ul style="list-style-type: none"> <li>• Looking Out for Others</li> </ul> </li> <li><b>Feelings and Emotions Module</b> <ul style="list-style-type: none"> <li>• Jealousy</li> </ul> </li> <li><b>Computer Safety Module</b> <ul style="list-style-type: none"> <li>• Online Bullying</li> <li>• Making Friends Online</li> </ul> </li> <li><b>A World Without Judgement Module</b> <ul style="list-style-type: none"> <li>• Breaking Down Barriers</li> <li>• Inclusion and Acceptance</li> <li>• British Values</li> </ul> </li> </ul>

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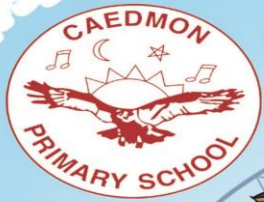


# CAEDMON COMMUNITY PRIMARY SCHOOL

## FLYING HIGH



	<p>making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>		
<p>Respectful relationships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>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.</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>the conventions of courtesy and manners.</li> <li>the importance of self-respect and how this links to their own happiness.</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> </ul>	<p>Where this is provided in the 1decision 5 – 8 portals:</p> <ul style="list-style-type: none"> <li><b>Keeping/Staying Safe Module</b> <ul style="list-style-type: none"> <li>Staying Safe</li> </ul> </li> <li><b>Relationships Module</b> <ul style="list-style-type: none"> <li>Bullying</li> <li>Friendship</li> <li>Body Language</li> <li>Touch</li> </ul> </li> <li><b>Being Responsible Module</b> <ul style="list-style-type: none"> <li>Practice Makes Perfect</li> <li>Helping Someone in Need</li> <li>Water Spillage</li> <li>Stealing</li> </ul> </li> <li><b>Feelings and Emotions Module</b> <ul style="list-style-type: none"> <li>Jealousy</li> </ul> </li> <li><b>Computer Safety Module</b> <ul style="list-style-type: none"> <li>Computer Safety Assessment</li> <li>Online Bullying</li> <li>Image Sharing</li> </ul> </li> </ul>	<p>Where this is provided in the 1decision 8 – 11 portals:</p> <ul style="list-style-type: none"> <li><b>Keeping/Staying Safe Module</b> <ul style="list-style-type: none"> <li>Water Safety</li> <li>Peer Pressure</li> </ul> </li> <li><b>Growing and Changing Module</b> <ul style="list-style-type: none"> <li>Relationships (Appropriate Touch)</li> </ul> </li> <li><b>Being Responsible Module</b> <ul style="list-style-type: none"> <li>Stealing</li> <li>Looking Out for Others</li> </ul> </li> <li><b>Feelings and Emotions Module</b> <ul style="list-style-type: none"> <li>Jealousy</li> </ul> </li> <li><b>Computer Safety Module</b> <ul style="list-style-type: none"> <li>Online Bullying</li> <li>Image Sharing</li> </ul> </li> <li><b>A World Without Judgement Module</b> <ul style="list-style-type: none"> <li>Breaking Down Barriers</li> <li>Inclusion and Acceptance</li> <li>British Values</li> </ul> </li> </ul>

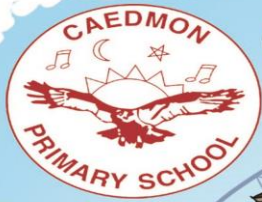


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FLYING HIGH



	<ul style="list-style-type: none"> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission seeking and giving in relationships with friends, peers and adults.</li> </ul>		
<p>Online relationships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their</li> </ul>	<p>Where this is provided in the 1decision 5 – 8 portals:</p> <div data-bbox="655 1211 986 1368" style="border: 1px solid purple; padding: 5px;"> <p style="text-align: center; margin: 0;"><b>Computer Safety Module</b></p> <ul style="list-style-type: none"> <li>Online Bullying</li> <li>Image Sharing</li> <li>Making Friends Online</li> <li>Computer Safety Documentary</li> </ul> </div>	<p>Where this is provided in the 1decision 8 – 11 portals:</p> <div data-bbox="1042 1211 1372 1368" style="border: 1px solid purple; padding: 5px;"> <p style="text-align: center; margin: 0;"><b>Computer Safety Module</b></p> <ul style="list-style-type: none"> <li>Online Bullying</li> <li>Image Sharing</li> <li>Making Friends Online</li> <li>Adults' and Children's views</li> </ul> </div>



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	<p>online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <ul style="list-style-type: none"> <li>• how information and data is shared and used online.</li> </ul>		
<p>Being safe</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> </ul>	<p>Where this is provided in the 1 decision 5 – 8 portals:</p> <ul style="list-style-type: none"> <li><b>Keeping/Staying Safe Module</b> <ul style="list-style-type: none"> <li>• Keeping/Staying Safe Assessment</li> <li>• Staying Safe</li> </ul> </li> <li><b>Relationships Module</b> <ul style="list-style-type: none"> <li>• Relationships Assessment</li> <li>• Bullying</li> <li>• Touch</li> </ul> </li> <li><b>Feelings and Emotions Module</b> <ul style="list-style-type: none"> <li>• Feelings and Emotions Assessment</li> <li>• Jealousy</li> <li>• Worry</li> </ul> <p><i>4 x Relaxation videos appear in this module</i></p> </li> <li><b>Computer Safety Module</b> <ul style="list-style-type: none"> <li>• Online Bullying</li> <li>• Image Sharing</li> <li>• Making Friends Online</li> <li>• Computer Safety Documentary</li> </ul> </li> <li><b>Fire Safety Module</b> <ul style="list-style-type: none"> <li>• Texting Whilst Driving</li> </ul> </li> </ul>	<p>Where this is provided in the 1 decision 8 – 11 portals:</p> <ul style="list-style-type: none"> <li><b>Keeping/Staying Safe Module</b> <ul style="list-style-type: none"> <li>• Keeping/Staying Safe Assessment</li> <li>• Peer Pressure</li> <li>• Water Safety</li> </ul> </li> <li><b>Keeping/Staying Healthy Module</b> <ul style="list-style-type: none"> <li>• Smoking</li> <li>• Alcohol</li> </ul> </li> <li><b>Growing and Changing Module</b> <ul style="list-style-type: none"> <li>• Growing and Changing Assessment</li> <li>• Relationships (Appropriate Touch)</li> <li>• Conception</li> </ul> </li> <li><b>Being Responsible Module</b> <ul style="list-style-type: none"> <li>• Looking Out for Others</li> </ul> </li> <li><b>Feelings and Emotions Module</b> <ul style="list-style-type: none"> <li>• Worry</li> </ul> </li> <li><b>Computer Safety Module</b> <ul style="list-style-type: none"> <li>• Online Bullying</li> <li>• Image Sharing</li> <li>• Making Friends Online</li> </ul> </li> </ul> <p><i>Conception is non-statutory content.</i></p>



	<ul style="list-style-type: none"> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>		
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See 1 decision module overviews for coverage of Relationships Education for additional information.

**Assessment**

At Caedmon Primary School, teachers integrate effective AfL in all areas of the curriculum. In PSHE, this specifically involves:

- Planning learning which builds on children’s prior knowledge and shows progression in PSHE
- Implementing assessment-based planning so that lessons consistently meet children’s needs
- Using self and peer assessment to involve children in understanding their own learning and next steps
- Encouraging children to feed back to class teachers about which aspects of a value they would like to learn more
- Self-Reflection

**Confidentiality and Safeguarding**

Any personal disclosures made by pupils will be followed up in accordance with the school’s child protection policy. Teachers will report any safeguarding concerns to the DLS and share concerns with parents/carers according to the school’s safeguarding procedures.

**Roles and Responsibilities**

**The Governing Body**

The Governing Board will approve the relationships and sex education and health education policy and hold the headteacher to account for its implementation.



### The Headteacher / PSHE/RSE Lead

The Headteacher and PSHE Lead are responsible for ensuring that PSHE is taught consistently across the school.

For managing requests with regards to the parental right to withdraw from non-statutory

### School Staff

Delivering RSE & PSHE lessons in a sensitive way

Informing year 6 parents when sex education lessons are being taught

Modelling positive attitudes to RSE & PSHE

Monitoring progress

Responding to the needs of individual pupils

Speaking to the PSHE Lead if they have any concerns about their ability to teach certain areas of the curriculum if they think their personal beliefs and attitudes will affect the key messages of the lesson

Seeking professional development opportunities as required

### Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity. Pupils are expected to follow the agreed 'ground rules' of a PSHE lesson which could include (but are not limited to) the following:

We will listen to others and respect what people say

We will not ask personal questions or put people 'on the spot'

We will not make assumptions about other people, their experiences, or feelings

We have the right to 'pass' if we do not wish to comment

We will keep the conversation in the room (unless our teacher is concerned for our safety or wellbeing, when they may need to tell someone else to help us)

We know we can ask for further information, help or advice during or after the lesson.

### **Monitoring, Evaluation and Training**

RSE will be monitored and evaluated by the Headteacher or PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school.

The RSE policy will be reviewed annually.

To ensure staff are confident to deliver all aspects of the PSHE curriculum including sex education, access to online, in school, local and national training will be made available.

This policy will be reviewed every year. At each review, the policy will be approved by governors.

Next Review Date: October 2025