

RSHE Policy

Kennall Vale School



Version	Date Approved	Approved By	Summary of Changes	Next Review Date
1.0	September 26	LMC	Changes to bring in line with updated statutory guidance	Sept 2027

Statement of intent

At Kennall Vale School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil. As a primary school, we teach health education and have decided to also teach sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and also to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing. We understand our responsibility to deliver a high-quality, age-appropriate and evidence based relationships, sex and health curriculum for all our pupils.

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

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
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2021) 'Teaching about relationships, sex and health' This policy operates in conjunction with the following school policies:
 - Child Protection and Safeguarding Policy
 - Behaviour Policy
 - SEND Policy
 - Equal Opportunities Policy
 - Equality, Equity, Diversity and Inclusion Policy
 - Child-on-Child Abuse Policy
 - Anti-Bullying Policy

- Social, Emotional and Mental Health (SEMH) Policy
- Online Safety Policy
- Visitor Policy

Roles and responsibilities

The Local Monitoring Committee is responsible for:

- The Local Monitoring Committee will hold the Headteacher to account for the implementation of this policy.
- The Local Monitoring Committee has delegated the approval of this policy to the PSHE Lead.

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 requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the Local Monitoring Committee on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The Relationships, Sex and Health Education Subject Leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets 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. Teachers are responsible for:
 - Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
 - Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.

- 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.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.
- Organisation of the curriculum 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 will be delivered as part of the school's PSHE curriculum.

For the purpose of this policy:

"Relationships education" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.

"Health education" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

"Sex education" is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort.

The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance.

The relationships and health curriculum takes into account the views of teachers, pupils and parents. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately. 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 to address specific and relevant issues.

Resources we use to support our curriculum include PSHE Association, Brook Learn, The Christopher Winters Project – Teaching RSE with Confidence in Primary Schools, and The Christopher Winters Project – Teaching Drug and Alcohol Education with Confidence in Primary Schools.

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

- Questionnaires and surveys

- Meetings
- Newsletters and letters

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

- Organising a meeting with the headteacher or PSHE lead.
- Emailing or phoning the school.
- Submitting written feedback via the school office.

Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' views are in shaping the curriculum. This will include providing parents with frequent opportunities to understand and ask questions about the school's approach to relationships and health education. The school will consult closely with parents when reviewing the content of the school's relationships and health education curriculum, and will be given regular opportunities to voice their opinions and concerns.

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 the school's to make.

Parents are 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
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school will work closely with parents in reviewing the sex education curriculum, and will consult with them annually with regards to what is covered. The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

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

Relationships education overview

Families and people who care for me

By the end of primary school, pupils will know:

- That families are important for them growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

By the end of primary school, pupils will know:

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

Respectful relationships

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.

- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

By the end of primary school, pupils will know:

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

Being safe

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter, including online, who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

Relationships and sex education by phase

EYFS

Families and Relationships

- Recognise who is in their family and who cares for them.
- Develop positive relationships with adults and peers.
- Learn to share, take turns and cooperate.
- Begin to understand kindness and friendship.
- Know who can help them when they are worried. Feelings and Wellbeing
- Recognise and name basic emotions.
- Begin to understand that feelings can affect behaviour.
- Develop simple strategies to manage feelings.
- Build confidence, resilience and independence. Safety and Personal Boundaries
- Understand that their body belongs to them.
- Learn about safe and unsafe touch.
- Identify trusted adults.
- Begin to understand privacy and personal space.

Healthy Lifestyles

- Understand the importance of sleep, healthy food and exercise.
- Learn basic hygiene routines.
- Know how to keep healthy and safe.

Belonging and Community

- Understand similarities and differences between people.
- Develop a sense of belonging within school and family.
- Learn to respect others.

Key Stage 1 (Years 1-2)

Families Objectives

- Understand what a family is and that families are all different.
- Recognise how families care for one another.
- Know who to talk to if worried about family life.

Friendships Objectives

- Understand what makes a good friend.
- Develop kindness and caring behaviours.
- Resolve disagreements positively.
- Seek help when friendships cause unhappiness.

Respecting Self and Others Objectives

- Recognise personal strengths and uniqueness.
- Show respect, politeness and kindness.
- Understand bullying and how to report it.
- Learn to include others and play cooperatively.

Safe Relationships Objectives

- Understand consent through everyday situations.
- Learn about privacy and body ownership.
- Name private body parts correctly.
- Identify trusted adults and ask for help.

Mental Health and Wellbeing Objectives

- Name a range of feelings.
- Understand how feelings influence behaviour.
- Learn simple self-regulation strategies.
- Manage changes and transitions.

Keeping Healthy Objectives

- Maintain personal hygiene.
- Understand dental health.
- Learn the importance of sleep.
- Know who helps us stay healthy.

Physical Health and Nutrition Objectives

- Understand healthy lifestyles.
- Be physically active daily.
- Learn where food comes from.
- Begin making healthy food choices.

Personal Safety Objectives

- Follow safety rules.
- Stay safe near roads and water.
- Know how to call 999.
- Recognise everyday hazards.

Online Safety Objectives

- Use technology safely.
- Keep personal information private.
- Understand age restrictions.
- Tell an adult about online worries.

Drug Education Objectives

- Understand that medicines help people.
- Recognise harmful substances.
- Know how to stay safe around medicines and household products.

Economic Wellbeing and Careers Objectives

- Understand what money is.
- Learn about saving and spending.
- Identify different jobs and community roles.
- Recognise personal strengths and interests.

Lower Key Stage 2 (Years 3-4)

Families and Relationships Objectives

- Understand different types of families.
- Recognise family responsibilities.
- Understand that relationships change over time.
- Know where to seek support. Friendships and Belonging Objectives
- Understand healthy friendships.
- Recognise loneliness and exclusion.
- Manage peer influence.
- Build positive friendships and resolve conflict.

Respect and Diversity Objectives

- Celebrate diversity and identity.
- Challenge stereotypes.
- Understand prejudice and discrimination.
- Communicate respectfully and assertively.

Consent, Boundaries and Safety Objectives

- Understand personal boundaries.
- Learn about privacy and consent.

- Recognise unsafe situations and relationships.
- Know how to report concerns.

Mental Health and Wellbeing Objectives

- Develop emotional vocabulary.
- Use self-regulation strategies.
- Manage worries and setbacks.
- Understand the importance of mental wellbeing.

Healthy Lifestyles Objectives

- Understand balanced lifestyles.
- Maintain oral hygiene and sleep routines.
- Understand infection prevention.
- Recognise early signs of illness.

Physical Health and Nutrition Objectives

- Understand balanced diets.
 - Make healthier food choices.
 - Understand the impact of exercise.
 - Learn about healthy habits.
- #### Online Safety Objectives
- Understand digital footprints.
 - Recognise misinformation.
 - Keep personal information safe.
 - Use technology respectfully and responsibly.

Personal Safety and First Aid Objectives

- Assess simple risks.
- Stay safe in different environments.
- Learn basic first aid.
- Know how to respond in emergencies.

Economic Wellbeing Objectives

- Understand saving and spending choices.
- Recognise needs and wants.
- Understand how money affects wellbeing.
- Learn about responsible spending.

Careers Education Objectives

- Recognise personal strengths.
- Set goals.
- Learn about different careers.
- Challenge stereotypes in employment.

Upper Key Stage 2 (Years 5-6) Families,

Relationships and Growing Up Objectives

- Understand committed relationships, marriage and civil partnerships.
- Recognise family change and challenge.
- Prepare for transition and increasing independence.

Safe Relationships and Consent Objectives

- Understand consent in greater depth.
- Establish and respect boundaries.
- Recognise harmful and abusive relationships.
- Understand FGM and how to seek help.

Diversity, Equality and Inclusion Objectives

- Challenge prejudice and discrimination.
- Understand stereotypes and their impact.
- Promote inclusion and equality.
- Respect different beliefs and lifestyles.

Mental Health and Emotional Wellbeing Objectives

- Recognise mental health difficulties.
- Build resilience and coping strategies.
- Manage transitions and change.
- Know when and how to seek help.

Puberty and Changing Bodies Objectives

- Understand puberty and body changes.
- Learn about menstruation and menstrual wellbeing.
- Understand reproduction and birth (where taught).
- Develop positive body awareness.

Physical Health and Healthy Lifestyles Objectives

- Maintain healthy routines independently.
- Understand healthy eating and exercise.
- Make informed health choices.
- Understand influences on health behaviours.

Online Life and Digital Citizenship Objectives

- Understand AI and emerging technologies.
- Critically evaluate online content.
- Manage online relationships and influences.
- Understand scams, gaming risks and online financial harms.

Personal Safety and First Aid Objectives

- Assess and manage risk.
- Stay safe in varied contexts.
- Develop emergency response skills.
- Understand laws and rules that keep people safe.

Drug, Alcohol and Vaping Education Objectives

- Understand the risks of legal and illegal substances.
- Recognise influences on decision making.
- Know where to seek support.
- Understand the law relating to substances.

Economic Wellbeing Objectives

- Manage and monitor money.
- Understand financial decision making.
- Consider ethical spending.
- Evaluate different methods of payment and saving.

Careers and Future Aspirations Objectives

- Develop employability skills.
- Explore career pathways.
- Challenge career stereotypes.
- Understand routes into future employment and education.

The school is free to determine; within the statutory curriculum content what pupils are taught during each year group. The school always considers the age and development of pupils when deciding what will be taught in each year group. A progressive curriculum is planned, in which topics

are built upon prior knowledge taught in previous years as pupil's progress through school, with a view to providing a smooth transition to secondary school.

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

Sex education will be delivered through the science curriculum and the PSHE curriculum. Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. 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.

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

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate, inclusive and respectful way. We will endeavour to support all pupils to feel that the content is relevant to them and their developing sexuality.

We will ensure that LGBTQ+ content is fully integrated into the relationships and health curriculum, rather than delivered as a standalone unit or lesson. The school will ensure it is communicated to parents and stakeholders that LGBTQ+ relationships and content are not inherently sexual in nature, and parents do not have the right to withdraw their children specifically from lessons regarding LGBTQ+ issues. Classes may be taught in smaller groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is appropriate to deal with these issues with heightened sensitivity.

Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use 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. Teachers will establish what is appropriate for one-to-one and whole class settings, and alter their teaching of the programme accordingly. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.

Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves. 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. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging 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.

The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved. 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. Whilst there are no formal examinations for the relationships, sex and health curriculum, the school will undertake informal assessments to determine pupil progress – these include the following:

- Quizzes
- Discussions
- Written tasks
- Group tasks Working with external experts

External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy. 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.
- 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. 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 because of their protected characteristics.

These include:

- Age
- Sex
- Sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that relationships and health education programme is inclusive, and caters to the needs, of pupils with SEND or other support needs, such as those with SEMH needs. 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. Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behavioural 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 or the school's designated wellbeing lead to discuss this.

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.

Withdrawing from the subjects

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

As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents have the right to request to withdraw their child from all or part of the sex education curriculum. 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; however, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will discuss with the parent, the benefits or 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. 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. 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.

Staff training

All staff members at the school will undergo training on an annual basis to ensure they are up-to-date with the relationship, sex and health education programme and associated issues. Members of staff responsible for teaching the subjects will undergo further training on an annual basis, led by the relationships, sex and health education subject leader, to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

Confidentiality

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible. Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

Monitoring quality

The relationships, sex and health education subject leader is responsible for monitoring the quality of teaching and learning for the subjects.

They will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

The relationships, sex and health education subject leader will create annual subject reports for the headteacher and Local Monitoring Committee to report on the quality of the subjects. They will also work regularly and consistently with the headteacher and RSE link governor, e.g., through annual review meetings, to evaluate the effectiveness of the subjects and implement any changes.

Monitoring and review This policy will be reviewed on an annual basis by the relationships, sex and health education 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.

Person responsible for policy: Miss Frank Baseley (PSHE/RSHE lead) Policy last reviewed: September 2026