

WHITGREAVE PRIMARY SCHOOL

PERSONAL DEVELOPMENT, RELATIONSHIPS AND SEX EDUCATION POLICY



Mrs Butters
PD and E-Safety Lead

Rational and Ethos

Relationships and Sex Education (RSHE) is a lifelong learning process of acquiring information, developing skills and making informed and ethical decisions about well-being, health and relationships.

Primary school education is designed to provide the building blocks for later development within secondary education and adulthood. Effective RSHE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being. Effective RSHE is important for promoting and protecting the well-being of all children.

This policy reflects updated legislation, including the Equality Act 2010 and the RSHE Health Education Statutory Guidance July 2025. Other related documents include associated DfE and wider Government Department Guidance and Ofsted Guidance. School policies and documents include the PSHE Scheme of Work, Safeguarding, Confidentiality, Behaviour, Inclusion, Anti Bullying, and Health and Safety, External visitor Policy, Equality Policy, E-Safety Policy Extreme Radicalisation in Schools (Prevent) Policy.

At Whitgreave Primary School, Relationship, Sex and Health Education (RSHE) is taught within a broader, carefully planned Personal, Social, Health, Economic Education Curriculum, which we call Personal Development (PD). It aims to gradually and appropriately prepare children for adult life, ensuring the development of personal skills needed by children, if they are to establish and maintain relationships both now and in their future. The curriculum is designed to ensure that young people can make responsible and informed decisions about their own health and well-being, and relationships. The biological aspects of RSHE are taught within the Science Curriculum, where there is no parental right to withdraw.

RSHE at Whitgreave Primary School, lays the foundations for factual knowledge and starts to support children to develop associated skills and attributes. Effective RSHE lessons, encourage children to reflect upon and to develop their own values, attitudes and personal & social skills including awareness of the values of their own community and others. This curriculum supports children's understanding of the beliefs and ideas of their peers, so that they are able to make informed decisions including how to keep themselves safe when making life choices both now and in the future.

The Curriculum includes:

The positive benefits of loving, rewarding, safe and responsible relationships.

Emotional and physical changes to their bodies (including puberty).

Developing positive mental health and emotional well-being.

Developing the skills to be safe including in the digital world.

RSHE, as taught at Whitgreave Primary School, does not encourage sexual experimentation, the taking away of a child's innocence or beliefs, or imposing ideas onto young people. RSHE is

not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. It is about children understanding the law (including Protected Characteristics, British Values and associated safeguarding) and the intentions behind these laws. It is important for parents to understand that the ethos of RSHE is grounded in UK law and child safeguarding. This policy emphasises the importance for our pupils and our school to ensure children can reflect upon their own beliefs, values and ideas in an age appropriate and empathetic way, including supporting wider school values such as treating others how we want to be treated, creating a sense of belonging, developing self-respect and respecting the opinions, feelings and possessions of others and nurturing and developing self-esteem and self-belief.

Effective RSHE at Whitgreave Primary School is dependent on partnerships at many levels; between our parents & carers, the children and young people – and at a more strategic level between the local authority, local faith communities, health professionals, partners in children's services and the voluntary community. At Whitgreave Primary School we aim to achieve an effective Relationships and Sex Education Programme through building on these partnerships and the continued professional development of staff. This is to enable the delivery of a developmental, planned programme, that is integrated into the curriculum and delivered over an extended period.

All those who teach aspects of RSHE within school, including visitors, are expected to consider the guiding principles for Relationships, Sex & Health Education as set out in paragraph 15 of the statutory guidance July 2025 as set out below:

- a. Engagement with pupils. We have developed an inclusive and well-sequenced spiral RSHE curriculum which is informed by meaningful engagement with our pupils to ensure that the curriculum is relevant and engaging.
- b. Engagement and transparency with parents – We will engage with parents on the content of RSHE and be transparent with parents about all materials used in RSHE. All our materials are available to parents, on request. Parents have a right to request that their children are withdrawn from sex education and parents will be made aware of sex education content within lessons in advance if taught within the curriculum.
- c. Positivity – We are focused on building positive attitudes and skills, promoting healthy norms about relationships and about health, including mental health.
- d. Careful sequencing – We cover all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school. Our teaching is sequenced so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.

- e. Relevant and responsive- Our curriculum is relevant, age and stage appropriate and accessible to pupils in their area, where appropriate working with local partners and other bodies to understand specific local issues and ensure needs are met.
- f. Skilled delivery of participative education - Our curriculum is delivered by school staff or, where appropriate external providers such as the school nurses or PSCOs who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support children. All staff are trained in safeguarding and offering support, recognising the increased possibility of disclosures.
- g. Whole school approach - Our curriculum is part of a whole school approach to well-being and positive relationships, supported by other school policies, including behaviour and safeguarding policies.

The personal beliefs and attitudes of staff delivering RSHE will not influence the teaching of sex and relationships education in this school. Staff receive regular training in dealing with emotional and sensitive issues, including developing an emotionally safe environment.

Equal Opportunities Statement

The school is committed to the provision of RSHE to all children. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds who make up our community and beyond. Equal time and provision will be allocated for all groups, but there may be occasions where children with Special Educational Needs or additional needs are given extra support. Lessons will also be adapted to ensure all children are able to access them and additional support will be given, where necessary.

Roles and Responsibilities

Those involved in the development of this policy include:

The Head Teacher	Remains responsible for the oversight of the curriculum and policies; dealing with issues concerning parental right to withdrawal their child from the curriculum.
Governing Board	Fulfilling the legal obligations on the part of the school, ensure children are making progress and the overall quality of the provision offered in the school.
Designated Safeguarding Lead (Jody Dingley)	Checking policy for safeguarding compliance and dealing with safeguarding matters as and when they arise.
Senior Mental Health Lead	Responsible for monitoring and addressing issues arising mental health and well-being of staff and children, including associated whole-school activities,

(Sarah Redfern)	and accessing support from external agencies.
PSHE/RSHE Leader (Gemma Butters)	The development of the curriculum, delivering training and resources to key members of staff, ensuring that teachers are informed where children have withdrawn from some/all of the curriculum, monitor the teaching of the subject and work with partners including safeguarding lead, external partner groups and individuals. The delivery of RSHE is monitored by the PSHE Lead (Gemma Butters) through planning scrutinies, Well Done Walks and evidence monitoring. Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.
Teaching and Support Staff	The delivery of lessons and key RSHE messages, identifying and working with PSHE leads to address gaps in their knowledge, ensure that pupils withdrawn from the curriculum are educated elsewhere.
Pastoral Staff including Family Support Workers	Responsibilities can include arranging appropriate support for family members and students, events, and activities in school to support the well-being of all members of the school community.
Parents / Carers / Guardians	To work in partnership with the school including being aware of school policies, ensuring schools are aware of issues arising around the well-being of their child and supporting learning within the home environment.
Pupils (where appropriate)	Express the wishes of their peers and contribute ideas into the school curriculum (as part of the student voice programme), where they wish to. Follow appropriate classroom rules linked to safe classroom practice and school rules.

Legislation including Statutory Regulations and Guidance

Documents which inform the school's RSHE Policy include:-

- The Education Act (1996)
- Learning and Skills Act (2000)
- Equality Act (2010)
- Keeping Children Safe in Education: Statutory Safeguarding Guidance (2025)
- PSHE Education Programme of Study Key stages 1-5 (PSHE Association) (Advisory Guidance)
- The National Curriculum for Science (2015)
- Sex and Relationships Education Guidance DfE (2025)
- Children and Social Work Act (2017)
- Statutory Guidance: Relationships Education, Relationships and Sex Education (RSHE) and Health Education (2025).

- Subject specific research and guidance from Ofsted.

This Policy should be read in conjunction with:

- National Curriculum in England: Citizenship, Religious Education, Computing, Science and Physical Education Programmes of Study
- Keeping Children Safe in Education (statutory guidance)
- Early Years Foundation Stage (EYFS) Statutory Framework - GOV.UK The safeguarding and welfare requirements in section 3 cover children from 0-5 and therefore schools must follow this for children in reception year
- Working Together to Safeguard Children (statutory guidance on multi-agency working to help, protect and promote the welfare of children)
- Behaviour in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Technical Guidance for Schools in England | EHRC
- SEND Code of Practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Promoting Children and Young People's Emotional Health and Well-being (guidance for schools and colleges)
- Domestic Abuse Statutory Guidance
- Preventing and Tackling Bullying
- Teaching Online Safety in Schools
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- Guidance for schools on colleges on gender questioning children (awaiting publication).

As a school we will also take into consideration the suggested resources as set out in Annex B of the RSHE Statutory Guidance 2025 Relationships Education, Relationships and Sex Education and Health Education guidance.

Parental Consultation Process

Whitgreave Primary School, along with all schools has undertaken parental consultation in line with the statutory guidance as identified here (Paragraph 12- 14).

Schools must proactively engage and consult parents when they develop and review their policy, ensuring parents understand that effective RSHE is important for promoting and protecting the well-being of all children (see the section on openness with parents on page 28).

Listening and responding to the views of pupils and parents helps to ensure that RSHE meets pupils' needs and that topics are taught at the right time to support children to build positive relationships and avoid harms before they occur. Schools must provide a copy of their policy free of charge to anyone who asks for one and publish the policy on the School Website. Schools may need to include new content in RSHE to respond to emerging needs or issues in the school but should be careful to inform parents of any shifts away from the policy and continue to share relevant materials on request.

As part of this process, we have engaged with the children, staff and parents who make up the school community; We work in partnership with other neighbouring schools to ensure that best practice is implemented.

Curriculum Design

Our RSHE Programme is an integral part of our whole school PSHE & PD provision and is supported by the statutory requirements as set out above. The curriculum model we use is based upon best practice as established by leading subject organisations including the PSHE Association and EC Primary Publishings.

We follow The EC Publishing Complete PSHE Scheme of Work to deliver a spiral curriculum that builds on prior knowledge and prepares students for each stage of their development.

Key elements of the RSHE Curriculum include:

Relationships Education

- Families and people who care for us.
- Caring friendships.
- Respectful relationships.
- Online safety and relationships.
- Mental well-being.
- How to stay safe (both physically and emotionally).

Health Education

- Physical Health: The importance of exercise, healthy eating, and sleep.
- Mental Health: Recognising and talking about emotions, and strategies for building resilience.
- Puberty and the Changing Adolescent Body: Taught in Years 4 to 6, preparing pupils for the physical and emotional changes during adolescence.
- First Aid: Basic emergency first aid techniques.

- Online Safety: Understanding online risks, including exposure to harmful content and cyberbullying, AI-generated images and videos, misinformation and disinformation, online coercion and grooming, explicit content online and sharing images and consent.

Science Curriculum (Statutory)

- Human Reproduction: The union of male and female cells, taught as part of the Science Curriculum in Year 5.
- Puberty: The biological and emotional changes associated with puberty, taught in both Health Education from Year 4 and Science from Year 5.

Optional Sex Education (Year 6)

- A lesson on conception, separate from the Science Curriculum. Parents may request to withdraw their child from this specific content.

We also use additional resources including:-

- School Nursing Service approved by the local authority who deliver age appropriate training in primary schools around various RSHE related themes.
- NSPCC "No Pants" Talk .

All external curriculum packages are reviewed and adapted to be in-line with the needs of the school community; this include removing some lessons from the taught package, adding extra sessions from other quality assured sources, or moving curriculum sessions to older or younger year groups as required.

Pupils will be taught age-appropriate concepts of personal boundaries, bodily autonomy, privacy, respect and consent, including how to recognise and respond to behaviour that makes them feel unsafe or uncomfortable.

Sex Education Statement

Sex Education at Whitgreave will teach Year 6 children:

- To explain how babies are conceived (and that there are ways to prevent a baby being made).

These sessions are delivered by an experienced member of the School Nurse Team, alongside the child's regular Class Teacher. A range of videos and photos/diagrams are utilised to support teaching and learning points. The School Nurse works closely with Mrs Butters (PD Leader) when planning these sessions. Parents/Carers are also invited in to school prior the sessions to discuss content and ask any questions that they may have.

In Year 5 and 6, support from the School Nurse is received to deliver sessions about hygiene and puberty. Children in Y6 view a video, which deals with these issues and discussion takes

place about feelings/emotions, which occur during puberty. The Nurse leads a session with Year 5 and 6 girls specifically about the practicalities of menstruation.

Parents of children in Year 5 and 6 are informed before the sessions, which deal specifically with puberty and reproduction. Year 6 parents are entitled to withdraw their child from the conception/reproduction session, although it is hoped that discussion with the PD Lead or School Nurse, may allay any anxieties and avoid the need for withdrawal.

With the exception specific modules in Year 5 and 6, Relationship and Sex Education is not singled out for special teaching, but occurs naturally via a cross-curricular approach as shown below. Any questions are dealt with discreetly, as and when they occur.

In each year, we cover the following topics:

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Reception	1) Classroom Rules 2) All About Me 3) Setting Simple Goals 4) Online Safety 5) Sensible Amounts of Screen Time 6) Caring for Ourselves and Others	1) Handwashing and Germs 2) Hygiene and Self-Care 3) Healthy Teeth 4) Healthy Bodies 5) Telling the Truth 6) Feelings	1) Kindness 2) Let's Be Friends 3) Sharing and Taking Turns 4) Saying Sorry 5) Telling the Truth 6) My Family	1) Looking After Our Planet 2) What Is Money? 3) Celebrating Our Differences 4) People and Communities 5) Jobs and Community Helpers 6) Being a Safe Pedestrian	1) Calming Down 2) Resilience 3) Independence 4) Growing and Changing 5) My Body (Private Body Parts) 6) Sun Safety	1) Making Good Choices 2) Good Manners 3) Bullying 4) Personal Space and Boundaries 5) Asking Permission 6) Secrets (Good and Bad)
Year 1	1) This Is Me (Identity) 2) How We Grow 3) What Are Feelings 4) Feelings and Loss 5) How We Play and Learn 6) Staying Safe	1) Respect 2) Polite Words 3) Sharing and Taking Turns 4) Being Helpful 5) Being Kind 6) Getting Hurt	1) All About Rules 2) Online World (Screen Time) 3) Online Safety 4) Strengths and Interests 5) Jobs and Skills 6) Welcoming Everyone	1) Keeping Clean 2) Healthy Teeth 3) Fun in the Sun 4) Healthy Food 5) Eating Well 6) Keeping Fit and Healthy	1) People Who Care for Me 2) What Is a Family? 3) Family and Me 4) All About Bodies (Private Body Parts) 5) My Body Belongs to Me (Unwanted Touch) 6) Asking for Permission	1) Caring for Living Things 2) Recycling 3) Plastic and Pollution 4) Global Warming 5) My Classroom Community 6) Community Helpers
Year 2	1) What Is Money? 2) Ways to Pay 3) Earning Money 4) Saving and Spending 5) Wants and Needs	1) Healthy Habits 2) All About Teeth 3) Sleep Routines 4) Medicines 5) All About Feelings 6) Big Feelings	1) Making Friends 2) Being a Good Friend 3) Playing With Others 4) Working With Others 5) Manners and Respect 6) Resolving Conflict	1) What Is the Internet? 2) Personal Data 3) Online Safety 4) Online Information 5) Belonging to a Community 6) Same/different (Diversity)	1) Human Life Cycle 2) Brilliant Bodies (Private Body Parts and Swimwear Rule) 3) Safety and Risk 4) Safety at Home 5) Road Safety 6) Accidents and Emergencies	1) Feeling Lonely 2) Bullying (Introduction) 3) Kindness 4) Secrets and Surprises (Unsafe Touch) 5) Say Goodbye...Say Hello
Year 3	1) Feeling and Me (Coping Strategies) 2) Resilience 3) Exercise and Wellbeing 4) Grief and Loss 5) Personal Identity 6) Strengths and Interests	1) Jobs and Sectors 2) Careers and Skills 3) Targets and Goals 4) Career Routes 5) Stereotypes	1) Role Models 2) Manners and Politeness 3) Family and Me 4) People Who Care for Me 5) Caring for Others	1) Personal Safety and Risk 2) Fire Safety 3) First Aid 1 (Burns and Scalds) 4) Healthy Eating 5) What Is a Habit? 6) Healthy Choices	1) Seeking Permission 2) Privacy and Boundaries 3) Friendship Boundaries 4) Managing Needs (NEW) 5) Respectful Behaviour 6) Bullying or Teasing	1) Rules and Laws 2) Rights and Responsibilities 3) Community Responsibilities 4) Kindness 5) Age-Appropriate Content 6) Why Is the News Important? (Precursor to Fake News)
Year 4	1) Responsible Spending 2) What Is Fairtrade? 3) Value for Money 4) Keeping Track of Money 5) What Is Advertising 6) Gambling and Risk	1) Healthy Lifestyles 2) Staying Healthy 3) First Aid 2 (Allergies) 4) Germs and Illness 5) Drugs and Medicines 6) Vaccinations	1) Internet and Screen Time 2) Age Restrictions 3) Communicating Online 4) Online Relationships 5) Harmful Content / Contact 6) Secrets (Keeping Good Secrets / Sharing Bad)	1) Respecting Differences 2) Diverse Communities 3) Prejudice and Discrimination 4) Racism 5) Preventing Bullying 6) Hurtful Behaviour	1) Growing-up Girls 2) Growing-up Boys 3) Changing Emotions 4) Personal Hygiene 5) Dental Hygiene 6) Sleep Hygiene	1) Water Safety Code 2) Summer Safety 3) First Aid 3 (Asthma) 4) Committed Relationships 5) Honesty and Trust 6) Positive Friendships
Year 5	1) Asking for Help 2) What Is Social Media? 3) Fake News 4) Fake Images (Photoshop and Deepfake Videos) 5) Digital Footprints 6) Bonfire Night	1) Healthy Habits 2) Being Healthy – Diet 3) Being Healthy – Exercise 4) Physical Health 5) Germs, Bacteria and Viruses 6) What Is Mental Health	1) Behaviour and Respect 2) Friendships 3) Feeling Left Out 4) Peer Pressure 5) Dares and Challenges 6) Bullying and Hurtful Behaviour	1) Courtesy and Manners 2) Success and Achievement 3) Independence and Responsibility 4) Careers and Stereotypes 5) The Environment – Part 1 6) The Environment – Part 2	1) Understand Emotions 2) Feelings and Emotions 3) Self-Esteem 4) Body Image 5) Boys' Puberty 6) Girls' Puberty	1) Positive Relationships 2) Loving Stable Families 3) Love and Abuse 4) FGM 5) Online Behaviour and Risks 6) Stranger Safety
Year 6	1) Medicine and Product Safety 2) Habits and Addiction 3) Caffeine and Energy Drinks 4) What Is Alcohol? 5) Drugs (Introduction to Illegal Drugs) 6) Vaping Danger	1) Disagreeing Respectfully 2) Positive Male Role Models (Harmful Stereotypes) 3) Cyberbullying and Harassment 4) Online Gaming Danger 5) Group Chats (Bullying) 6) Online Privacy and Data	1) Identity and Community 2) Diversity in the UK 3) Protected Characteristics 4) What Is Money? 5) Attitudes About Money 6) Money and the Cost of Living	1) Puberty and Our Genes 2) Boys' Puberty 3) Girls' Puberty 4) Human Reproduction (Sex-Ed Part 1 - Conception) 5) Hormones and Emotions 6) Mental Health Symptoms	1) Grief, Change and Loss 2) Transition to Secondary School 3) Sun Safety 4) Personal Safety and Hazards 5) First Aid 4 (Common Injuries) 6) First Aid 5 (Life Support)	1) Consent 2) Sexual Harassment 3) Attraction and Crushes 4) Starting a Family (Sex-Ed Part 2 - Sexual Intercourse) 5) Family and Commitment 6) Caring for Babies

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Nursery	1) Classroom Standards 2) Routines 3) Sharing and turn taking 4) Staying safe- in school and home 5) Staying safe online-what do we do online? 6) Staying safe- Bonfire night	1) Feelings - happy/sad 2) Feelings- angry/worried 3) How do my friends feel? 4) Who can help me? 5) Rules and routines- handwashing 6) Rules and routines- using the toilet	1) Friendship 2) Kindness 3) Working as a team 4) Solving conflicts 5) Rules and routines- listening skills 6) Staying safe online- knowing the rules.	1) All about me 2) Me and my family 3) Me and my friends 4) Me and my community 5) Different jobs	1) Healthy teeth 2) Healthy foods 3) Healthy bodies-exercise 4) Sleep and bedtime routines 5) Sun safety	1) Managing conflict 2) Being assertive 3) Looking after our environment- inside and outside 4) Water safety 5) Moving on and transition 6) Moving on and transition
Ohana	1) Naming my feelings 2) Matching behaviour and feelings 3) What makes me happy? 4) What makes me sad? 5) Calming down 6) Following the rules	1) People in my family 2) Different families and how they care for each other 3) Who is special to me? 4) Belongs to a family or group 5) Using our manners 6) When should we use our manners?	1) People who help us 2) Looking after our teeth 3) Looking after our bodies 4) Where I live and local places 5) Looking after our community 6) Responsibilities in our classroom, school and community	1) Healthy foods 2) Healthy drinks 3) Feeling better mentally 4) Feeling better physically 5) Keeping healthy 6) Keeping clean	1) Who are my friends? 2) Being a good friend 3) Helping others 4) Making a Friendship 5) My friend's feelings 6) My body and choices	1) Keeping my hands clean 2) Getting a good night's sleep 3) Looking after myself 4) Healthy across time 5) Staying safe on the roads 6) Staying safe online

As part of our overall safeguarding programme (as set out in paragraph 12 of RSHE Statutory Guidance), on occasion lessons and assemblies will be taught to address emerging needs or issues in the school including local safeguarding concerns and issues to ensure our children remain safe. This will also include national & local days of awareness and campaigns. Wherever possible, this information will be shared with parents.

We are aware of greater risks faced by children with additional needs and will adapt the curriculum accordingly including referencing explicit advisory guidance such as the SEND Code of Practice including the importance of preparation for adulthood and the PSHE Association SEND Curriculum Guidance.

Monitoring and Impact

The impact of our RSHE provision is regularly evaluated to ensure it effectively meets the needs of our children. We gather pupil voice through discussions and surveys to understand children's knowledge, confidence and feelings about the curriculum. Parent feedback is sought to ensure transparency and to strengthen home-school partnerships. Curriculum audits are undertaken to review coverage, progression and effectiveness of teaching. Lesson and floor books are also regularly monitored to ensure consistency and quality of teach. We also analyse safeguarding records and trends to identify any patterns or emerging needs, ensuring that our curriculum remains responsive and relevant. In addition, governor monitoring provides oversight and challenge, supporting continuous improvement and ensuring that our RSHE provision promotes a safe, respectful and inclusive school environment.

The RSHE Curriculum will be reviewed annually and may be amended during the year in response to emerging safeguarding risks, local intelligence, national trends and updated statutory guidance.

Safe and Effective Practice,(answering sensitive questions)

In line with the guiding principles as set out in paragraph 15 & 87 of the RSHE Statutory Guidance, We will ensure a safe learning environment by following school policies. Staff will be trained in relation to developing a safe learning environment which includes safeguarding training, dealing with sensitive issues, confidentiality, agreed ground rules for a safe classroom environment that is shaped by students. No student will be required to answer a question they are not comfortable with as this undermines the safe classroom experience; all students will be given the opportunity to raise questions anonymously through various methods. All staff are supported by pre-prepared resources, training and CPD in the delivery of resources and supported by internal and external staff including, but not limited to the PD Lead, Safeguarding Lead, Senior Mental Health Lead, SLT, LA Advisor, Public Health funded projects and resources.

During RSHE lessons and discussions, staff will establish clear ground rules in-conjunction with children to ensure they feel safe, supported and listened to. Wherever possible, lessons

will be taught as a class with both male and female pupils present, although some lessons may be taught into split gender groups where appropriate.

Teaching staff will endeavour to answer questions as openly as possible, but if faced with a question that they do not feel comfortable answering within the classroom, provision would be made to meet the individual's needs (as set out in paragraph 87 of the RSHE Statutory Guidance). This could involve referring the child/young person to their parent/carer, the School Nurse Service, the child/young person's doctor or to an established external organisation; it is important for the child to make a choice that is correct for them without prejudice. The teacher may make a referral or to seek advice from the PD Leader, Head Teacher or Safeguarding Team wherever appropriate in the circumstances.

Safeguarding

All staff will be trained in safeguarding. Teachers are aware that effective RSHE which brings an understanding of what is and what is not appropriate in a relationship can lead to a disclosure of a child protection issue. In this situation staff should follow internal safeguarding policies including informing the safeguarding lead. Prior to teaching, teachers will consult with the Designated Safeguarding Lead to ensure that issues can be addressed prior to the teaching of the subject and appropriate adaptations can be made.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors (such as School Nursing Team, or others) from outside school may be invited to contribute to the delivery of RSHE in school.

As per Safeguarding Policy & KCSIE, visitors are supervised/supported by a member of staff. The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

There may be times when a child wishes to confide in a teacher or other school staff member. It is the school policy that information may need to be passed on the Head Teacher or Designated Safeguarding Lead if there is a risk of harm to the child. Children are informed that teachers cannot guarantee absolute confidentiality. The Head Teacher/DSL/SMHL will decide what action to take to protect the best interest of the child, enabling action to be taken by other professionals if deemed necessary. The School Nurse follows a separate code of practice linked with their professional regulations.

Primary children should be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. Teaching should be age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion. We will also inform parents of any deviation from our published RSHE Policy in advance and share any relevant materials with them on request. As set out in the Statutory Guidance 2025.

The school recognises that child-on-child abuse, including sexual harassment, sexual violence and harmful sexual behaviour, can happen between children, even at primary age. We are committed to creating a safe, respectful and inclusive environment where all pupils understand

appropriate boundaries, consent and the importance of treating others with kindness and respect. Through our RSHE curriculum, we teach children about healthy relationships and appropriate behaviour in an age-appropriate way. All concerns will be taken seriously and responded to promptly in line with our Safeguarding and Child Protection Procedures, with support provided to all children involved.

The school is committed to working towards equality, also including difference, and fostering respect for people of all cultural and social backgrounds including promoting positive approaches to protected characteristics whatever their age, sexuality, faith, ethnicity, gender, disability or additional educational need. Developing positive relationships between pupils of all backgrounds is an essential aspect of the work of the school as set out in the Public Sector Equality Duty (under The Equality Act 2010). We will ensure that all young people receive Relationships and Sex Education, and we will offer provision appropriate to the particular needs of all our children. We will respond to parental requests and concerns and will take specialist advice where necessary.

Engaging Stakeholders (including parents/carers/guardians and pupils)

The school recognises that the parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and therefore have more responsibility in preparing them for challenges and responsibilities which sexual maturity brings. Whitgreave Primary School believes in the importance of partnerships between all stakeholders to ensure that children grow up confident and cared for.

Parents are key partners in supporting the school to:

- Maintaining the culture and ethos of the family
- Teaching their children about relationships in all forms (for example friendships, acquaintances).
- Helping their children cope with the emotional and physical aspects of growing up and being a part of modern Britain.
- Preparing them for the challenges and responsibilities that sexual maturity brings
- Identifying issues or concerns and sharing these with the school where appropriate.

As part of the RSHE Curriculum we will support our parents to:

- Help children to learn the correct names of the body
- Communicate with their children about feelings and relationships
- Work together around health-related behaviours.
- Talk to their children about sex education and how to link this with what is being taught in school

As part of the RSHE Curriculum, we will support children to actively talk to their appropriate adults (including parents), about their thoughts, feelings, beliefs, worries and concerns, and situations where they feel unhappy, unsafe, or uncomfortable.

Parents are encouraged to support the school's RSHE Policy and have access to this policy via the School Reception and Website.

Parental Right to Withdraw

Where a parent wishes to withdraw their child from Sex Education, this should be communicated with the school. Whitgreave Primary School would encourage parents wishing to do this, to contact the school to discuss this further. Where a child has been withdrawn from the Sex Education Curriculum, they will be taught elsewhere in the school.

Parents, as set in the statutory RSHE Guidance, do not have the right to withdraw their children/child from Relationship or Health Education.

Parents are unable to withdraw from lessons written and delivered as part of the National Curriculum for Science.

Pupil Voice in determining the Curriculum

Throughout RSHE and PSHE lessons, children can contribute to class discussions and to reflect upon their own ideas and opinions. As part of the RSHE Curriculum, children will be given the opportunity to voice concerns that they may have over the modern world and the implications in relation to these concerning relationships and modern technology. The Curriculum will reflect and be adapted where relevant to ensure concerns raised can be addressed as and when concerns are voiced.

Signed by:

RSHE Lead: Gemma Butters

Head Teacher: Sarah Redfern

Governing Board Chair: *Jayne Pownall*

Appendix 1: Curriculum map

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Reception	1) Classroom Rules 2) All About Me 3) Setting Simple Goals 4) Online Safety 5) Sensible Amounts of Screen Time 6) Caring for Ourselves and Others	1) Handwashing and Germs 2) Hygiene and Self-Care 3) Healthy Teeth 4) Healthy Food 5) Healthy Bodies 6) Feelings	1) Kindness 2) Let's Be Friends 3) Sharing and Taking Turns 4) Saying Sorry 5) Telling the Truth 6) My Family	1) Looking After Our Planet 2) What Is Money? 3) Celebrating Our Differences 4) People and Communities 5) Jobs and Community Helpers 6) Being a Safe Pedestrian	1) Calming Down 2) Resilience 3) Independence 4) Growing and Changing 5) My Body (Private Body Parts) 6) Sun Safety	1) Making Good Choices 2) Good Manners 3) Bullying 4) Personal Space and Boundaries 5) Asking Permission 6) Secrets (Good and Bad)
Year 1	1) This Is Me (Identity) 2) How We Grow 3) What Are Feelings 4) Feelings and Loss 5) How We Play and Learn 6) Staying Safe	1) Respect 2) Polite Words 3) Sharing and Taking Turns 4) Being Helpful 5) Being Kind 6) Getting Hurt	1) All About Rules 2) Online World (Screen Time) 3) Online Safety 4) Strengths and Interests 5) Jobs and Skill 6) Welcoming Everyone	1) Keeping Clean 2) Healthy Teeth 3) Fun in the Sun 4) Healthy Food 5) Eating Well 6) Keeping Fit and Healthy	1) People Who Care for Me 2) What Is a Family? 3) Family and Me 4) All About Bodies (Private Body Parts) 5) My Body Belongs to Me (Unwanted Touch) 6) Asking for Permission	1) Caring for Living Things 2) Recycling 3) Plastic and Pollution 4) Global Warming 5) My Classroom Community 6) Community Helpers
Year 2	1) What Is Money? 2) Ways to Pay 3) Earning Money 4) Saving and Spending 5) Wants and Needs 6) Strengths and Interests	1) Healthy Habits 2) All About Teeth 3) Sleep Routines 4) Medicines 5) All About Feelings 6) Big Feelings	1) Making Friends 2) Being a Good Friend 3) Playing With Others 4) Working With Others 5) Manners and Respect 6) Resolving Conflict	1) What Is the Internet? 2) Personal Data 3) Online Safety 4) Online Information 5) Belonging to a Community 6) Same/different (Diversity)	1) Human Life Cycle 2) Brilliant Bodies (Private Body Parts and Swimsuit Rule) 3) Safety and Risk 4) Safety at Home 5) Road Safety 6) Accidents and Emergencies	1) Feeling Lonely 2) Bullying (Introduction) 3) Unkind Words 4) Kindness 5) Secrets and Surprises (Unsafe Touch) 6) Say Goodbye... Say Hello
Year 3	1) Feeling and Me (Coping Strategies) 2) Resilience 3) Exercise and Wellbeing 4) Grief and Loss 5) Personal Identity 6) Strengths and Interests	1) Jobs and Sectors 2) Careers and Skills 3) Targets and Goals 4) Career Routes 5) Stereotypes	1) Role Models 2) Manners and Politeness 3) Family and Me 4) People Who Care for Me 5) Caring for Others	1) Personal Safety and Risk 2) Fire Safety 3) First Aid 1 (Burns and Scalds) 4) Healthy Eating 5) What Is a Habit? 6) Healthy Choices	1) Seeking Permission 2) Privacy and Boundaries 3) Friendship Boundaries 4) Managing Needs (NEW) 5) Respectful Behaviour 6) Bullying or Teasing	1) Rules and Laws 2) Rights and Responsibilities 3) Community Responsibilities 4) E-Safety 5) Age-Appropriate Content 6) Why Is the News Important? (Precursor to Fake News)
Year 4	1) Responsible Spending 2) What Is Fairtrade? 3) Value for Money 4) Keeping Track of Money 5) What Is Advertising 6) Gambling and Risk	1) Healthy Lifestyles 2) Staying Healthy 3) First Aid 2 (Allergies) 4) Germs and Illness 5) Drugs and Medicines 6) Vaccinations	1) Internet and Screen Time 2) Age Restrictions 3) Communicating Online 4) Online Relationships 5) Harmful Content / Contact 6) Secrets (Keeping Good Secrets / Sharing Bad)	1) Respecting Differences 2) Diverse Communities 3) Prejudice and Discrimination 4) Racism 5) Preventing Bullying 6) Hurtful Behaviour	1) Growing-up Girls 2) Growing-up Boys 3) Changing Emotions 4) Personal Hygiene 5) Dental Hygiene 6) Sleep Hygiene	1) Water Safety Code 2) Summer Safety 3) First Aid 3 (Asthma) 4) Committed Relationships 5) Honesty and Trust 6) Positive Friendships
Year 5	1) Asking for Help 2) What Is Social Media? 3) Fake News 4) Fake Images (Photoshop and Deepfake Videos) 5) Digital Footprints 6) Bonfire Night	1) Healthy Habits 2) Being Healthy – Diet 3) Being Healthy – Exercise 4) Physical Health 5) Germs, Bacteria and Viruses 6) What Is Mental Health	1) Behaviour and Respect 2) Friendships 3) Feeling Left Out 4) Peer Pressure 5) Dares and Challenges 6) Bullying and Hurtful Behaviour	1) Courtesy and Manners 2) Success and Achievement 3) Independence and Responsibility 4) Careers and Stereotypes 5) The Environment – Part 1 6) The Environment – Part 2	1) Understand Emotions 2) Feelings and Emotions 3) Self-Esteem 4) Body Image 5) Boys' Puberty 6) Girls' Puberty	1) Positive Relationships 2) Loving Stable Families 3) Love and Abuse 4) FGM 5) Online Behaviour and Risks 6) Stranger Safety
Year 6	1) Medicine and Product Safety 2) Habits and Addiction 3) Caffeine and Energy Drinks 4) What Is Alcohol? 5) Drugs (Introduction to Illegal Drugs) 6) Vaping Danger	1) Disagreeing Respectfully 2) Positive Male Role Models (Harmful Stereotypes) 3) Cyberbullying and Harassment 4) Online Gaming Danger 5) Group Chats (Bullying) 6) Online Privacy and Data	1) Identity and Community 2) Diversity in the UK 3) Protected Characteristics 4) What Is Money? 5) Attitudes About Money 6) Money and the Cost of Living	1) Puberty and Our Genes 2) Boys' Puberty 3) Girls' Puberty 4) Human Reproduction (Sex-Ed Part 1 - Conception) 5) Hormones and Emotions 6) Mental Health Symptoms	1) Grief, Change and Loss 2) Transition to Secondary School 3) Sun Safety 4) Personal Safety and Hazards 5) First Aid 4 (Common Injuries) 6) First Aid 5 (Life Support)	1) Consent 2) Sexual Harassment 3) Attraction and Crushes 4) Starting a Family (Sex-Ed Part 2 - Sexual Intercourse) 5) Family and Commitment 6) Caring for Babies

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Nursery	1) Classroom Standards 2) Routines 3) Sharing and turn taking 4) Staying safe- in school and home 5) Staying safe online-what do we do online? 6) Staying safe- Bonfire night	1) Feelings - happy/sad 2) Feelings- angry/worried 3) How do my friends feel? 4) Who can help me? 5) Rules and routines- handwashing 6) Rules and routines- using the toilet	1) Friendship 2) Kindness 3) Working as a team 4) Solving conflicts 5) Rules and routines- listening skills 6) Staying safe online- knowing the rules.	1) All about me 2) Me and my family 3) Me and my friends 4) Me and my community 5) Different jobs	1) Healthy teeth 2) Healthy foods 3) Healthy bodies-exercise 4) Sleep and bedtime routines 5) Sun safety	1) Managing conflict 2) Being assertive 3) Looking after our environment- inside and outside 4) Water safety 5) Moving on and transition 6) Moving on and transition
Ohana	1) Naming my feelings 2) Matching behaviour and feelings 3) What makes me happy? 4) What makes me sad? 5) Calming down 6) Following the rules	1) People in my family 2) Different families and how they care for each other 3) Who is special to me? 4) Belongs to a family or group 5) Using our manners 6) When should we use our manners?	1) People who help us 2) Looking after our teeth 3) Looking after our bodies 4) Where I live and local places 5) Looking after our community 6) Responsibilities in our classroom, school and community	1) Healthy foods 2) Healthy drinks 3) Feeling better mentally 4) Feeling better physically 5) Keeping healthy 6) Keeping clean	1) Who are my friends? 2) Being a good friend 3) Helping others 4) Mending a friendship 5) My friend's feelings 6) My body and choices	1) Keeping my hands clean 2) Getting a good night's sleep 3) Looking after myself 4) Healthy screen time 5) Staying safe on the roads 6) Staying safe online