ST. NICHOLAS PRIORY C.E. V.A.

PRIMARY SCHOOL & NURSERY

'I did not come to be served but to serve.' Matthew 20.28

Policy for
Personal, Social, Health and Economic (PSHE)

Education, Relationships, Sex and Health Education (RSHE)

Our Vision

At St Nicholas Priory, we believe that Personal, Social, Health and Economic (PSHE) education and Relationships, Sex and Health Education (RSHE) enable our children to become healthy, safe, confident, independent and responsible members of society. RSHE at Priory is underpinned by our embedded school rules of **Ready, Respectful and Safe**. Through the teaching of PSHE and RSHE, we aim to help all children understand how they are developing personally, socially, physically and emotionally, preparing them to lead safe, healthy and fulfilling lives. We support children to understand their own and others' rights and responsibilities, develop positive and respectful relationships, and make informed decisions about their health and wellbeing.

Through our teaching, we aim to address the moral, social and cultural questions that form part of growing up. We provide all children with the knowledge, skills and values they need to recognise healthy and unhealthy relationships, understand how to keep themselves and others safe, manage their physical and mental wellbeing, and know how and when to seek help and support. Our curriculum is inclusive, age-appropriate and carefully sequenced, enabling children to build their knowledge and understanding as they progress through the school. We aim to prepare our pupils for the opportunities, responsibilities and experiences of later life and to enable them to play a positive role within our diverse local, national and global community.

Aims

At St Nicholas Priory, we currently use the Jigsaw PSHE programme.

RSHE is taught through our PSHE lessons as well as explicit RSE lessons in years 5 and 6. Some of the RSHE programme will also be covered through:

- Science curriculum.
- Computing.
- Assemblies and Collective Worship.
- Stories.
- PE (in the context of health and hygiene).

The aims of RSHE at our school are to:

- Provide a consistent standard of relations, sex and health education across the school.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Promote responsible behaviour.
- Create a positive culture of communication around issues of relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Give pupils an understanding of reproduction and sexual development.
- Ensure that all pupils, by the time they reach secondary school age, are well equipped and on an equal footing, to deal with the secondary RSHE curriculum.
- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.

PSHE and RSHE

At St Nicholas Priory, Personal, Social, Health and Economic (PSHE) education provides the wider framework through which pupils develop the knowledge, skills and understanding needed to lead safe, healthy and fulfilling lives.

Relationships, Sex and Health Education (RSHE) forms an important part of our wider PSHE curriculum. Relationships Education and Health Education are statutory for primary-aged pupils and are taught throughout the school, primarily by class teachers through the Jigsaw programme.

In addition to the statutory Relationships and Health Education curriculum, St Nicholas Priory provides age-appropriate Sex Education in Years 5 and 6. This builds upon learning within the statutory science curriculum and supports pupils in understanding their changing bodies, relationships and human reproduction in preparation for the next stage of their education.

Statutory Requirements

As a primary school, we must provide Relationships Education to all pupils, as set out in Section 34 of the Children and Social Work Act 2017.

This policy has been written in accordance with the Department for Education's statutory guidance, *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, revised in 2025.

The revised statutory guidance came into effect on 1 September 2026. Schools must have regard to this guidance and ensure that their Relationships and Health Education provision reflects the revised statutory requirements.

The teaching of Sex Education in primary schools remains non-statutory, except for the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within RSE lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

"It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement…"

"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born."

Should you like to see the guidance from the government please visit: https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education__RSE__and_health_education__for_intro_1_September_2026_.pdf

Definition

Within this policy, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to families and people who care for us, caring friendships, respectful relationships, online relationships and being safe.

Health Education is defined as teaching pupils about physical health and mental wellbeing. It aims to enable pupils to make informed decisions about their own health and wellbeing, understand the links between physical and mental health, recognise when things are not right in their own health or the health of others, and know how and when to seek appropriate help and support.

Sex Education is defined as teaching children about human reproduction, including how a baby is conceived and born. This builds upon knowledge of the human life cycle taught through the statutory National Curriculum for science. For the purposes of this policy, we clearly identify any non-statutory Sex Education that falls outside the statutory science curriculum and statutory Health Education, including the physical and emotional changes associated with puberty.

All Relationships, Sex and Health Education at St Nicholas Priory is taught in an age-appropriate and developmentally appropriate way, with regard to the needs and backgrounds of our pupils. Teaching is designed to provide children with accurate knowledge, support their health and well-being, develop positive and respectful relationships and help them to keep themselves and others safe.

Curriculum

1. **Statutory RSE Curriculum Content**

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

Key objectives of the statutory Relationships Education curriculum are outlined below:

Families and people who care for me

Curriculum content:

• That families are important for children growing up safe and happy because they can provide love, security and stability.

• The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

• That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

• That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.

• That marriage and civil partnerships represent 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
Curriculum content:

• How important friendships are in making us feel happy and secure, and how people choose and make friends.

• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.

• That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.

• The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.

• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.

• How to manage conflict, and that resorting to violence is never right.

• How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships
Curriculum content:

• How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.

• The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.

• How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.

• Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.

• That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.

• Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.

• The conventions of courtesy and manners.

• The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
• The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.

• What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.

• How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness
Curriculum content:

• That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.

• How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

• That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.

• The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.

• Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.

• That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being safe
Curriculum content:

• What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.

• The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.

• How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.

• How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

• How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.

• How to ask for advice or help for themselves or others, and to keep trying

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

2. Statutory Health and Well-being Content

As stated in the revised statutory guidance, the aim of teaching about health and wellbeing is to enable pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed.

General wellbeing

Curriculum content:

The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.

• The importance of promoting general wellbeing and physical health.

• The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.

• How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.

• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

• That isolation and loneliness can affect children, and the benefits of seeking support.

• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.

• That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.

• Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

• That it is common to experience mental health problems, and early support can help.

Wellbeing online

Curriculum content:

• That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.

• Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.

• The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

• How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.

• Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.

• The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.

• How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.

• That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.

• How to understand the information they find online, including from search engines, and know how information is selected and targeted.

• That they have rights in relation to sharing personal data, privacy and consent.

• Where and how to report concerns and get support with issues online

Physical health and fitness

Curriculum content:

• The characteristics and mental and physical benefits of an active lifestyle.

• The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.

• The risks associated with an inactive lifestyle, including obesity.

• How and when to seek support including which adults to speak to in school if they are worried about their health.

Drugs, alcohol, tobacco and vaping
Curriculum content:

• The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Healthy eating
Curriculum content:

• What constitutes a healthy diet (including understanding calories and other nutritional content).

• Understanding the importance of a healthy relationship with food.

• The principles of planning and preparing a range of healthy meals.

• The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Health protection and prevention
Curriculum content:

• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

• The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.

• About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.

• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

• The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety
Curriculum content:

• About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.

• How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

Curriculum content:

• How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.

• Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies

Curriculum content:

• About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.

• The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.

• The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

3. Statutory Science Curriculum Content

Early Years Foundation Stage children learn about life cycles and through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

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

• To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense.

• To notice that animals, including humans, have offspring which grow into adults.

• To find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

• To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

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

• To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

• To identify that humans and some other animals have skeletons and muscles for support, protection and movement.

• To describe the simple functions of the basic parts of the digestive system in humans.

• To identify the different types of teeth in humans and their simple functions.

• To describe the life process of reproduction in some plants and animals.

• To describe the changes, as humans develop to old age.

• To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.

• To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

• To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

4. Non-Statutory Sex Education

As part of statutory Health Education, pupils are taught in an age-appropriate and developmentally appropriate way about puberty and the associated physical and emotional changes. At St Nicholas Priory, this learning begins in Year 4, when pupils are introduced to the changes that may occur during puberty, including menstruation, in preparation for further learning in Years 5 and 6.

The statutory National Curriculum for science also provides important foundations for this learning. In Year 2, pupils learn that animals, including humans, have offspring which grow into adults. In Year 5, pupils learn about the changes experienced as humans develop from birth to old age. Pupils also learn about reproduction in some plants and animals through the science curriculum.

The Department for Education recommends that primary schools provide a programme of Sex Education in Years 5 and/or 6, tailored to the age and physical and emotional maturity of their pupils. Although Sex Education beyond the statutory requirements of Relationships Education, Health Education and the National Curriculum for science is not compulsory in primary schools, at St Nicholas Priory we believe that pupils should have an age-appropriate and factual understanding of human reproduction before they leave primary school.

We therefore provide additional, non-statutory Sex Education in Years 5 and 6. This builds progressively upon pupils' learning in science, Relationships Education and Health Education.

Year 5

In Year 5, pupils are taught:

• That human reproduction requires a male reproductive cell (sperm) and a female reproductive cell (egg).

• That conception occurs when a sperm fertilises an egg.

• That a baby develops in the uterus (womb) during pregnancy.

• Age-appropriate information about how conception can occur.

Year 6

In Year 6, pupils consolidate their statutory learning about puberty, menstruation and the physical and emotional changes associated with growing up. They also build upon the non-statutory Sex Education taught in Year 5.

Pupils are taught:

• That conception usually occurs when a sperm fertilises an egg following sexual intercourse and, in an age-appropriate and factual way, what sexual intercourse means.

• How a baby develops during pregnancy and how babies are born.

• That some people may require medical assistance, such as IVF, to conceive a baby.

• That feelings and relationships can change as people grow older, including developing feelings of attraction towards another person.

• That healthy relationships are based upon mutual respect, kindness and appropriate boundaries.

• That nobody should feel pressured to do something that makes them feel uncomfortable and that they should know how and where to seek help.

Teaching is factual, inclusive and appropriate to the age and maturity of our pupils. It is delivered sensitively and with consideration of pupils' different backgrounds, experiences and needs.

Parents and carers are consulted about the content of the school's non-statutory Sex Education provision. The resources used to support this teaching are available for parents and carers to view on request to the RSHE Coordinator.

Parents and carers have the right to request that their child is withdrawn from the additional non-statutory Sex Education provided by the school. This right does not extend to statutory Relationships Education, statutory Health Education or content taught as part of the statutory National Curriculum for science. Further information about the withdrawal process is provided in the relevant section of this policy.

Delivery of RSHE

Jigsaw, our PSHE programme, is delivered in an age-appropriate, developmentally appropriate and sensitive manner, primarily by class teachers. Relationships Education and Health Education are taught throughout the school as part of our wider PSHE curriculum. Additional non-statutory Sex Education is taught in Years 5 and 6.

Teaching usually takes place in mixed-gender groups. Where appropriate, teachers may adapt the organisation or delivery of particular lessons to meet the needs of pupils and ensure that all children feel safe, comfortable and able to access their learning.

Across PSHE and RSHE, we aim to provide a learning environment in which children feel safe and supported and are confident to engage appropriately in discussions about potentially sensitive subjects and themes.

Clear ground rules are essential when discussing sensitive subject matter and are established with pupils and reinforced at the beginning of relevant lessons. As a minimum, children are reminded of our three school rules: Ready, Respectful and Safe.

Ground rules include:

- We listen politely to each other.
- Everyone has the opportunity to contribute if they wish.
- Everyone has the right not to speak.
- We respect the contributions and views of others.
- We do not ask others personal questions or share personal information about other people.
- No one is expected to answer a personal question.
- We use appropriate and factual language.
- We understand that teachers cannot promise confidentiality if something is shared that suggests a child or another person may be at risk of harm.
- We use anatomically correct language when we have learnt it.

Teachers use appropriate strategies, including distancing techniques and fictional scenarios, to enable pupils to discuss sensitive issues without being required to disclose personal experiences.

Pupils are encouraged to ask questions and these are answered honestly, factually and in an age-appropriate manner. Teachers use their professional judgement when responding to questions and are not required to answer questions that are inappropriate for the age or developmental stage of the pupils. Where appropriate, pupils may be encouraged to discuss a question with a parent or carer.

If a pupil makes a disclosure or raises a concern that indicates a possible safeguarding issue, staff will follow the school's safeguarding and child protection procedures.

Dealing with Sensitive Issues and Difficult Questions

Pupils' questions will be treated with honesty, sensitivity and respect and will be answered in an age-appropriate and developmentally appropriate way. A question box may be used to provide pupils with an opportunity to ask questions anonymously, particularly during lessons covering sensitive topics.

Teachers will use their professional judgement when deciding whether and how to answer a question. Questions will be answered factually and in a way that is appropriate to the age, maturity and needs of the pupils. Staff will not be expected to answer questions that they consider inappropriate for the classroom or beyond the intended scope of the lesson.

Where a question cannot be answered appropriately within a whole-class setting, teachers may use strategies such as distancing techniques, the question box, or arranging an appropriate opportunity to speak with the pupil individually. Where appropriate, pupils may also be encouraged to discuss particular questions with their parents or carers.

Staff will maintain appropriate professional boundaries and will not promise confidentiality. If a question, comment or conversation raises a safeguarding concern or suggests that a pupil or another person may be at risk of harm, staff will follow the school's safeguarding and child protection

procedures and report the concern to the Designated Safeguarding Lead (DSL), or a Deputy DSL, as appropriate.

Where appropriate, communication with parents or carers following a sensitive discussion will be considered in accordance with the school's safeguarding procedures and the best interests of the child.

Roles and Responsibilities

The Governing Body

The Governing Body is responsible for ensuring that the school's provision for Relationships, Sex and Health Education (RSHE) meets statutory requirements and has regard to current Department for Education guidance.

The Governing Body will:

- Approve and regularly review this policy.
- Ensure that the RSHE curriculum and teaching materials are consistent with statutory guidance.
- Ensure that all pupils make progress towards the expected outcomes.
- Ensure that RSHE is accessible to all pupils, including those with special educational needs and disabilities (SEND).
- Ensure that appropriate resources and training are available to support effective teaching.
- Hold the Headteacher to account for the effective implementation of this policy.

The Headteacher

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

The Headteacher is also responsible for:

- Ensuring that the curriculum meets statutory requirements and reflects current Department for Education guidance.
- Ensuring that staff receive appropriate training and support to teach RSHE confidently and sensitively.
- Ensuring that teaching is appropriate to the age, developmental stage and needs of pupils.
- Ensuring that appropriate provision is made for pupils with SEND.
- Overseeing communication and consultation with parents and carers.
- Ensuring that parents and carers are able to access information about the curriculum and view the resources used to teach RSHE.
- Managing requests from parents and carers to withdraw their child from non-statutory Sex Education.
- Ensuring that appropriate alternative provision is made for pupils who are withdrawn from non-statutory Sex Education.

• Ensuring that this policy and the school's RSHE provision are monitored and reviewed regularly.

Staff

All staff involved in the delivery of PSHE and RSHE are responsible for:

• Delivering teaching in a sensitive, inclusive and age-appropriate manner.

• Modelling positive, respectful attitudes and relationships.

• Creating a safe and supportive learning environment.

• Responding appropriately to the individual needs of pupils, including those with SEND.

• Using agreed curriculum materials and following the school's planned programme of study.

• Responding to pupils' questions honestly, sensitively and in an age-appropriate manner.

• Maintaining appropriate professional boundaries.

• Following the school's safeguarding procedures where a question, discussion or disclosure raises a safeguarding concern.

• Monitoring pupils' learning and progress.

• Respecting arrangements made for pupils who have been withdrawn from non-statutory Sex Education.

Class teachers are primarily responsible for the delivery of PSHE and RSHE. Teaching will provide pupils with accurate and balanced information and will be delivered sensitively, taking account of the backgrounds and needs of pupils and the diverse community in which we live.

Staff do not have the right to opt out of teaching statutory Relationships Education or Health Education. Staff who have concerns about teaching any aspect of RSHE should discuss these with the Headteacher or RSHE Coordinator so that appropriate support, guidance or training can be provided.

Where staff are uncertain about how to respond to a pupil's question, they should seek advice from the RSHE Coordinator, a member of the Senior Leadership Team or, where appropriate, the Designated Safeguarding Lead (DSL).

Pupils

Pupils are expected to engage appropriately in PSHE and RSHE lessons and to follow our school rules of Ready, Respectful and Safe.

Pupils are encouraged to contribute to discussions but will not be required to answer personal questions or share personal experiences. The views and contributions of others should be treated with sensitivity and respect.

Parents and Carers

We recognise that parents and carers are the first educators of their children and have an important role in supporting their children's understanding of relationships, health and wellbeing.

We aim to develop a positive and supportive partnership with parents and carers based on openness, mutual understanding, trust and cooperation.

The school will:

• Consult parents and carers when developing and reviewing its RSHE policy and provision.

• Provide parents and carers with clear information about what is taught through PSHE and RSHE.

• Inform parents and carers about the school's approach to non-statutory Sex Education.

• Provide parents and carers with opportunities to view the curriculum materials and resources used to teach RSHE.

• Respond positively to reasonable requests to view teaching materials and answer questions about the school's provision.

• Take seriously any concerns or feedback raised by parents and carers.

• Explain clearly which elements of the curriculum are statutory and which constitute additional non-statutory Sex Education.

• Ensure parents and carers are informed of their right to request that their child is withdrawn from non-statutory Sex Education.

Parents and carers do not have the right to withdraw their child from statutory Relationships Education, statutory Health Education or relevant content within the statutory National Curriculum for science.

When a pupil is withdrawn from non-statutory Sex Education, the school will keep an appropriate record of the request and ensure that relevant staff are informed. Suitable alternative provision will be made for the pupil during the lesson.

Parents' Right to Withdraw

The school's RSHE curriculum includes both statutory and non-statutory elements.

Parents and carers:

• Do have the right to request that their child is withdrawn from some or all of the non-statutory Sex Education provided by the school; and

• Do not have the right to withdraw their child from statutory Relationships Education, statutory Health Education or content taught as part of the statutory National Curriculum for science.

Parents and carers who are considering withdrawing their child from non-statutory Sex Education are encouraged to discuss this with the Headteacher. This provides an opportunity for the school to explain the nature and purpose of the curriculum, the content that will be taught and the benefits of receiving this education.

The discussion will also provide an opportunity to consider any potential social or emotional impact of withdrawal and to answer any questions or concerns the parent or carer may have. Parents and carers will be given the opportunity to view the relevant curriculum materials and resources.

Following this discussion, if the parent or carer wishes their child to be withdrawn from some or all of the non-statutory Sex Education, the request should be made in writing to the Headteacher. In primary school, such a request will be granted.

The school will keep an appropriate record of the request. A pupil will remain withdrawn from the specified non-statutory Sex Education unless and until the parent or carer withdraws their request.

Where a pupil is withdrawn from non-statutory Sex Education, the school will ensure that they receive appropriate and purposeful alternative education during the period of withdrawal. Appropriate arrangements will be made for the pupil to complete this work away from the Sex Education lesson. Withdrawal does not apply to statutory Relationships Education, statutory Health Education or relevant content taught through the statutory National Curriculum for science.

Confidentiality

RSHE lessons are delivered in a sensitive and supportive manner. Pupils are encouraged to discuss issues and ask questions, but are reminded that staff cannot promise absolute confidentiality.

If a pupil makes a disclosure, or says something that causes a member of staff to have concerns about their safety or wellbeing, the member of staff will take the matter seriously and follow the school's Child Protection and Safeguarding Policy. This includes concerns relating to abuse, neglect, exploitation or sexual abuse.

Staff will share safeguarding information only with those who need to know in order to protect the child. Any concerns about a pupil's welfare will be acted upon immediately and reported to the Designated Safeguarding Lead (DSL), or a Deputy DSL, in accordance with the school's safeguarding procedures.

Where appropriate and safe to do so, pupils will be informed about what information needs to be shared, with whom and why. Staff will support pupils throughout this process and will encourage them, where appropriate, to talk to a parent, carer or another trusted adult.

Staff will follow all statutory safeguarding and mandatory reporting requirements. Where a teacher is informed by a girl under the age of 18 that an act of female genital mutilation (FGM) has been carried out on her, or personally observes physical signs that appear to show that FGM has been carried out, the teacher must personally report this to the police in accordance with the mandatory reporting duty. Suspected or at-risk cases will be dealt with in accordance with the school's safeguarding procedures.

All safeguarding concerns and disclosures arising through RSHE will be managed in accordance with the school's Child Protection and Safeguarding Policy and current statutory safeguarding guidance.

Special Educational Needs and Disabilities (SEND)

At St Nicholas Priory, we are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), are able to access and fully participate in PSHE and RSHE.

Teaching will be adapted and differentiated where necessary to meet the individual needs, developmental stage and understanding of pupils. This may include adapting teaching methods, resources, language, pace or level of support to ensure that learning is accessible and meaningful.

Teachers will work with the school's Special Educational Needs and Disabilities Coordinator (SENDCo), where appropriate, to identify suitable adaptations and support for individual pupils.

Particular consideration will be given to preparing pupils with SEND for the changes, relationships and situations they may encounter as they grow older. Teaching will support pupils to develop their understanding of healthy and safe relationships, appropriate boundaries, consent, personal safety and how to recognise and report concerns or seek help.

Any adaptations made will maintain the intended learning and safeguarding purpose of the curriculum while ensuring that teaching is appropriate to pupils' individual needs.

Equality and Diversity

At St Nicholas Priory, we are committed to ensuring that all pupils are treated with dignity and respect and are able to access PSHE and RSHE in a safe, inclusive and supportive environment.

The school will comply with its duties under the Equality Act 2010, including the Public Sector Equality Duty (PSED). RSHE will be taught in a way that does not unlawfully discriminate against pupils or amount to harassment.

Teaching and resources will be reviewed to ensure that they are appropriate, inclusive and consistent with equality legislation and the school's Equality Policy. Pupils will be supported to understand the importance of equality, respect and the need to challenge prejudice, discrimination and harmful stereotypes.

Teaching will recognise that families, relationships and communities can take different forms. Pupils will be taught to respect others, including those whose families, backgrounds, beliefs or circumstances may be different from their own. Where appropriate and age-appropriate, teaching will reflect the protected characteristics set out in the Equality Act 2010.

RSHE will be taught factually and without unlawful discrimination. Where different views, beliefs or perspectives are explored, these will be presented appropriately and respectfully. Staff will distinguish between matters of fact and law and areas where different views or beliefs exist and will not seek to promote their own personal views.

We recognise and value the diverse nature of our school and wider community. Teaching will take account of pupils' religious, cultural and other backgrounds while ensuring that all pupils receive their statutory curriculum entitlement.

Through PSHE and RSHE, pupils will be encouraged to develop respect for others, recognise and challenge stereotypes and prejudice, and understand that discrimination, bullying and harassment are unacceptable.

Complaints Procedure

Any concerns regarding the school's PSHE and RSHE provision should, in the first instance, be discussed with the class teacher, RSHE Coordinator or Headteacher, as appropriate.

The school will aim to resolve concerns through discussion and partnership with parents and carers. Where a concern cannot be resolved informally, parents and carers may follow the St Nicholas Priory Primary School Complaints Procedure, which is available from the school.

Monitoring Arrangements

The delivery and effectiveness of PSHE and RSHE are monitored by the RSHE Lead, with support from members of the Senior Leadership Team.

Monitoring may include:

- Learning walks and lesson visits.
- Pupil voice.
- Review of curriculum planning and teaching resources.
- Review of pupils' learning and outcomes.
- Discussions with teaching staff.
- Subject monitoring days.

Pupils' progress and development in PSHE and RSHE are monitored primarily by class teachers through ongoing assessment and observation. Assessment is used to identify pupils' understanding, inform future teaching and ensure that pupils are making progress through the planned curriculum.

The RSHE Lead will use monitoring information to evaluate the effectiveness of provision, identify areas for development and ensure that the curriculum remains appropriate, inclusive and consistent with statutory requirements and current Department for Education guidance.
This policy and the school's PSHE and RSHE provision will be reviewed regularly and updated when necessary to reflect changes to statutory guidance, legislation or the needs of the school community.

Related Policies and Statutory Guidance

This policy should be read alongside the following school policies and procedures:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Equality Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Complaints Procedure

This policy has also been developed with regard to the following statutory guidance and legislation:

- Department for Education – *Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance*
- Department for Education – *Keeping Children Safe in Education*
- *Equality Act 2010*
- *Children and Social Work Act 2017*
- *Education Act 1996*
- National Curriculum for Science

Review Date: September 2027