Powick Church of England Primary School

Relationships and Health Policy

Written: April 2026	Next review Date: April 2027

'Embracing Learning Together'

At Powick CE Primary School we are a caring Christian community where everyone is welcome and, following the example set by Jesus, we thread kindness and compassion through everything we do. Through working together, we desire for everyone in our community to flourish by developing their God given talents.

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Powick Church of England Primary School.

Statement of intent

At Powick Primary 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 and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and 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.

At Powick Primary School, we are choosing to teach aspects of sex education, although this is not a legal requirement, to our Year 6 children. 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.

As a Church of England School, we fully adhere to the Church of England Education Office guidelines that Relationships and Health Education will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. Our relationships, sex and health curriculum is underpinned by two key biblical passages:

So God created humankind in his image, in the image of God he created them. (Genesis I:27, NRSV)

I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)

We believe that we have a duty to educate pupils to understand the rights of all people to live freely without discrimination, therefore fulfilling our duty to prepare pupils to live in modern Britain. We recognise the importance of all children gaining an understanding of the world in which they are growing up, and learning how to live alongside, and show respect for, a diverse range of people.

1. Legal framework

1.1. This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance July 2025 (curriculum implementation by September 2026 – we are implementing from September 2025)
- Equality Act 2010
- DfE (2014) 'Science programmes of study: key stages 1 and 2'
- KCSIE, including updated guidance September 2025

1.2. This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Online Safety Policy

2. Roles and responsibilities

2.1. The governing body is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Making sure the religious ethos of the school is maintained and developed through the subjects.

2.2. 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 governing body on the effectiveness of this policy.

- Ensuring the review of this policy on an annual basis by the subject leader.

2.3. The relationships 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 through Deep Dives.
- Reviewing this policy and reporting to the headteacher on an annual basis.

2.4. The appropriate 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 subject.
- Liaising with the SEND Lead to identify and respond to individual needs of pupils with SEND.
- Working with the relationships and health education subject leader to evaluate the quality of provision.

2.5. The SEND Lead 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.

3. Organisation of the curriculum

3.1. Every primary school is required to deliver statutory relationships education and health education.

3.2. For the purpose of this policy, **"relationships and sex education"** is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

3.3. For the purpose of this policy, **"health education"** is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

3.4. The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school's PSHE curriculum.

3.5. The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2025) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance.

3.6. The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

3.7. The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.

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

- Questionnaires and surveys
- Parent Partnership Meetings
- Training sessions
- Newsletters and letters

3.9. 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.
- Emailing office@powick.dowmat.education FAO the headteacher.

3.10. The school has organised a curriculum that is age-appropriate for pupils within each year group, taking account of the views of teachers, parents and pupils.

3.11. When organising the curriculum, the religious backgrounds of all pupils are considered so that the topics are taught appropriately.

4. Consultation with parents

4.1. The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum.

4.2. The school works closely with parents by establishing open communication – all parents are consulted as outlined in section 3 of this policy.

4.3. Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subject
- The resources that will be used to support the curriculum

4.4. 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.

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

5. Relationships education overview

Families and people who care for me

5.1. By the end of primary school, pupils will know:

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

2. 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.

3. 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.

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

5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

5.2. By the end of primary school, pupils will know:

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

2. 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.

3. 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.

4. 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.

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

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

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

Respectful, kind relationships

5.3. By the end of primary school, pupils will know:

1. 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.

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

3. 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.

4. 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.

5. 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.

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

7. The conventions of courtesy and manners.

8. 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.

9. 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.

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

11. 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

5.4. By the end of primary school, pupils will know:

1. 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.

2. 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.

3. 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.

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

5. 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.

6. 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

5.5. By the end of primary school, pupils will know:

1. 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.

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

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

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

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

6. 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.

7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

6. Relationships education per year group

6.1. The school is free to determine, within the statutory curriculum content outlined in section 5, what pupils are taught during each year group.

6.2. The school always considers the age and development of pupils when deciding what will be taught in each year group.

6.3. The school plans a progressive curriculum using SCARF (Safety, Caring, Achievement, Resilience, Friendship) as part of the Coram Life Education PSHE scheme of work. The topics are built upon prior knowledge taught in previous years as the pupils progress through school, to provide a smooth transition to secondary school.

6.4. The curriculum is accessed online and is updated to fit with current legislation.

6.5. Appendix A gives the Relationships curriculum overview colour-coded in yellow, showing the half-termly topics of 'Me and my Relationships', 'Valuing Difference'

and ‘Rights and Respect’ for each year group and the progressive nature of our curriculum.

7. Health education overview

> 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.

Pupils should be supported to develop strategies for self-regulation, perseverance and determination, even in the face of setbacks.

Effective teaching should aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health.

Health education in primary starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness. The relationships between physical health and mental wellbeing should be emphasised, as well as the benefits of physical activity and time spent outdoors.

General wellbeing

7.1. By the end of primary school pupils will know:

1. 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.
2. The importance of promoting general wellbeing and physical health.
3. 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.
4. How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.

8. 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.

9. 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).

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

11. **Wellbeing online**

7.2. By the end of primary school, pupils will know:

1. 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.

2. 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.

3. 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.

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

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

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

7. 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.

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

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

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

11. Where and how to report concerns and get support with issues online

Physical health and fitness

7.3. By the end of primary school, pupils will know:

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

2. 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.

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

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

Healthy eating

7.4. By the end of primary school, pupils will know:

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

2. Understanding the importance of a healthy relationship with food.

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

4. 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).

Drugs, alcohol, tobacco and vaping

7.5. By the end of primary school, pupils will know:

1. 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.

Health protection and prevention

7.6. By the end of primary school, pupils will know:

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

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

3. 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.

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

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

6. 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

7.7. By the end of primary school, pupils will know:

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

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

Basic first aid

7.8. By the end of primary school, pupils will know:

1. How to make a clear and efficient call to emergency services if necessary including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
3. In line with SCARF updates 2025, learning about sepsis (what it is, the symptoms and what we need to do if we think someone is suffering from sepsis).

Developing bodies

7.9. By the end of primary school, pupils will know:

1. 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.

2. 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.

3. 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 earlier, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

8. Health education per year group

8.1. The school is free to determine, within the statutory curriculum content outlined in section 7, what pupils are taught during each year group.

8.2. The school always considers the age and development of pupils when deciding what will be taught in each year group.

8.3. The school plans a progressive curriculum using SCARF (Safety, Caring, Achievement, Resilience, Friendship) as part of the Coram Life Education PSHE scheme of work. The topics are built upon prior knowledge taught in previous years as the pupils progress through school to provide a smooth transition to secondary school.

8.4. Appendix B gives the Health Education curriculum overview colour-coded in green, showing the half-termly topics of 'Keeping Myself Safe', 'Being my Best' and 'Growing and Changing' for each year group and the progressive nature of our curriculum.

9. Sex education

Although it is not statutory to deliver sex education outside of the science curriculum at primary level, the DfE recommends that ***all*** primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that children are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle. At Powick Primary we adhere to the recommendations laid out by the Department for Education.

9.1. All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

9.2. The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.

9.3. At our school, we do teach pupils sex education beyond what is required of the science curriculum.

9.4. Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with section 3 and section 4 of this policy. .

9.5. Steps should be taken to pro-actively engage parents and make sure they are aware of what is being taught in RSHE. These steps might include inviting parents into school to discuss the curriculum content and the importance of RSHE for wellbeing and safety, inviting them to discuss any concerns, and supporting parents in managing conversations with their children about RSHE topics. Schools must consult parents when developing and reviewing their RSE policies.

9.6. Schools should show parents a representative sample of the resources that they plan to use, enabling parents to continue conversations started in class, and should ensure that parents are able to view all curriculum materials used to teach RSHE on request. Parents are not able to veto curriculum content, but schools must consult with parents when developing their RSHE policy and it is right that they are able to see what their children are being taught, especially in relation to sensitive topics, and schools should respond positively to requests from parents to see material. We offer this annually.

9.7. The age and development of pupils is always considered when delivering sex education. Pupils should understand the importance of equality and respect throughout their education. They should learn about all protected characteristics. It is strongly recommended that primary schools teach about healthy loving relationships, and to include same-sex parents along with other family arrangements when discussing families

9.8. In Upper Key Stage 2, alongside the SCARF Coram Life Education units of work, BBC productions to complement our sex education curriculum. Year 5 cover puberty and body changes; Year 6 cover this as well as human sexual reproduction.

The structure of the sessions are as follows:

<u>Year 5</u>

Birth to present day: the changes.

Puberty: looking after our bodies during puberty.

Changes the body goes through during puberty with a focus on sweat, hair, growth.

Am I the same as everybody else?

Menstruation: just the girls (boys in Year 6 will be taught this content).

<u>Year 6</u>

Taught to girls and boys separately over two sessions:

Session 1: Understand the body changes that happen during puberty and the reasons why.

Looking after my body during puberty. Detailed changes the body goes through for boys and girls with Puberty e-books used.

Menstruation - details taught to girls and boys separately.

Session 2: Recap on the body changes that relate to sex organs.

Human reproduction using BBC Teach KS2 PSHE content. 1. Reproductive organs. 2. Puberty recap. 3. Attraction and loving relationships. 4. Sexual intercourse making babies.

Human life in the womb.

Supplementary content that the children have raised in past lessons: IVF and Caesarean sections.

SCARF covers Feelings, Family life and Friendships comprehensively.

We are compliant with all DfE guidelines and legislation. Thereby, we do not teach as fact that all people have a gender identity (2025 RSHE Statutory Guidance).

10. Social Emotional Literacy (SEL)

As part of our PSHE curriculum, we recognise the importance of Social Emotional Literacy in achieving improved attitudes, behaviour and relationships with peers, and reduced emotional distress for our pupils. By fully implementing the SCARF PSHE curriculum, it has an integral role in helping our pupils with their:

- Self-awareness – identifying emotions, accurate self-perception, recognising their strengths, self-confidence and self-efficacy
- Self-management – self-motivation and goal setting
- Social awareness – understanding emotions, empathy, sympathy, appreciating diversity, respect for others
- Relationship skills – communication, relationship building, teamwork
- Responsible decision making – solving problems, ethical responsibility

11. Delivery of the curriculum and assessment

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

11.2. 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.

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

11.4. 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.

11.5. At the point we consider it appropriate to address with pupils LGB (lesbian, gay, bisexual), we will ensure that this content is fully integrated into the relationships and health curriculum, rather than delivered as a standalone unit or lesson. We

recognise representations in our community. We respond robustly to Government guidance and adhere to recommendations and legislation. See Appendix E.

11.6. Pupils will be taught about LGB in Year 6; however, we will always consider the development and maturity of pupils before teaching this topic, again addressing government guidance. We do not teach as fact that all people have a gender identity – government guidance.

11.7. The school ensures 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.

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

11.9. Classes may be taught in boys / girls separate groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in separate groups.

11.10. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

11.11. Resources will be selected with sensitivity given the age, developmental stage and cultural background of pupils, reflecting diversity in modern Britain.

11.12. 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.

11.13. Teachers will establish what is appropriate for small group and whole-class settings and alter their teaching of the programme accordingly.

11.14. 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 appropriate to the pupil's age, never sharing their own beliefs or political persuasions.

11.15. Teachers will focus on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

11.16. 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.

11.17. 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.

11.18. Any resources or materials used to support learning will be formally assessed by the relationships and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.

11.19. 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 these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

11.20. Whilst there are no formal examinations for the relationships, sex and health curriculum, the school will undertake informal assessments to determine pupil progress. Using SCARF formative assessment grids for the whole class, specific to year group with key learning objectives and skills assessed against, class teachers make a judgement as to where pupils are attaining at the end of each of the six units of study. Criteria is 'Emerging', 'Expected' and 'Exceeding' with key learning statements taken from the curriculum. For Year R, SCARF links directly with the EYFS framework.

12. Working with external experts

12.1. 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. Coram Life Education bring their 'Life Base' lessons to school for interactive sessions linked to the children's learning in class. This is delivered remotely where public health deems it necessary.

12.2. The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum.

12.3. The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.

12.4. Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.

12.5. The school will also 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.

12.6. The school will 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.

12.7. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

13. Equality and accessibility

13.1. 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:

- Age
- Sex or sexual orientation

- Race including colour, nationality, ethnic or national origin
- Disability
- Religion or belief
- Gender reassignment

13.2. The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

13.3. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.

13.4. 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.

13.5. 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 of sexual harassment.

13.6. 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.

13.7. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

14. Curriculum links

14.1. The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.

14.2. 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** – pupils learn about online 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. As part of safeguarding and response to local police raising local crime statistics (https://www.police.uk/pu/your-area/west-mercia-police/kempsey-and-alfrick/?yourlocalpolicingteam=about-us), we teach our children about keeping themselves safe, road safety and how to report anything worrying. Police visits are welcomed and initiated if there is a local issue affecting our school community, we also have NSPCC talks once a year. Year 6 children have the opportunity to participate in Bikeability sessions led by experienced practitioners.
- **PSHE** – full integration with this subject, with pupils learning about respect and difference, values, characteristics of individuals, how to manage their money and how to live a healthy and safe life.

15. Withdrawing from the subjects

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

15.2. 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.

15.3. The headteacher will automatically grant withdrawal requests in accordance with point 14.2; 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.

15.4. The headteacher will discuss with the parent, the benefits of 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.

15.5. The headteacher will keep a record of the discussion between themselves, the pupil and the parent.

15.6. The headteacher will 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.

15.7. The parent will be informed in writing of the head teacher's decision.

15.8. Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

16. Behaviour

16.1. The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.

16.2. 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.

16.3. Any occurrence of these incidents will be reported to a member of school staff, who will then investigate and use the strategies and sanctions set out in our Behaviour Policy and Anti-Bullying Policy.

16.4. The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in the LA of the action taken.

17. Staff training

17.1. All staff members at the school will undergo training to ensure they are up-to-date with the relationship, sex and health education programme and associated issues.

17.2. Members of staff responsible for teaching the subjects will undergo further training, led by the relationships and health education subject leader, to ensure they are fully equipped to teach the subjects effectively.

17.3. 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.

18. Confidentiality

18.1. 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.

18.2. Teachers will, however, alert the headteacher (DSL) about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

18.3. Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action will be taken if they choose to report a concern or make a disclosure.

18.4. 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.

19. Monitoring quality

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

19.2. The relationships and health education subject leader will conduct subject assessments, which will include a mixture of the following:

- Self-evaluations

- Lesson observations
- Pupil Voice opportunities
- Learning walks
- Work scrutiny
- Lesson planning scrutiny
- Assessments made by teaching staff against the objectives of learning.

These are recorded on the school's 'Teams' files under 'Termly Foundation Assessments'. Teachers carry out half-termly assessments once a unit of learning is completed.

19.3. The relationships and health education subject leader will carry out three Deep Dives per year to scrutinise the quality of teaching and learning within the subject.

19.4. The relationships and health education subject leader will work consistently with the headteacher to evaluate the effectiveness of the subjects and implement any changes.

19.5. The relationships and health education subject leader will provide support in the development of skills and knowledge for embedding change and prioritise implementation for Social Emotional Literacy and monitor and evaluate the impact of this implementation.

20. Monitoring and review

20.1. This policy will be reviewed on an annual basis by the relationships and health education subject leader and headteacher. The next scheduled review date for this policy is January 2027.

20.2. 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.

20.3. The governing body is responsible for approving this policy.

20.4. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Author	**Jane Cluley**
Date	**January 2020**
Date ratified	**January 2020**
Review date	**January 2021**
Date reviewed and re-ratified	**January 2021**
Review date	**January 2022**

Date reviewed and re-ratified	**January 2022**
Review date	**January 2023**
Date reviewed and re-ratified	**January 2023**
Review date	**January 2024**
Date reviewed and re-ratified	**January 2024**
Review date	**January 2025**
Date reviewed and re-ratified	**January 2025**
Review date	**January 2026**
Date reviewed and re-ratified	**September 2025 (new Government guidance released)**
Review date	**January 2027**

21. Appendices

Appendix A Overview of the curriculum – Relationships: Year R to Year 6.

PSHE and wellbeing long-term plan (including DfE statutory requirements for Relationships Education and Health Education)

Year/Term	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
Y1	Feelings Getting help Classroom rules	Recognising, valuing and celebrating difference Developing tolerance and respect	How our feelings can keep us safe Keeping healthy Medicine Safety	Taking care of things: My self My money My environment	Growth Mindset Keeping by body healthy	Getting help Becoming independent My body parts
Y2	Bullying and teasing	Being kind and helping others	Safe and unsafe secrets	Cooperation Self-regulation	Growth Mindset	Life cycles Dealing with loss

	Our school rules about bullying Being a good friend Feelings/self-regulation	Listening Skills	Appropriate touch Medicine safety		Looking after my body	Being supportive
Y3	Cooperation Friendship (including respectful relationships)	Recognising and respecting diversity Being respectful and tolerant	Managing risk Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped	Keeping myself healthy Celebrating and developing my skills	Relationships Keeping safe
Y4	Recognising feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment	Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including staying safe online Norms around use of legal drugs (tobacco, alcohol)	Rights and responsibilities Rights and responsibilities relating to my health Decisions about lending, borrowing and spending	Growing independence and taking responsibility Media awareness and safety	Managing difficult feelings Managing change Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches	Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour	Emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money	Aspirations and goal setting Managing risk	Keeping safe Body Image Self esteem

Appendix B Overview of the curriculum – Health Education: Year R to Year 6.

PSHE and wellbeing long-term plan (including DfE statutory requirements for Relationships Education and Health Education)

Year/Term	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference	Keeping my body safe Safe secrets and touches	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep	Cycles Life stages

		Showing kindness	People who help to keep us safe		Growth Mindset	
Y1	Feelings Getting help Classroom rules	Recognising, valuing and celebrating difference Developing tolerance and respect	How our feelings can keep us safe Keeping healthy Medicine Safety	Taking care of things: My self My money My environment	Growth Mindset Keeping by body healthy	Getting help Becoming independent My body parts
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation	Growth Mindset Looking after my body	Life cycles Dealing with loss Being supportive
Y3	Cooperation Friendship (including respectful relationships)	Recognising and respecting diversity Being respectful and tolerant	Managing risk Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped	Keeping myself healthy Celebrating and developing my skills	Relationships Keeping safe
Y4	Recognising feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment	Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including staying safe online Norms around use of legal drugs (tobacco, alcohol)	Rights and responsibilities Rights and responsibilities relating to my health Decisions about lending, borrowing and spending	Growing independence and taking responsibility Media awareness and safety	Managing difficult feelings Managing change Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches	Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour	Emotional needs Staying safe online Drugs: norms and risks (including the law).	Understanding media bias, including social media Caring: communities and the environment Earning and saving money	Aspirations and goal setting Managing risk	Keeping safe Body Image Self esteem

Appendix C: Recognising and Reporting Abuse in Education

In teaching the Relationships, Sex and Health Education curriculum, at Powick CE Primary School we have full regard for the statutory guidance which will ensure that children understand what positive, healthy and respectful relationships look like, on and offline. We use our SCARF programme of study from Year Reception to Year 6 to build knowledge and understanding for this, fostering a security for our children in knowing what safety and happiness looks like. Keeping safe is an integral part of the children's relationships' education.

As part of our PSHE Relationships curriculum, through our SCARF programme and discreet Sex Education curriculum (for Years 5 and 6), we teach pupils the knowledge they need in order to recognise and report abuse, including emotional, physical and sexual abuse. This goes hand-in-hand with our robust safeguarding policy to make sure teachers, pastoral staff and the designated safeguarding lead are equipped to deal with sensitive discussions and potential disclosures.

We always have and will continue to take these matters very seriously. The Everyone's Invited charity campaign has rightly served to focus our minds on the need to continue to work together to protect children. Creating a culture that fosters healthy relationships and challenges harassment and abuse is integral to this.

The NSPCC helpline, Report Abuse in Education, launched on 1 April 2021, is a resource about which staff are aware. Working with the Department for Education (DfE), who commissioned the NSPCC on this initiative, the bespoke helpline provides appropriate support and advice to victims of abuse and harassment, and concerned adults, including onward action such as contacting the police if they wish to.

This dedicated helpline 0800 136 663 will offer support to:

- all children and young people making current and non-recent disclosures of sexual harassment or abuse on school grounds within school time, and incidents linked to school in any capacity
- any children or young people who want to talk about being involved or witnessing any incidents
- any adults who have experienced non-recent abuse
- parents and carers who have any concerns about their own or other children
- professionals who work in schools and need support in this or related issues

Young people and adults can contact the NSPCC helpline, Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk.

At Powick CE Primary School, we educate our children and work with our families to ensure the safety of our pupils.

Appendix D: How our PSHE/RSE curriculum addresses KCSIE 2025

Date: Autumn 2025

At Powick CE Primary School, our community, and our place within it, are at the centre. Our vision is to enable all the children in our care to fulfil their potential, embracing learning

together which includes becoming caring members of our community and positive role models to others.

We build skills for life by applying our Christian values alongside a well-planned PSHE curriculum. We foster children's self-esteem and help them to build positive relationships with others.

In teaching the Relationships, Sex and Health Education curriculum at Powick CE Primary School through PSHE, we have full regard for the statutory guidance which will ensure that children understand what positive, healthy and respectful relationships look like, on and offline. We use our SCARF programme of study from Year Reception to Year 6 to build knowledge and understanding for this, fostering a security for our children in knowing what safety and happiness looks like. Keeping safe is an integral part of the children's relationships' education.

As part of our PSHE Relationships curriculum, through our SCARF programme and discreet Sex Education curriculum (for Years 5 and 6), we teach pupils the knowledge they need in order to recognise and report all forms of abuse, including child-on-child abuse in the emotional, physical and sexual spheres, providing them with the safe space to do this. This goes hand-in-hand with our robust safeguarding policy to make sure teachers, pastoral staff and the designated safeguarding leads are equipped to deal with sensitive discussions and potential disclosures. We use CPOMS to record all matters that are of concern or observations that help us to build a picture. We always have and will continue to take these matters very seriously.

Creating a culture that fosters healthy relationships and challenges harassment and abuse is integral to this. Reporting abuse through a bespoke NSPCC helpline provides appropriate support and advice to victims of abuse and harassment, and concerned adults, including onward action such as contacting the police if necessary. Our children are made aware of the avenues they can take, integral to which is the network of support at school: having 'trusted adults' who are approachable, understanding and caring.

How our PSHE curriculum supports teaching and learning about protected characteristics

We recognise the importance of all children gaining an understanding of the world in which they are growing up, and learning how to live alongside, and show respect for, a diverse range of people. Our Wonderful World themed days are designed to explore more deeply these issues, while our PHSE lessons address protected characteristics as part of a progressive curriculum.

At Powick CE Primary we promote equality and children's understanding of the protected characteristics through a planned curriculum that is delivered so that children develop age-appropriate knowledge and understanding. Teaching and learning about protected characteristics is fully integrated into SCARF, across the spiral curriculum. For example, our children learn about the different types of family groups that exist within society, appropriate to their level of understanding and life experiences. Prejudice and discriminatory behaviours are recognised and addressed as contrary to our school values and distinctive Christian vision.

Some protected characteristics benefit from the in-depth coverage that will give children time to explore the knowledge and attitudes that will help them develop an appreciation of them. SCARF lessons that provide this greater depth to the relevant protected characteristics span from Year R to Year 6, however teaching and learning about them threads through many SCARF lesson plans.

Children's personal development ensures that understanding of any form of abuse or bullying in regard to age, disability, gender, race, religion or belief, or sexual orientation is age-appropriate and relevant, being taught through our SCARF curriculum and recognised as being unacceptable. For example, LGB inclusion is part of the statutory relationships education/relationships and sex education curriculum. LGB inclusive education focuses on promoting equality, increasing understanding and improving the educational experiences of LGB young people partly by including LGB identities in SCARF resources.

We continue to recognise the impact of domestic abuse, including the potential short-term and long-term detrimental impact on children's health, wellbeing, and ability to learn if they are experiencing (or witnessing, therefore experiencing) domestic abuse at home or within their own intimate relationships. Our comprehensive PSHE curriculum is kept up-to-date and addresses issues at an age-appropriate knowledge and understanding level.

Online safety is addressed in our spiral PSHE curriculum and complements the learning covered in Computing across the age groups, adhering to our Online Safety Policy. Key messages, for example 'Block it, report it, delete it' are taught and the children are keenly aware of these by Year 6 as cumulative learning takes place across our primary school. Teaching appropriate to age about child-on-child online sexual abuse (sharing of inappropriate images for example) recognises the importance this is given in KCSIE. The use of social media to promote negative attitudes and behaviours (stereotypes and gender roles for example), or extreme views, are addressed through the critical thinking that is promoted through our PSHE lessons, understanding that protection from discrimination by treating people with respect and dignity is what we foster, promote and exemplify, keeping children safe in education.

We recognise and address the information in the KCSIE 2025 document with regard to the mental health of children affecting attendance. Our detailed and robust PSHE curriculum is one element of children's weekly experience at Powick CE Primary where they can express their feelings and appreciate one another's, recognising what it is to be part of a secure and safe learning community. This extends to our acknowledgement of exploitation and children being susceptible if they fit risk factors detailed in the KCSIE document. These risk factors are at the forefront of our planning and delivery when relevant to a class: LAC, SEND, bereaved and those in poverty for example. The SCARF documentation has a range of extra support materials which teachers are able to easily access to cover issues that arise with a child or class, and at Powick CE Primary we are ready to adapt learning experiences for the children alongside their specified curriculum learning, in order to keep them safe.

Jane Cluley. Autumn 2025.

Appendix E: Gender-questioning in Education in line with latest Government guidance December 2023.

Gender-questioning guidance from DfE.

At Powick, we are rigorous about recording discussions we have with children that need to be brought to the attention of Miss Worthington as our Safeguarding Lead via CPOMS. This will be the policy that we should follow, should any gender-questioning issues arise with members of our classes. The DSL has a duty to take the necessary safeguarding steps, as are already in place for any safeguarding issue, as detailed in our school policy.

The guidance can be found at:

https://educationhub.blog.gov.uk/2023/12/19/gender-questioning-children-guidance-schools-colleges/

The key messages are:

Schools and colleges have a duty to safeguard and promote the welfare of all children, which means that a cautious approach should be taken when responding to requests to social transition.

Schools and colleges should create an environment that is respectful of all beliefs. This means no one should be expected to use preferred pronouns.

While the guidance is there to help teachers, parents' views should be at the centre of every decision schools make about their child.

Date	Reason for amendment	Ratified by LAB
Summer 2026	Adjustment with RSE legislation	5.10.26