



Grasmere Academy

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RHE Policy

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Statement of intent

At Grasmere Academy, we will provide age-appropriate relationships and health education (RHE) to all pupils as part of the school's statutory curriculum. Our school aims to assure parents and pupils that all aspects of RHE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to RHE will be delivered in a sensitive manner as part of a whole-school approach where parents and teachers work in partnership.

RHE is compulsory in all primary schools in England. The key topics applicable for all key stages have been carefully planned in consultation with responses from parents, young people, schools and experts. Parents are given the opportunity to discuss this policy at any time and staff will be provided with accurate training and further resources to deliver lessons to pupils.

We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which is required to be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and ensures they can talk to a trusted adult if there is anything worrying them. Health education focuses on equipping pupils with the knowledge they need to make informed decisions about their own health and ensures they receive factual information about the changes they will experience emotionally and physically during puberty.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health education (RHE) for all our pupils. This policy sets out the framework for our RHE curriculum, providing clarity on how it is informed, organised and delivered. Any sex education included within the curriculum consists of age-appropriate content which covers how babies are conceived and how they are born. Sex education does not go above and beyond the focus of reproduction.

1. Legal framework

This policy has due regard to the most up to date versions of relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act
- Section 80A and section 403 of the Education Act
- Equality Act
- Children and Social Work Act
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations
- DfE 'Science programmes of study: key stages 1 and 2'
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

- DfE 'Teaching about relationships, sex and health'
- DfE 'Keeping children safe in education'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Inclusion Policy
- Child-on-child Abuse Policy
- Anti-bullying Policy
- Online Safety Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Playing an active role in monitoring, developing and reviewing the policy and its implementation in school.
- Appointing a link governor for RHE who supports the school and monitors any aspects of RHE.
- 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.

The headteacher will be responsible for:

- The overall implementation of this policy.
- Ensuring adequate time on school timetable to deliver RHE as a statutory curriculum subject.
- Providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RHE to pupils; for example, if staff do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn from sex education teaching.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

- Ensuring that all staff receive ongoing training on issues relating to PSHE and RHE and how to deliver lessons on such issues.
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RHE.
- Ensuring that parents are fully informed of this policy and the RHE resources are available to parents beforehand.
- Discussing and reviewing requests from parents to withdraw their children from sex education teaching.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The RHE subject leader will be responsible for:

- Overseeing the delivery of the subjects.
- Ensuring that staff values and attitudes will not prevent them from providing a balanced RHE in school.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- Ensuring the subjects are age-appropriate and high-quality and up to date.
- 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, and health curriculum.
- Ensuring the relationships and health curriculum, as well as any optional sex education, is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Liaising and working in partnership with parents and carers to support further conversations at home and to share the resources ahead of teaching upon request.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The SENCO will be 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.
- Ensuring that the needs of vulnerable pupils are taken into consideration in designing and teaching RHE.

The appropriate teachers will be responsible for:

- Delivering a high-quality and age-appropriate relationships 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.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the RHE subject leader to evaluate the quality of provision.

Parents will be responsible for:

- Supporting their children through their personal development and the emotional and physical aspects of growing up.
- Ensuring that they are aware of curriculum content, organisation and delivery.
- Fostering an open home environment where pupils can engage, discuss and continue to learn about topics that have been taught in school.
- Liaising with the school to seek additional support if needed.

3. Organisation of the curriculum

The school understands that it is required to deliver statutory relationships education and health education, and that it has the freedom to determine how this will be taught in the context of a broad and balanced curriculum.

The school will organise the teaching of RHE:

- As a standalone subject - RHE
- As a joint subject – PSHE/ RHE

For the purpose of this policy:

- “**Relationships education**” is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- “**Health education**” is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

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

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

The school is dedicated to ensuring the RHE curriculum meets the needs of the whole community; therefore, the curriculum is informed by issues in both the school, and the wider community, to ensure it is tailored to pupils’ needs. For example, if there were to be a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

The school will teach pupils the knowledge they need to recognise and report abuse, including emotional, physical and sexual abuse. Teaching will focus on ensuring pupils understand boundaries and privacy with peers, families and others, in all contexts, including online.

The school may consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys.
- School website.
- Seesaw.
- Focus groups.
- Meetings.
- Training sessions.
- Newsletters and letters.

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

- Organising a meeting with the headteacher.
- Emailing info@grasmereacademy.org.uk.

4. Consultation with parents

The school understands the important role parents play in enhancing their children’s understanding of relationships and health and how important parents’ views are in shaping the curriculum.

The school will consult closely with parents when reviewing the content of the school’s RHE curriculum and will give them regular opportunities to voice their opinions. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a ‘veto’ on curriculum content, and all final decisions will be made by the school. The school will permit parents access to all curriculum materials and the school will not enter into contracts with outside providers that seek to prevent parents from seeing materials.

The school will be mindful of the personal circumstances of all pupils to ensure there is no stigmatisation based on home circumstances, support networks or family needs.

Parents will be provided with the following information:

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

The school will work closely with parents in reviewing the sex education curriculum and will consult annually regarding content, organisation and delivery of the curriculum.

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns, and help parents in managing conversations with their children on the issues covered by the curriculum. Parents will also be consulted in the review of this policy and encouraged to provide their views at any time.

In line with statutory guidance, parents will be given the right to request that their child be withdrawn from the additional sex education sessions delivered as part of statutory RSE, which is further outlined at section 14 of this policy.

5. Relationships education overview

Families and people who care for me

By the end of primary school, pupils will know:

- 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 happy families and are important for children's security as they grow up.
- That marriage and civil partnership 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

By the end of primary school, pupils will know:

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

By the end of primary school, pupils will know:

- 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 respectful 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 seek 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 relationships

By the end of primary school, pupils will know:

- 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

By the end of primary school, pupils will know:

- 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 the 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 until they are heard. Where to get advice e.g. family, school and/or other sources.

6. Relationships education per year group

Grasmere Academy always considers the age and development of pupils when deciding what will be taught in each year group. Grasmere Academy implements a progressive curriculum, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

By the end of Year 2, children will cover:

- growing up, the human life cycle.
- everybody's body belongs to them.
- that some parts are private.
- scientific terminology for body parts - vagina, vulva, penis, testicles, scrotum, nipples.
- about change and loss (including death).

By the end of Year 4, children will cover:

- time to change.
- emotional and physical changes that occur during puberty including menstruation, wet dreams, body hair and mood swings.
- personal hygiene.
- emotions and feelings.

By the end of Year 5, children will cover:

- giving and seeking permission.
- personal boundaries.
- appropriate and inappropriate touch.
- keeping safe - including FGM.

By the end of Year 6, children will cover:

- puberty recap.

- puberty - change and becoming independent.
- positive, healthy relationships.
- how a baby is made.
- getting a good night's sleep.

7. Health education overview

The focus of health education at primary level is teaching the characteristics of good physical health and mental wellbeing.

General wellbeing

By the end of primary school pupils will know:

- 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, and the benefits of 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

By the end of primary school, pupils will know:

- 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 there might be intention, 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

By the end of primary school, pupils will know:

- 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.

Healthy eating

By the end of primary school, pupils will know:

- 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).

Drugs, alcohol and tobacco

By the end of primary school, pupils will know:

- 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

By the end of primary school, pupils will know:

- 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 check-ups at the dentist.
- About personal hygiene and germs, including bacteria, viruses, how they are spread and treated, and the importance of hand washing.
- 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

By the end of primary school, pupils will know:

- 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

By the end of primary school, pupils will know:

- 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

By the end of primary school, pupils will know:

- 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.

8. Sex education

All pupils must be taught the aspects of sex education outlined in the primary science curriculum; however, schools are free to determine whether pupils should be taught sex education beyond what is required of the national curriculum, with our approach being that:

We do teach pupils sex education beyond what is required of the science curriculum.

The sex education programme will be tailored to the age and the physical and emotional maturity of the pupils. It will ensure that both boys and girls are prepared for the changes that adolescence brings and will draw on knowledge of the human life cycle set out in the national curriculum for science on how a baby is conceived and born.

The school will recognise significant factors when determining the teaching approach and the materials used, including but not limited to, age, religious backgrounds, any special education needs or disabilities of pupils.

Parents will be fully consulted in the organisation and delivery of our sex education curriculum, in accordance with the 'Organisation of the curriculum' and 'Consultation with parents' sections of this policy. Parents will be given the opportunity to advise on what should be taught through sex education. Parents will be offered support in talking to their children about sex education and how to link this with the curriculum taught in school.

9. Delivery of the curriculum

The RHE curriculum will be delivered:

- As a standalone subject - RHE
- As a joint subject – PSHE/ RHE

The school will ensure that keeping children safe and preventative education remain at the heart of PSHE and RHE teaching.

Sex education will be delivered through the science curriculum/ PSHE curriculum/ RHE curriculum.

Through effective organisation and delivery of the subject, the school will ensure that:

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

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

Teaching of the curriculum will reflect 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.

The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, developmental stages and any additional needs, such as SEND. All learning resources will be selected with sensitivity, e.g. diagrams, videos, books and games, and inappropriate images, videos etc., will not be used. Any resources or materials used will be formally assessed by the RHE subject leader before use to ensure they are appropriate for the age and maturity of pupils and sensitive to their needs.

The school will ensure that it meets the DfE's technology filtering and monitoring standards to ensure that pupils are unable to access inappropriate materials when using the internet to assist with their learning, as well as ensuring all members of the school community adhere to the provisions outlined in the school's Online Safety Policy.

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

- Establish what is appropriate for 1-2-1 and whole-class settings.
- Alter their teaching according to pupils' age, stage, understanding and background.
- Listen and answer questions sensitively, honestly and appropriately.
- Encourage pupils to ask questions and engage in discussion.
- Ensure teaching focuses on boys and girls equally.
- Plan activities to matching pupils' differing learning styles.

Whilst there are no formal examinations for the relationships and health curriculum, teachers will conduct ongoing formative assessment of pupil's knowledge and awareness. Any concerns regarding a pupils' understanding will be raised with their parents.

Opportunities to teach safeguarding

Further to the prescribed curriculum for RHE, teaching will focus on safeguarding and preventative education

The school will ensure that, as part of relationships education, pupils are taught about how to keep themselves and others safe, including online.

Education will be tailored to the specific needs and vulnerabilities of individual pupils whilst taking account of pupils who may be victims of abuse and pupils who have SEND.

Preventative education will be adopted as a whole-school approach that prepares pupils for life in modern Britain and creates a zero-tolerance culture for sexism, misogyny/misandry, homophobia, biphobia and sexual violence or harassment.

The school is aware that pupils may raise topics such as self-harm and suicide. When discussing these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative,

The school will have a clear set of values and standards which will be underpinned by the Behaviour Policy and pastoral support system, as well as by a planned programme of evidence based RHE curriculum.

The teaching of safeguarding and preventative education will be fully inclusive and developed to be age and stage of development appropriate.

Curriculum organisation

Pupils will receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression. The RHE programme is delivered through a variety of opportunities including:

- Designated PSHE time
- Circle time
- Use of external agencies and/or services
- School ethos
- Small group work
- Cross curricular links
- Assemblies
- Enrichment days and weeks
- Residential trips

Terminology

In recognition of the fact that the use of code names for body parts can facilitate the normalisation of child sexual abuse, teaching staff will use and teach pupils the anatomically correct names for body parts.

Dealing with difficult questions

The school will support teaching staff to feel comfortable to answer questions from pupils, by providing regular CPD training in how to deliver sex education, where appropriate, including sessions on confidentiality, setting ground rules, handling controversial issues, responding to 'awkward' questions and an introduction to the rationale of why teaching RHE is so important. The school will encourage teaching staff to refer questions they feel ill-equipped to answer to the RHE subject leader for advice or support in responding to the question.

Teachers will stop full class discussions where pupils begin to reveal personal, confidential information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

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

Assessment

Whilst there are no formal examinations for the relationships and health curriculum, Grasmere Academy will undertake informal assessments to determine pupil progress – these include the following:

- Discussions
- Questions and answers
- Group presentations
- Group tasks
- Projects

10. Working with external experts

The school may invite guest speakers into school to talk on issues related to RHE, e.g. an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons.

Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it. All resources used by guest speakers will be available to staff to view prior to lesson delivery.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they can participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.

- Ask to see the materials the expert intends to use to ensure it meets all pupils' needs, including those with SEND.
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

11. Equality and accessibility

The school understands its responsibilities in relation to the Equality Act 2010; specifically, that it must not unlawfully discriminate against any pupil based on their protected characteristics.

The protected characteristics are:

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

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that RHE programme is inclusive and caters to the needs of pupils with SEND or other support needs, such as those with SEMH needs.

Teachers will understand that they may need to adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other support needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school will implement a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which sets out expectations of pupils.

The school understands that RHE may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach headteacher to discuss this.

12. Curriculum links

The school seeks opportunities to draw links between RHE and other curriculum subjects wherever possible to enhance pupils' learning. RHE will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

13. Withdrawing from certain subjects

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

As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents have the right to request to withdraw their child from all or part of the sex education curriculum.

The headteacher will automatically grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.

The headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

The headteacher will discuss with the parent the benefits 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.

The headteacher will keep a record of the discussion between themselves, the pupil and the parent. The parent will be informed in writing of the headteacher's decision.

14. Behaviour

Grasmere Academy aims to foster a culture based on mutual respect and understanding for one another, and as such, has a zero-tolerance approach to bullying. Any bullying incidents caused as a result of the RHE programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises. These incidents will be dealt with following the processes in our Behaviour Policy and Anti-bullying Policy.

The headteacher will decide whether it is appropriate to notify the police or other authorities.

15. Staff training

All staff members at the school will undergo training to ensure they are up to date with the RHE programme and associated issues. Members of staff responsible for teaching the subjects will undergo further training to ensure they are fully equipped to teach the subjects effectively.

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

16. Confidentiality

The school will aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

The school is aware that confidentiality within the classroom is a critical component of RHE, and teachers will be expected to respect the confidentiality of their pupils as far as is possible and appropriate.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's Child Protection and Safeguarding Policy will be followed.

Pupils will be informed prior to delivery of RHE lessons about confidentiality, though will be informed that appropriate action will be taken if staff feel that a child is at risk of harm. Staff who breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so may face disciplinary procedures.

17. Monitoring and review

The governing board is responsible for approving this policy.

This policy will be reviewed on an annual basis by the RHE subject leader and headteacher. The next scheduled review date for this policy is date. This policy will also be reviewed in light of any changes to statutory guidance; feedback from parents, staff or pupils; and issues in the school or local area that may need addressing.

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