



Relationships, Sex and Health Education (RSHE) Policy

Academic Year: 2026–2027

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"I can do all things through Christ who strengthens me."

Philippians 4:13

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1. Vision and Christian Ethos

At Longparish Church of England Primary School, our Christian vision is at the heart of everything we do:

"I can do all things through Christ who strengthens me."

Philippians 4:13

We believe every child is uniquely created and deeply loved by God. We are committed to creating a nurturing, inclusive and aspirational learning community where every pupil is encouraged to flourish academically, socially, emotionally, spiritually and physically.

Relationships, Sex and Health Education (RSHE) plays an important role in enabling children to become confident, respectful and responsible individuals who are able to build positive relationships, make informed choices and contribute positively to society.

Our curriculum is underpinned by our Christian values of:

- **Courage**
- **Creativity**
- **Grace**

These values encourage children to:

- show kindness and compassion;
- value and respect themselves and others;
- celebrate diversity;
- make wise and responsible choices;
- recognise their own worth and the dignity of every individual.

As a Church of England school, our teaching reflects the Church's vision for education and is informed by the principles set out in **Valuing All God's Children**. We seek to create a culture where every child feels safe, valued and able to flourish, regardless of background, family circumstance, ability, culture, faith, gender or identity.

Our RSHE curriculum supports children to understand that healthy relationships are built upon:

- love
- trust
- honesty
- respect
- forgiveness
- responsibility
- compassion

We believe that strong relationships and positive wellbeing enable children to flourish both now and throughout their future lives.

2. Aims

The aim of Relationships, Sex and Health Education at Longparish CE Primary School is to equip pupils with the knowledge, understanding, skills and values they need to lead healthy, safe and fulfilling lives.

Our curriculum aims to enable pupils to:

- develop positive, respectful and healthy relationships;
- understand that families come in many forms and are based upon love, care and commitment;
- develop self-confidence, resilience and emotional literacy;
- understand the importance of kindness, empathy and forgiveness;
- recognise healthy and unhealthy relationships;
- understand personal boundaries and consent in age-appropriate contexts;
- know how and when to seek help from trusted adults;
- develop strategies to keep themselves physically and emotionally safe;
- understand online safety and responsible digital behaviour;
- recognise the risks associated with social media and emerging technologies;
- develop healthy lifestyle habits;
- understand physical and emotional changes during puberty;
- prepare confidently for the transition to secondary school;
- appreciate diversity and treat everyone with dignity and respect;
- develop the knowledge and confidence to make informed and responsible decisions.

Through our RSHE curriculum we seek to nurture children who are compassionate, reflective and equipped to flourish in modern Britain while remaining rooted in Christian values.

3. Statutory Framework

This policy has been developed in accordance with:

- Department for Education **Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (2025)**
- Children and Social Work Act 2017
- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Public Sector Equality Duty

- Human Rights Act 1998
- Keeping Children Safe in Education (current edition)
- Working Together to Safeguard Children
- SEND Code of Practice
- Church of England **Valuing All God's Children**
- Church of England RSHE Principles and Charter
- SIAMS Inspection Framework

Relationships Education and Health Education are statutory for all primary schools.

Primary schools are not required to teach Sex Education beyond the National Curriculum for Science. However, Longparish CE Primary School believes that teaching a carefully planned, age-appropriate programme of Sex Education in Year 6 helps prepare children for the physical and emotional changes of adolescence and supports a successful transition to secondary school.

Parents have the right to request that their child be withdrawn from the non-statutory Sex Education elements of the curriculum. There is no right to withdraw from:

- Relationships Education;
- Health Education;
- National Curriculum Science.

Our curriculum has been designed to ensure that teaching is:

- age appropriate;
- inclusive;
- evidence informed;
- culturally sensitive;
- developmentally appropriate;
- rooted in safeguarding principles;
- reflective of our Christian vision and values.

Teaching promotes positive relationships and healthy behaviours rather than focusing solely on risks.

Excellent. This is where the policy starts to become distinctive. I've combined the governance strength of the Kings Worthy policy with the warmth and Christian ethos of the Longparish draft.

4. Policy Development

This policy has been developed through consultation with pupils, parents, staff, governors and the wider school community. It reflects statutory guidance, the needs of our pupils and the Christian character of Longparish CE Primary School.

The development process included:

- reviewing current statutory guidance and best practice;
- considering advice from the Department for Education, the Church of England and Hampshire guidance;
- consultation with teaching and support staff;
- opportunities for parents and carers to provide feedback;
- gathering pupil voice to understand the issues that are important to children;
- discussion and approval by the Governing Body.

We recognise that Relationships, Sex and Health Education is most effective when there is a strong partnership between home and school. Parents and carers are children's first educators, and we are committed to working together to provide a consistent and supportive approach.

This policy will be reviewed annually, or sooner if there are significant changes to legislation, statutory guidance or the needs of the school community.

5. Definition of Relationships, Sex and Health Education (RSHE)

Relationships, Sex and Health Education is lifelong learning about physical, emotional, social and moral development.

It enables children and young people to:

- develop positive, respectful and healthy relationships;

- understand themselves and others;
- recognise and manage emotions;
- respect diversity;
- develop resilience and self-confidence;
- understand how to stay physically and emotionally healthy;
- recognise and respond to unsafe situations;
- prepare for the opportunities, responsibilities and experiences of later life.

At Longparish CE Primary School, RSHE is firmly rooted in our Christian vision and values. It supports children to recognise their own worth, respect the dignity of others and understand that healthy relationships are built upon love, trust, kindness, honesty and mutual respect.

RSHE includes three closely related areas of learning:

Relationships Education (Statutory)

This includes learning about:

- families and people who care for us;
- caring friendships;
- respectful relationships;
- online relationships;
- being safe;
- recognising and reporting concerns;
- personal boundaries;
- consent in age-appropriate contexts.

Health Education (Statutory)

This includes learning about:

- mental wellbeing;
- physical health;
- healthy lifestyles;
- emotional literacy;
- healthy eating;
- physical activity;
- sleep;
- personal hygiene;
- puberty;
- first aid;
- keeping safe.

Sex Education (Non-Statutory)

Longparish CE Primary School teaches a carefully planned programme of age-appropriate Sex Education in Year 6.

This includes:

- conception;
- pregnancy;
- birth;
- preparing for adolescence and secondary school.

This teaching complements, but does not replace, the statutory National Curriculum for Science.

6. Roles and Responsibilities

The Governing Body

The Governing Body will:

- approve this policy;
- ensure the school meets its statutory responsibilities;
- monitor the effectiveness of the curriculum;
- support the Christian vision and values of the school;

- ensure the curriculum reflects current legislation and guidance.

Governors will receive regular reports from the Headteacher and PSHE Lead regarding the effectiveness of the curriculum.

The Headteacher

The Headteacher has overall responsibility for ensuring that:

- this policy is implemented consistently;
- staff receive appropriate training;
- parents are informed appropriately;
- safeguarding procedures are followed;
- requests to withdraw pupils from Sex Education are managed in accordance with statutory guidance;
- sufficient curriculum time is allocated to RSHE.

The PSHE / RSHE Subject Leader

The Subject Leader is responsible for:

- leading curriculum development;
- ensuring progression across EYFS to Year 6;
- supporting colleagues with planning and teaching;
- monitoring teaching and learning;
- reviewing curriculum resources;
- organising staff training where appropriate;
- ensuring resources remain accurate, inclusive and up to date;
- evaluating the impact of the curriculum through monitoring activities.

The Subject Leader will report regularly to senior leaders and governors.

Teaching Staff

All teaching staff are responsible for:

- delivering RSHE in a professional and sensitive manner;
- creating a safe and respectful learning environment;
- using accurate, age-appropriate and evidence-informed resources;
- modelling respectful relationships and positive attitudes;
- adapting teaching to meet the needs of all learners;
- responding appropriately to pupils' questions;
- identifying and responding to safeguarding concerns;
- assessing pupils' understanding;
- communicating with parents where appropriate.

Teachers are expected to teach RSHE regardless of personal beliefs while remaining respectful of the diverse beliefs represented within our school community.

Parents and Carers

Parents and carers are children's first educators.

The school values the important role parents play in helping children develop healthy relationships, positive values and an understanding of personal safety.

We will work in partnership by:

- sharing curriculum information;
- providing opportunities to view resources;
- informing parents before Year 6 Sex Education lessons;
- encouraging ongoing dialogue between home and school;
- responding sensitively to questions or concerns.

Pupils

Pupils are encouraged to:

- participate positively in lessons;
- listen respectfully to others;
- ask questions appropriately;
- treat differing opinions with kindness and respect;
- contribute to creating a safe learning environment;
- seek help from trusted adults if they have worries or concerns.

7. Curriculum Intent

At Longparish CE Primary School, we believe that Relationships, Sex and Health Education should inspire children to flourish as confident, compassionate and responsible members of society.

Our curriculum is designed to ensure that every child develops the knowledge, skills and understanding needed to build healthy relationships, make informed decisions and care for their physical, emotional and spiritual wellbeing.

Our intent is that pupils will:

- know how to build positive relationships;
- understand that every person is worthy of dignity and respect;
- recognise that families are built upon love, care and commitment;
- understand how to stay safe in both the real and digital worlds;
- develop resilience and emotional wellbeing;
- understand the physical and emotional changes associated with growing up;
- know how and when to seek support;
- appreciate diversity and challenge prejudice;
- leave Longparish well prepared for secondary school and later life.

Through our Christian vision, we seek not simply to teach knowledge, but to develop character.

Children are encouraged to demonstrate:

- Courage when making safe choices;
- Creativity in solving problems and building positive relationships;
- Grace through kindness, forgiveness and compassion towards others.

Our curriculum promotes the belief that every child can flourish and make a positive contribution to their community and the wider world.

8. Curriculum Implementation

At Longparish CE Primary School, Relationships, Sex and Health Education is delivered through a carefully planned, progressive curriculum which reflects the needs of our pupils and prepares them for life in modern Britain while remaining rooted in our Christian vision and values.

RSHE is taught primarily through the **SCARF (Safety, Caring, Achievement, Resilience and Friendship)** programme, which provides a comprehensive, age-appropriate and evidence-informed curriculum from Reception to Year 6.

Learning is enhanced through links with:

- Science
- Religious Education
- Computing
- Collective Worship
- Online Safety
- Mental Health and Wellbeing
- Physical Education
- Visitors and enrichment opportunities where appropriate.

This ensures that learning is meaningful, coherent and builds upon previous knowledge and experiences.

Curriculum Design

The curriculum has been carefully sequenced to ensure pupils progressively develop the knowledge, understanding and skills required at each stage of their education.

Children revisit key concepts throughout primary school, allowing them to deepen their understanding as they mature.

Learning is always:

- age appropriate;
- developmentally appropriate;
- inclusive;
- evidence informed;
- responsive to pupils' needs;
- sensitive to the diversity of modern society.

Teachers may adapt lessons to respond to local or national events where appropriate, whilst ensuring all statutory curriculum requirements are met.

Curriculum Progression

Our curriculum develops children's understanding through six core SCARF themes:

SCARF Theme	Key Learning
Me and My Relationships	Friendships, feelings, emotions, managing conflict, relationships
Valuing Difference	Respect, diversity, equality, inclusion, anti-bullying
Keeping Myself Safe	Personal safety, online safety, consent, boundaries, trusted adults
Rights and Responsibilities	Citizenship, responsibility, communities, caring for others
Being My Best	Physical health, mental wellbeing, resilience, healthy lifestyles
Growing and Changing	Body changes, puberty, personal identity, reproduction, transition

Each unit builds upon prior learning and prepares pupils for the next stage of education.

9. Curriculum Content

The Department for Education requires all primary schools to teach **Relationships Education** and **Health Education**.

Longparish CE Primary School also teaches a carefully planned programme of **non-statutory Sex Education** in Year 6.

The table below explains the different elements of the curriculum.

Area	Statutory?	What pupils learn
Relationships Education	✓ Yes	Families, friendships, respectful relationships, online relationships, personal safety, consent, seeking help
Health Education	✓ Yes	Mental wellbeing, physical health, healthy lifestyles, emotions, hygiene, puberty, first aid, keeping safe
Science	✓ Yes	Human development, life cycles, reproduction as required by the National Curriculum
Sex Education	Year 6 only (Non-statutory)	Conception, pregnancy, birth and preparing for secondary school

Relationships Education

Relationships Education teaches children how to build positive relationships founded upon kindness, honesty, trust and mutual respect.

Pupils learn about:

- families and people who care for them;
- caring friendships;
- respectful relationships;
- kindness and empathy;
- recognising bullying and discrimination;
- respecting differences;

- consent and personal boundaries in age-appropriate contexts;
- online relationships;
- recognising trusted adults;
- seeking help.

Teaching reflects the understanding that families come in many different forms and that every child deserves to feel represented, respected and valued.

Health Education

Health Education equips children with the knowledge and skills needed to care for their physical and mental wellbeing.

Children learn about:

- mental wellbeing;
- recognising and managing emotions;
- resilience;
- healthy eating;
- physical activity;
- sleep;
- dental health;
- personal hygiene;
- medicines;
- puberty;
- growing up;
- first aid;
- keeping themselves safe.

Where appropriate, links are made to emotional wellbeing, self-esteem and positive body image.

Primary Sex Education

Longparish CE Primary School teaches a small programme of age-appropriate Sex Education during Year 6.

This prepares children for the transition to secondary school and complements the statutory Science curriculum.

Teaching includes:

- how babies are conceived;
- pregnancy;
- birth;
- understanding the responsibilities of parenthood;
- preparing emotionally and physically for adolescence.

Teaching is delivered sensitively, using accurate scientific vocabulary and appropriate resources.

Parents are informed before this unit is taught and are invited to view teaching materials and discuss any questions with school staff.

Parents retain the right to request withdrawal from these non-statutory lessons.

10. Teaching and Learning

Our aim is to create a classroom environment where every child feels safe, respected and confident to participate.

Teachers establish clear ground rules before beginning RSHE lessons to ensure discussions remain respectful and supportive.

Ground rules may include:

- listening respectfully;

- not interrupting others;
- respecting different opinions;
- avoiding personal questions;
- using appropriate vocabulary;
- understanding that no one should feel pressured to share personal experiences.

Teaching Approaches

Teachers use a wide range of evidence-informed strategies including:

- discussion;
- storytelling;
- picture books;
- scenarios;
- role play;
- collaborative learning;
- videos;
- age-appropriate case studies;
- reflective activities;
- questioning.

Learning is adapted to meet the needs of individual pupils and to ensure all children can participate successfully.

Vocabulary

Children are taught correct scientific and anatomical vocabulary alongside age-appropriate language.

Using correct terminology helps children:

- communicate clearly;
- develop confidence;
- recognise inappropriate behaviour;
- seek help if needed;
- understand their own bodies.

External Visitors

Occasionally, carefully selected visitors may contribute to RSHE learning.

Visitors enhance rather than replace classroom teaching.

Teachers remain responsible for:

- lesson planning;
- safeguarding;
- behaviour management;
- assessment;
- ensuring teaching reflects the school's values and statutory guidance.

All external providers are quality assured before working with pupils.

Why these sections matter

This part of the policy clearly answers three questions inspectors and parents often ask:

- **What do children learn?**
- **How is it taught?**
- **Who teaches it?**

It also clearly separates **Relationships Education**, **Health Education** and **Sex Education**, making it much easier for parents to understand what is statutory and what is not.

11. Answering Pupils' Questions

At Longparish CE Primary School, we recognise that pupils are naturally curious and that asking questions is an important part of learning. We aim to create an environment where children feel safe, respected and confident to ask questions and seek clarification.

Teachers will answer questions:

- honestly;
- factually;
- sensitively;
- in an age-appropriate manner;
- using professional judgement.

Responses will always be consistent with:

- the aims of the curriculum;
- the age and maturity of the pupils;
- the school's Christian vision and values;
- safeguarding responsibilities.

Where questions fall outside the planned curriculum, teachers will:

- provide factual information appropriate to the child's stage of development;
- explain that some topics will be explored in greater depth during secondary education;
- avoid giving unnecessary or inappropriate detail;
- encourage pupils to discuss questions further with their parents or carers where appropriate.

Children will never be encouraged to disclose personal or family information during lessons.

Where a child asks a question that suggests they may be at risk of harm or raises a safeguarding concern, staff will follow the school's Child Protection and Safeguarding Policy immediately.

Where a pupil has been withdrawn from non-statutory Sex Education lessons, teachers will continue to answer questions that relate to:

- statutory Relationships Education;
- Health Education;
- National Curriculum Science;
- safeguarding or the wellbeing of the child.

Unexpected questions will never be dismissed or ignored but will always be handled with sensitivity, professionalism and respect.

12. Inclusion and Equality

Longparish CE Primary School believes that every child is uniquely created in the image of God and deserves to be treated with dignity, compassion and respect.

Our RSHE curriculum reflects our Christian commitment to ensuring that every pupil feels safe, valued and able to flourish.

Teaching is delivered in accordance with:

- the Equality Act 2010;
- the Public Sector Equality Duty;
- the SEND Code of Practice;
- the Church of England document *Valuing All God's Children*.

Inclusive Teaching

Learning is carefully adapted to ensure all pupils can access the curriculum successfully.

Teachers consider the needs of:

- pupils with SEND;
- pupils with speech, language and communication needs;
- pupils with social, emotional or mental health needs;
- pupils with English as an Additional Language;

- looked after and previously looked after children;
- young carers;
- pupils from all cultural and faith backgrounds.

Teaching may be adapted through:

- visual resources;
- simplified language;
- pre-teaching vocabulary;
- practical activities;
- smaller group work;
- adult support;
- additional processing time.

Our aim is that every child is able to participate confidently and successfully.

Equality and Diversity

Children are taught that every person deserves respect.

Teaching reflects the diversity of modern Britain and acknowledges that families may include:

- single parents;
- married parents;
- unmarried parents;
- adoptive families;
- foster families;
- kinship carers;
- grandparents;
- blended families;
- families with same-sex parents.

Teaching never promotes one family structure above another but recognises that loving, caring and supportive relationships help children to flourish.

Children are encouraged to challenge stereotypes, prejudice and discrimination while demonstrating kindness, empathy and respect for others.

13. Online Safety and Digital Citizenship

The digital world is an important part of children's lives. At Longparish CE Primary School, online safety is embedded throughout the curriculum rather than taught as a standalone topic.

Pupils learn how to:

- communicate respectfully online;
- recognise healthy and unhealthy online relationships;
- protect personal information;
- understand age restrictions on games and social media;
- identify trusted adults who can help;
- report concerns;
- manage screen time responsibly;
- recognise online pressure and manipulation.

Emerging Technologies

As technology develops, children also need to understand new risks.

Upper Key Stage Two pupils are introduced, in an age-appropriate manner, to:

- Artificial Intelligence (AI);
- AI-generated images and videos;
- manipulated photographs (deepfakes);
- misinformation and disinformation;
- online scams;
- image sharing;

- digital footprints;
- online influence and algorithms.

Teaching focuses on developing critical thinking rather than fear, helping pupils become confident, responsible and discerning digital citizens.

Where new technologies emerge, the curriculum will be reviewed to ensure it remains current and relevant.

14. Safeguarding and Confidentiality

Safeguarding is central to the delivery of Relationships, Sex and Health Education.

The curriculum equips children with the knowledge and confidence to:

- recognise abuse;
- understand body ownership;
- use correct anatomical vocabulary;
- understand privacy and personal boundaries;
- recognise unsafe situations;
- identify trusted adults;
- know how to report concerns.

Safeguarding Disclosures

Teachers understand that discussions during RSHE lessons may occasionally lead to safeguarding disclosures.

If a child shares information which indicates they may be at risk of harm, staff will:

- listen carefully;
- reassure the child appropriately;
- avoid asking leading questions;
- explain that they cannot promise confidentiality;
- record concerns accurately;
- report immediately to the Designated Safeguarding Lead (DSL).

Staff will always follow the school's Child Protection and Safeguarding Policy.

Confidentiality

Teachers cannot offer unconditional confidentiality to pupils.

Children will be reminded that:

- they do not need to share personal experiences during lessons;
- questions can be asked anonymously where appropriate;
- teachers may need to share information if they are concerned about a child's safety or wellbeing.

Maintaining children's safety will always take priority over confidentiality.

Creating a Safe Learning Environment

Teachers establish clear expectations for respectful behaviour before every RSHE lesson.

Children are encouraged to:

- listen respectfully;
- value different opinions;
- avoid making assumptions;
- respect privacy;
- use appropriate language;
- show kindness and empathy.

These expectations help ensure that every pupil feels safe, included and able to participate.

15. Working in Partnership with Parents and Carers

At Longparish CE Primary School, we recognise that parents and carers are the primary educators of their children. We value the important role families play in helping children develop healthy relationships, positive values and an understanding of themselves and the world around them.

Our aim is to work in partnership with parents and carers so that children receive consistent messages at home and at school.

We will:

- publish this policy on the school website;
- provide parents with information about the RSHE curriculum;
- notify parents before the Year 6 Sex Education unit is taught;
- provide opportunities for parents to view curriculum resources;
- respond sensitively to questions or concerns;
- encourage open communication between home and school.

We recognise that families have different beliefs, experiences and cultural backgrounds. Our curriculum respects this diversity whilst fulfilling our statutory responsibilities and remaining rooted in our Christian vision and values.

Parents are encouraged to contact the Headteacher or PSHE Subject Leader if they wish to discuss any aspect of the curriculum.

Working Together

Children benefit most when school and home work together.

We encourage parents and carers to:

- talk openly with their children;
- reinforce positive messages about healthy relationships;
- support online safety at home;
- discuss emotions and wellbeing;
- encourage children to seek help when needed.

The school is committed to providing advice and signposting to parents where appropriate.

16. Parents' Right to Withdraw

Relationships Education and Health Education are statutory subjects in all primary schools.

Parents **cannot** withdraw their child from:

- Relationships Education;
- Health Education;
- National Curriculum Science, including puberty and human reproduction.

Longparish CE Primary School teaches a small programme of **non-statutory Sex Education** during Year 6.

Parents have the right to request that their child is withdrawn from these non-statutory lessons.

Procedure

Parents wishing to withdraw their child should:

1. Contact the Headteacher.
2. Arrange a discussion to explore any questions or concerns.
3. Complete the school's Withdrawal Request Form (Appendix D) if they still wish to proceed.

The Headteacher will ensure that parents fully understand:

- the content of the lessons;
- the reasons for teaching them;
- the distinction between statutory and non-statutory content.

The school will respect parents' legal rights while seeking to work collaboratively in the best interests of the child.

Pupils who are withdrawn will receive appropriate alternative educational activities during these lessons.

Summary of Withdrawal Rights

Curriculum Area	Can parents withdraw?
Relationships Education	✗ No
Health Education	✗ No
National Curriculum Science	✗ No
Year 6 Sex Education (beyond Science)	✓ Yes

17. Assessment

Assessment within RSHE supports teachers in understanding pupils' progress and identifying any misconceptions.

Assessment is formative and may include:

- teacher observation;
- discussion;
- questioning;
- reflective activities;
- pupil self-assessment;
- floor books or learning journals (where appropriate);
- pupil voice.

Assessment focuses on children's understanding, attitudes and application of learning rather than personal beliefs or family circumstances.

Children will never be assessed on personal experiences or asked to disclose private information.

Information gathered through assessment informs future planning and supports curriculum development.

18. Monitoring, Evaluation and Review

The effectiveness of the RSHE curriculum is monitored regularly to ensure it remains high quality, inclusive and fully compliant with statutory guidance.

Monitoring activities may include:

- lesson observations;
- learning walks;
- planning scrutiny;
- work scrutiny;
- pupil voice;
- staff feedback;
- governor monitoring visits;
- curriculum reviews.

The PSHE Subject Leader is responsible for coordinating monitoring activities and reporting findings to the Senior Leadership Team.

Governors receive regular updates regarding:

- statutory compliance;
- curriculum quality;
- parental feedback;
- staff training;
- pupil outcomes.

Evaluation findings inform future curriculum development and staff professional learning.

Staff Professional Development

The school is committed to ensuring staff remain confident and well informed.

Professional development may include:

- safeguarding updates;
- statutory guidance updates;
- SCARF training;
- Hampshire and Diocese training;
- online safety updates;
- inclusion and SEND;
- emerging technologies and AI.

19. Policy Review

This policy has been developed through consultation with:

- Governors;
- Staff;
- Parents and carers;
- Pupils.

It reflects current statutory guidance and the needs of the Longparish CE Primary School community.

The policy will be reviewed:

- annually;
- following changes to statutory guidance;
- following significant curriculum changes;
- where monitoring identifies improvements are required.

The Governing Body is responsible for approving this policy.

20. Related Policies

This policy should be read alongside the school's:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Equality Policy
- SEND Policy
- PSHE Policy
- Computing Policy
- Online Safety Policy
- Attendance Policy
- Mental Health and Wellbeing Policy
- Collective Worship Policy

Appendices

Appendix A – Curriculum Overview (SCARF)

Unit	Main Themes
Me and My Relationships	Friendships, feelings, relationships
Valuing Difference	Respect, equality, diversity
Keeping Myself Safe	Personal safety, online safety, consent
Rights and Responsibilities	Citizenship, responsibility
Being My Best	Physical and mental wellbeing
Growing and Changing	Puberty, body changes, transition, Year 6 Sex Education

A detailed year-by-year curriculum map is available from the school and can be viewed by parents on request.

Appendix B – By the End of Primary School, Pupils Should Know

Pupils should know the statutory outcomes for:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

(As outlined in the Department for Education's statutory guidance.)

Appendix C – Year 6 Sex Education Overview

Children learn about:

- puberty and adolescence;
- conception;
- pregnancy;
- birth;
- the responsibilities of parenthood;
- preparing for secondary school.

Teaching is delivered using age-appropriate, evidence-informed resources by trained school staff.

Parents are informed before this unit begins and are invited to view the teaching materials.

Appendix D – Request to Withdraw from Non-Statutory Sex Education

Child's Name: _____

Class: _____

I wish to request that my child is withdrawn from the non-statutory Sex Education lessons taught as part of the Year 6 RSHE curriculum.

I understand that my child will continue to receive:

- Relationships Education;
- Health Education;
- National Curriculum Science.

Parent/Carer Name: _____

Signature: _____

Date: _____

Appendix E – Frequently Asked Questions

Why does my child learn about different families?

Children are taught that families come in many forms and that all families should be treated with dignity and respect.

Can I see the teaching resources?

Yes. Parents are welcome to view curriculum materials by contacting the school.

Can I withdraw my child?

Parents may request withdrawal only from the non-statutory Year 6 Sex Education lessons.

How are sensitive questions answered?

Teachers answer honestly, factually and in an age-appropriate manner using professional judgement.

Who teaches RSHE?

RSHE is taught by trained members of school staff. Occasionally, visitors may contribute to learning, but teachers remain responsible for planning, safeguarding and assessment.

How does the school support children with SEND?

Lessons are adapted using appropriate strategies, resources and support to ensure every child can access the curriculum successfully.

Year/Half-term y unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping 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 & difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets & touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls & boys – similarities & difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing & celebrating difference Developing respect & accepting others Bullying & getting help	How our feelings can keep us safe – inc. online safety Safe & unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene & health Cooperation	Getting help Becoming independent My body parts Taking care of self & others
Y2	Bullying & teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind & helping others Celebrating difference People who help us Listening Skills	Safe & unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving & spending	Growth Mindset Looking after my body Hygiene & health Exercise & sleep	Life cycles Dealing with loss Being supportive Growing & changing Privacy
Y3	Cooperation Online rules & restrictions Online behaviours Friendship (respectful relationships) Coping with loss	Recognising & respecting diversity Being respectful & tolerant My community Bullying, inc. online	Managing risk Decision-making skills Drugs & their risks Staying safe online Digital literacy	Helping & being helped Looking after the environment Managing money Developing critical thinking	Keeping myself healthy & well Celebrating & developing my skills Developing empathy	Changing bodies & puberty Keeping safe Safe & unsafe secrets Relationships, inc. online
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising & celebrating difference (inc. religions & cultural difference) Understanding & challenging stereotypes	Managing risk inc. online Understanding the norms of drug use (cigarette & alcohol use) Influences Online safety & behaviours	Making a difference (different ways of helping others or the environment) Media influence & digital literacy Decisions about spending money	Having choices & making decisions about my health Taking care of my environment My skills & interests	Body changes during puberty Managing difficult feelings Relationships inc. marriage
Y5	Feelings Friendship skills, inc. compromise Assertive skills Cooperation Recognising emotional needs	Recognising & celebrating difference, inc. religions & cultural Critical digital awareness Online Bullying & self esteem	Online safety Bullying inc. online Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	My health rights, respect & duties Making a difference Decisions about lending, borrowing & spending Media manipulation Artificial Intelligence	Growing independence & taking ownership Keeping myself healthy Media awareness & safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising & celebrating difference Recognising & reflecting on prejudice-based bullying Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Digital footprint Drugs: norms & risks (inc. the law)	Understanding media bias Digital critical thinking Caring: communities & the environment Earning & saving money Understanding democracy	Aspirations Managing risk Looking after wellbeing Digital literacy & critical thinking skills	Coping with changes Keeping safe inc. online AI/ deep fakes Body image Sex education Self-esteem

Highlighted units that have been adapted by SCARF.