COGNITA

ALLEYN'S
HAMPSTEAD

Relationships, Sex and Health Education (RSHE) Policy

Alleyn's Hampstead Nursery & Junior School

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1. Introduction

1.1 Scope

This policy applies to all pupils, including those in the Early Years.

1.2 Purpose

Pupils need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships.

High quality, evidence-based teaching of relationships, sex and health education (RSHE) will:

- prepare pupils for the opportunities and responsibilities of adult life
- promote pupils' moral, social, mental and physical development.
- support pupils to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness
- support prevention of harms by helping pupils understand and identify when things are not right

The purpose of this policy is to ensure that our RSHE programme supports our school ethos and fulfils our school aims, which are defined as:

- Promote respect, wellbeing and diversity in a caring community where every individual can flourish;
- Develop curiosity, wonder, creativity and a love of learning;
- Inspire ambition and intellectual rigour through excellent teaching and learning;
- Cultivate discovery and opportunity through an outstanding co-curriculum;
- Foster awareness, leadership and connection through partnership and enterprise;
- Cherish the wide Alleyn's family and honouring our historic commitment to Edward Alleyn's charitable foundation.

1.3 Curriculum (for more information, see below Section 6)

RSHE forms part of the school curriculum. We see the curriculum as:

'The total learning experience for our pupils, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that pupilsthey experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.

A well-structured and coherent curriculum is a fundamental element of the tripartite education that underpins all successful schools and includes:

Teaching, Learning, and Assessment which is underpinned by Wellbeing.

The RSHE programme is taught through, but not limted to, dedicated lessons, supporting activities in form times, assemblies, and the use of visiting speakers (see Section 5 for more information about Delivery).

Aspects of RSHE are also infused within the day-to-day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone.

1.4 **Aims of our RSHE Programme**

The aims of our RSHE programme at our school are to enable pupils to:

- have a clear understanding of appropriate relationships and the laws surrounding these
- learn how to adopt healthy nurturing relationships of all kinds, not just intimate relationships, understanding that healthy relationships are an important part of wellbeing
- learn about age-appropriate topics to aid them to work out a personal morality and value system, respecting cultural, religious and family background
- understand the importance of inclusivity and respect for diversity in today's modern society, through an understanding of, but not limited to, protected characteristics/equivalent, such as, but not limted to disabilities, religious beliefs, sexual orientations, and age
- develop an age-appropriate understanding of physical, mental, sexual, and emotional health and the ways to recognise when adjustments and improvements are needed and how
- explore and understand their feelings, attitudes and values and those of others, and to address legal, moral and social questions relevant to forming healthy, enjoyable and fulfilling relationships
- develop confidence and self-belief in their ability to achieve their aspirations, and the self-awareness to make informed choices about future life decisions
- equip them with the ability to deal with a range of spiritual, moral, cultural and political issues, through articulating themselves sensitively and thoughtfully, along with the ability to empathise and sympathise with the views of others
- make decisions from knowledge, using critical thinking
- how and where to get further support, and advice if required

Our RSHE programme will fulfil our statutory duties (below), promote pupil engagement with the Fundamental British Values; and as part of this to encourage pupils to have respect for democracy and support for participation in the democratic process, including respect for the basis in which the law is made and applied in England.

Relevant Requirements and Related Policies

1.5 This policy is underpinned by the following:

Guidance and Legislation

- Keeping Children Safe in Education (latest version)
- Independent School Standards
- BSO Standards
- United Nations Convention on the Rights of the Child (UNCRC)
- Mental Health and Behaviour in Schools (advice for schools)
- Promoting Children and Young People's Emotional Health and Wellbeing
- Preventing and Tackling Bullying
- Teaching Online Safety in Schools
- The Equality and Human Rights Commission Advice and Guidance
- Relationships Education, Relationships and Sex Education (RSE), and Health Education.
- Early years foundation stage (EYFS) statutory framework - GOV.UK (The safeguarding and welfare requirements in section 3 cover children from 0-5 and therefore schools must follow this for pupils in Reception year)
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (2019)
- Education Act (2002)
- Human Rights Act (1998)
- Equality Act (2010)
- Children and Social Work Act (2017)
- Children's Wellbeing and School Act (2026)
- Crime and Policing Act (2026)
- National curriculum in England: citizenship, religious education, computing, science and physical education programmes of study
- Working Together to Safeguard Children
- Domestic Abuse Statutory Guidance
- Behaviour in schools
- Technical guidance for schools in England | EHRC
- SEND code of practice: 0 to 25 years (statutory guidance, pending update)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development)

Related Policies

The policy must be read in conjunction with the following school policies:

- Anti- Bullying Policy
- Curriculum Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- IT Policy
- Drugs and Alcohol Policy
- Behaviour Policy
- Health and Safety Policy

Compulsory requirements

Sections 34 and 35 of the Children and Social Work Act (2017) make Relationships Education compulsory for all pupils receiving primary education.

Relationships and Sex Education (RSE) are also compulsory for all pupils receiving secondary education.

Personal, Social, Health and Economic education (PSHE) continues to be compulsory in independent schools.

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE (see below Section 9).

2. Policy Development

2.1 Effective RSHE is important for promoting and protecting the wellbeing of all pupils.

The school is committed to working closely with parents/carers to deliver high quality meaningful RSHE. This is because as primary carers, parents are uniquely placed to discuss these issues with their children whilst maintaining the culture and ethos of their family.

The school will seek to work in partnership with parents/carers to enable them to feel confident about the school's RSHE programme, including that it will be delivered sensitively and inclusively, respecting all backgrounds and beliefs.

Following the central review by Cognita (the proprietor), this policy is developed by the school in consultation with parents/carers, pupils, and staff. Listening and responding to the views of pupils and parents/carers helps to ensure that our RSHE programme meets pupils' needs and that topics are taught at the right time to support pupils to build positive relationships and avoid harms before they occur.

The policy development process involves the following steps:

- Review – The PSHE Lead reviewed all relevant information, including but not limited to, relevant national and local guidance including regard to the school's obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.
- The policy was drafted in accordance with statutory guidance and aligned with the Independent School Regulations/BSO Standards. The school curriculum plans were amended accordingly.
- Staff consultation – school staff were given the opportunity to review the policy and make recommendations. Staff responsible for delivering RSHE are provided with regular opportunities to review the curriculum and feedback.
- Parent/stakeholder consultation – parents and any interested parties were invited to review the policy and offer commentary.

The school will proactively engage parents and make sure they are aware of what is being taught in RSHE. The school will 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. Other steps may 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.

• Pupil consultation – pupils were consulted with about their RSE lessons in school council meetings.

• Ratification – once amendments were made, the policy was published.

• Policy review – this policy will be reviewed every three years.

Free copies of this policy are also held in the Reception office for consultation by parents/carers.

Parents/carers may also email the school at junior.alleyns-hampstead.org.uk to request hard copies which can be made freely available in large print or other accessible format if required.

3. Roles and Responsibilities

3.1 The Chair of Governors (Managing Director)

The Chair of Governors (MD) will hold the Headteacher/Principal to account for the implementation of this policy during governance meetings.

The Chair of Governors will ensure that:

- all pupils make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND (see below)
- teaching is sensitive to the needs of all pupils with protected characteristics
- clear information is provided for parents/carers on the subject content and the right to request that their child is withdrawn and
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

3.2 **The Headteacher/Principal**

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE. They are also responsible for ensuring that all those teaching RSHE subject matter have had the appropriate training and receive support.

3.3 **Leaders of RSHE**

The RSHE programme is led by the Deputy Head Pastoral who work in conjunction with all staff to ensure there is a spiral programme throughout the school. A spiral programme ensures that topics gradually increase in content and depth to match the growing needs and understanding of pupils.

The RSHE Lead will need to work closely with colleagues in related curriculum areas to ensure the subjects complement and do not duplicate content covered in curriculum subjects. The RSHE Lead will look for opportunities across other curriculum subjects to reinforce concepts introduced in RSHE, for example discussing misogyny in the context of history or using examples in literature to discuss positive and less positive examples of relationships.

3.4 **Staff**

All staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring pupil progress
- Responding to the needs of individual pupils, including any safeguarding concerns that arise
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE.

Staff do not have the right to opt out of teaching RSHE.

Staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher/Principal.

4. Delivery of the RSHE Programme

4.1 Curriculum

For more information about our Curriculum, please see our separate Curriculum Policy.

Please also refer to the RHSE topic content which can be found in the Appendices.

The RSHE curriculum will be delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies, including, but not limted to the Behaviour Policy and the Safeguarding and Child Protection Policy.

4.2 Approach

The school is committed to creating a safe and supportive learning environment where RSHE is taught.

A strong rapport is built with the staff member through a positive classroom atmosphere of mutual respect and where no question or comment is dismissed or disregarded, which allows for open discussions and sharing of knowledge without judgement.

Staff are encouraged to create a partnership agreement i.e. ground rules with their pupils at the start of each academic year and to refer to it when necessary. Pupils are expected to consider others' needs by respectfully and senstively listening and abiding by the above agreement.

Lessons are introduced and structured by staff to ensure that respectful listening occurs. This is set up at the start of each topic and reiterated when required.

4.3 Staff Training

Staff who deliver the RSHE curriculum have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils.

Training is provided to all RSHE staff and is coordinated by the Deputy Head Pastoral. This is a combination of internal training and sharing of best practice as well as external courses where appropriate. Staff also have access to the resources created by the PSHE Association.

New staff are provided with all-round training to enhance their skills within the classroom.

More experienced staff are provided with bespoke training to develop their skills further.

All staff delivering the RSE curriculum receive appropriate assistance within lessons where needed.

The RSE programme is taught by the Class Teacher.

RSHE teaching will be supported by consultation of the teachers, subject leads, and the Senior Leadership Team to ensure the programme is relevant to pupils and reinforcement is timely.

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development programme. Resources from the PSHE Association and Jigsaw are utilised.

4.4 The law

There will be a range of opinions regarding some topics within RSHE. Therefore, the starting principle should be that applicable law should be taught in a factual way so that pupils are clear about their rights and responsibilities as citizens.

Pupils will be made aware of the relevant legal provisions associated to country in which their school is located, when relevant topics are being taught, including for example those relating to:

- marriage, including forced marriage and civil partnerships
- consent, including the age of consent
- domestic abuse, stalking, coercive and controlling behaviour, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- the Online Safety Act.
- online behaviours including image and information sharing (including self-generated intimate sexual imagery/videos, including those generated by AI e.g. deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse including grooming and sextortion.
- pornography
- abortion
- protected characteristics/equivalent (for example, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)
- alcohol, smoking, vaping and nicotine products and illicit drug use
- gambling
- carrying knives and weapons
- extremism/radicalisation
- grooming or exploiting children into criminal activity, which can include gang involvement and county lines drug running
- hate crime
- the age of criminal responsibility
- medical consent
- parental responsibility

- Gillick competence

4.5 Equal Opportunities

Under the provisions of the Equality Act (2010), schools are required to comply with relevant requirements of the Equality Act 2010, including the Public sector equality duty (PSED) (s.149), when teaching RSHE.

The school will not unlawfully discriminate against pupils because of their protected characteristics/equivalent, for example: age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation

The school is proud of its inclusive culture, and supports, embraces, celebrates and promotes the needs/ interests of all members of the community.

As such, the RSHE programme is accessible for all pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure this accessibility.

The Deputy Head Pastoral ensures the RSHE programme is continually updated and relevant to the current needs of pupils. This is done through feedback and discussions with pupils, PSHE Association recommendations, guidance from the government or local bodies, advice from the Cognita Head of Safeguarding (Europe and USA), and keeping up to date with current news.

Vulnerabilities

The School is aware that some pupils may be more emotionally vulnerable than others in different lessons, for example, due to the death or serious illness of a close relative, mental health issues, previous trauma, and/or other safeguarding concerns. Staff are informed in these instances by leadership, (including the DSL) and approaches to learning will be adapted for those pupils where needed. Topics to be covered will be scrutinised before lessons take place in order to identify any sensitivities related to specific pupils. Parents/carers and the individual pupils will also be notified and supported if there are any potentially challenging topics, so that they can speak with the staff member if they have any concerns. Strategies will be put in place before, during, and following any relevent sessions to ensure the safety and emotional wellbeing of these vulnerable pupils. In some exceptional cases, where the topic has the potential to be particular triggering for an individual pupil, a decision will be made in partnership with their parents/carers, that the pupil will be excused from a specific lesson, and receive the content in a safe one to one session so that they can receive bespoke support.

SEND

The school ensures that pupils with Special Educational Needs and Disabilities (SEND) requirements are known to RSHE teachers and that these are taken into consideration in the planning and delivery of lessons. Staff are aware that pupils with SEND may be more

vulnerable than their peers to the continuum of sexual behaviours, child-on-child abuse, exploitation and violence, and other issues. RSHE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities.

Further details of our SEND provision can be found in our Special Educational Needs and Disability (SEND) Policy.

Fundamental British Values

Respect for the Fundamental British Values are central to the design of our RHSE programme and are interwoven throughout sessions.

The Fundamental British Values are:

1. Democracy
2. The rule of law
3. Individual liberty
4. Mutual respect

Family Life

The school will be sensitive to pupils' circumstances, recognising that families of many forms provide a nurturing environment for children, and can include single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers. Teaching will illustrate a wide range of family structures in a positive way, and care will be taken to ensure that pupils are not stigmatised based on their home circumstances.

Religion

Teaching will be sensitive to the religious background of pupils.

The schools will comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

Gender

Pupils will learn about all protected characteristics/equivalent, including the facts and the law about biological sex and gender reassignment. This will help them understand and recognise that people have legal rights by virtue of their biological sex which are different from the rights of those of the opposite sex with the protected characteristic of gender reassignment. Pupils will also be taught to recognise that people with the protected characteristic of gender reassignment have protection from discrimination and should be treated with respect and dignity.

In teaching this, the staff will be mindful that, beyond the facts and the law about biological sex and gender reassignment, there is ongoing and significant debate. Therefore, staff must:

- not endorse any particular view
- not teach as fact that all people have a gender identity
- avoid language and activities which repeat or enforce gender stereotypes
- not promote any politically partisan views or ideological standpoints
- be mindful to avoid any suggestion that social transition is a simple solution to feelings of distress or discomfort
- avoid resources that use cartoons or diagrams that oversimplify the topic, that could be interpreted as being aimed at younger pupils, and/or that perpetuate stereotypes or encourage pupils to question their gender
- consult parents/carers on the content of external resources on this topic in advance and make all materials available to them on request

Addressing the continuum of sexual behaviours

Please see the Safeguarding and Child Protection Policy for further information.

Preventing the continuum of more harmful sexual behaviours starts from the support pupils receive in the primary stage through RSHE programmes. Supporting pupils to develop the skills they need to build healthy relationships is part of a whole school approach and underpin schools' policies, including behaviour and safeguarding, to ensure that an ethos of kindness and respect is evident throughout the school.

Within the sequenced RHSE programme, pupils will be taught in an age-appropriate way to understand that anyone can be a victim of problematic sexual behaviour, harmful sexual behaviour, sexual harassment and/or sexual violence, regardless of sex, sexual orientation, gender reassignment or any other protected characteristic/equivalent. Staff will clearly explain that the victim of such behaviours is never to blame.

It is important to acknowledge that most sexual violence is committed against women and girls, and it often has a gendered component – for example, manifesting an inequality of power between men and women. However, anyone can be affected by sexual violence, and staff will avoid language which stigmatises boys or suggests that boys or men are always perpetrators or that girls or women are always victims.

Both within and beyond the classroom, staff will be conscious of everyday sexism, misogyny, homo/bi/trans phobia and stereotypes, and will take action to build a culture where prejudice is identified and challenged.

Pupils will be:

- taught to understand the importance of challenging harmful beliefs and attitudes and the links between sexism and misogyny and violence against women and girls. Where misogynistic ideas are expressed at school, staff will challenge the ideas,

rather than the pupil expressing them.

- given opportunities to develop positive conceptions of masculinity and femininity, including how to identify and learn from positive male role models. It is important for pupils to understand that most boys and young men are respectful to girls and young women and each other.

Pupils may be exposed to online content which normalises harmful or violent sexual behaviours, which might include sexist and misogynistic influencers who normalise sexual harassment, violence and abuse. Pupils may be more vulnerable to this content when they have low self-esteem, are being bullied, or have other challenges in their lives. Staff will encourage pupils to consider how this content may be harmful to both men and women, while avoiding stigmatising or perpetuating harmful stereotypes about boys, and avoiding directly signposting to specific content and content producers.

It is important for pupils to understand that ethical behaviour in friendships and other relationships goes beyond respecting boundaries and consent, and that strong relationships of all types involve kindness and care. RSHE lessons will be clear that all sexual activity should involve kindness, care, attention to the needs and vulnerabilities of the other person and an awareness of the power dynamics that can exist within relationships.

RSHE lessons will ensure that both boys and girls have opportunities to practise respectful communication and understand experiences which are different from their own, including menstruation and menopause. However, in some cases, such as when a school identifies a specific need, the school may consider that separating classes by sex is the best way to create a safe space for discussion of a particular topic. This will be done in a way that avoids stigmatising boys or making girls feel like they will inevitably be victims of abusive behaviour or that it is their responsibility to protect themselves.

4.6 Prior Knowledge

The school will cover all RHSE curriculum topics, recognising that pupils can start developing healthy behaviour and relationship skills as soon as they start school. Knowledge and understanding are ensured and built on through a well-sequenced curriculum from Reception to Year 3 .

The school will sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms. However the school is aware that all pupils may come into lessons with differing prior knowledge and experiences. Pupils are encouraged, where appropriate (and in an appropriate manner) to share their understanding of different topics discussed, in order (only) to aid the learning of others and build confidence in participation.

4.7 Teaching Methods

The RSHE programme will be taught through a range of teaching methods, including, but not limited to:

- Discussion
- Debate
- Circle time
- Power point presentations
- Videos
- Photographs
- Relatable examples, linking to other parts of the School curriculum
- Visiting Speakers (see below 5.8)

4.8 Visiting Speakers

Please see the Safeguarding and Child Protection Policy for procedures around Visiting Speakers.

The Headteacher/Principal (only) will authorise, following a robust due diligence and vetting process, visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE and/or to deliver certain RSHE lessons to pupils. The school will not use resources from any individual or organisation who hold partisan views on contested topics.

Contractual Restrictions

When contracting with visiting speakers, the school will not agree to any contractual restrictions on showing parents/carers any content that the school will use. The school will communicate to providers that they are legally obliged to have regard to statutory guidance, including the expectation that all content can be shared with parents/carers. Where contractual clauses exist that seek to prevent schools sharing any material at all with parents/carers, they are void and unenforceable. This is because they contradict the clear public policy interest of ensuring that parents/carers are aware of what their children are being taught in RSHE.

Copyright

Where copyright law applies, schools must comply with it when sharing resources with parents/carers. It is best practice to share materials via a “parent portal” or, if this is not possible, through a presentation. When the school makes documents available to parents/carers, they will acknowledge the provider’s authorship. The school will include a statement that parents/carers agree to as a condition of access, in that the content should not be copied or shared further except as authorised under copyright law. Where relevant and possible, IT systems will also be in place to prevent downloading.

4.9 Timetabling

RSHE lessons take place in the later part of the Trinity term within the School timetable.

4.10 Assessment

The school assesses pupils' learning and progression in RSHE through a variety of different methods, appropriate to the material being taught and the age of the pupils.

Assessment styles include, but are not limited to:

- Reflective writing
- Discussions
- Presentations of topics
- Individual input into activities
- Q&A sessions
- End of topic quizzes
- Worksheets
- Self-evaluation

These various methods of assessing pupils' engagement with RSHE provide vital feedback to the staff on their progress, giving a basis to provide individual support where necessary.

4.11 Intended Outcomes

As a result of our RSHE programme, pupils will both now, and in their future lives:

- Understand the importance of inclusivity and respect for diversity
- Be able to use their critical thinking and have the knowledge to make informed life choices
- Be aware of their bodies and their rights
- Know and understand the need for healthy eating and exercise
- Understand the range of feelings and emotions they may encounter
- Be able to recognise when and how to ask for help and/or advice when needed
- Be confident in themselves and strive to reach their aspirations
- Develop skills to deal with a range of different situations sympathetically and sensitively
- Understand the importance of listening to others
- Understand how they play a part of society
- Understand how their conduct affects others
- Be aware of dangers
- Know how to stay safe both online and offline
- Develop live skills to enable them to continue to develop and grow
- Learn about Fundamental British Values

5. Curriculum Content

5.1 Primary- Relationships Education

Please see Appendix 2 for full topic content

The focus for primary relationships education will be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting pupils from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

Building pupils' understanding and skills at primary is essential for preparing them for more complex content at the secondary stage of their education. For example, in primary, pupils will learn skills for managing difficult feelings in their friendships, like disappointment or anger. This prepares them to reflect on how to behave with kindness in more complex or challenging relationships at secondary.

Our primary relationships education will be anchored in an understanding of positive relationships, but will also equip pupils to keep themselves and others safe, and to recognise and report risks and abuse, including online. This will be delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information.

Everyone has relationships with others, and most pupils will develop sexual relationships at some point in their lives. Relationships education will equip pupils with the knowledge and skills they need to act with kindness and respect in all their relationships as they grow into adulthood, to enjoy their relationships, and to keep themselves and others safe.

Relationships Education will focus on how to form and sustain positive relationships but will also help pupils identify risks and harms. Relationships Education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This will be done without describing the detail of any sexual activity involved.

Similarly, good safeguarding practice requires pupils to understand the correct terms for different parts of the body and to be able to confidently use these terms. This will be provided as part of Health Education in the primary stage, without describing any detail of sexual activity.

Pupils will be taught, in an age appropriate way to recognise emotional, physical and sexual abuse. Even very young pupils can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that does not feel right. In addition, pupils will be supported to understand about bullying, and that this can include the use of derogatory terms relating to sex, race, religion/faith/belief, disability or sexual orientation. Pupils will be taught how to report concerns and seek advice.

While teaching pupils how to stay safe, including online, pupils will be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. For example, in late

primary, the school may decide to discuss pressure to share naked images if this is affecting pupils in the school. There may also be cases, such as when they know that pupils have seen pornography, in which the school may feel the need to discuss online sexual content. All teaching will be age appropriate and respectful of all pupils, including those who may have no familiarity with the topics under discussion.

The schools will inform parents/carers of any deviation from this published RSHE Policy in advance and share any relevant materials with them on request.

5.2 Primary- Sex Education

Sex Education is not compulsory in primary schools, but the UK government recommends that primaries teach sex education in Years 5 and/or 6, in line with content about conception and birth, which forms part of the curriculum for science. The curriculum for Science includes subject content in related areas to conception and birth, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in Science lessons, but where they do so, this should be in line with the factual description of conception in the science curriculum.

The school will consult parents/carers about the content of anything that will be taught within Science that involves aspects of Sex Education. This process will include offering parents/carers support in talking to their children about sex education and how to link this with what is being taught in school, as well as advice about parents' right to request withdrawal from sex education (see Section 9).

5.3 Health and Wellbeing

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. The school will support pupils to develop strategies for self-regulation, perseverance and determination, even in the face of setbacks.

Effective teaching will 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. The school will promote openness, so that pupils can check their understanding and seek any necessary help and advice.

Curriculum content related to puberty and menstruation will be complemented by sensitive arrangements to help girls prepare for and manage menstruation, including with requests for period products. The school will use appropriate language such as 'period pads' and 'menstrual products' instead of sanitary items or feminine hygiene products.

Health and wellbeing: Primary

See Appendix 3 for full topic content

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 school will emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors. As in all of RSHE, care will be taken to avoid exposing pupils to concepts which is appropriate for them.

If staff have concerns about a specific pupil in relation to self-harm and/or suicidal ideation or attempts, and/or eating disorders, or a pupil/another pupil discloses information that may mean that they have been/are at risk of harm, they will follow the procedures outlines in the Safeguarding and Child Protection Policy.

6. Safeguarding

For more information, please see the Safeguarding and Child Protection Policy.

6.1 **New and/or emerging risks/issues**

The school will maintain a relevant and responsive curriculum to ensure that any particular, new, and/or emerging risks or issues that are affecting the pupils in the school (locally or nationally) are addressed and responded to in a timely manner so that the pupils are kept as safe as possible on/offline. Where appropriate, the school will work with local partners and other bodies to understand specific local issues/risks.

The school reserves the right to adapt the curricula and to vary resources as and when necessary to respond to the above risks/issues. However, the school will inform parents/carers in advance of any deviation from our published RSHE policy, including the reasons why they are covering this content, and will share any relevant materials with them on request in advance of the planned sessions.

Managing Questions

Confidentiality arrangements must be clearly explained to pupils prior to sessions, and where they can report any concerns and seek help, including to external services. Pupils are regularly reminded about who to contact if they would like to talk, for example: Class Teachers, Deputy Head Pastorla, Heads of Pahse.Telephone numbers or websites of relevant supporting agencies and organisations are displayed in lessons where appropriate.

All teaching will be age appropriate and respectful of all pupils, including those who may have no familiarity with the topics under discussion. Pupils will be introduced to

protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. When teaching sensitive topics, staff will use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion, and using question boxes to allow pupils to raise issues anonymously.

Pupils will be made to feel that they able to ask any question they wish and that their questions are valued. However, consideration is given to staff responses to ensure they are appropriate to prior learning and readiness of pupils. For example, pupils may ask questions about topics which go beyond any sex education covered by the school or relate to sex education from which they have been withdrawn. In handling these situations, the emphasis will always be on supporting the pupil, recognising that those whose questions go unanswered might instead turn to inappropriate sources of information, including online. Support offered by staff may include speaking to them about their question following the session, asking them to speak to their parents/carers, and/ or gaining support from the DSL/DDSL. Staff can ask a pupil to wait for an answer to a question if they need time to consult with the Designated Safeguarding Lead (DSL).

Managing Disclosures

The nature and content of lessons at times means pupils may share information of a personal nature. Staff are aware that effective RSHE including the dicussion of more sensitive topics, brings an understanding to pupils of what is and what is not appropriate, and that this can lead to a disclosure of a safeguarding or child protection issue. Any safeguarding concerns arising from something that a pupil has disclosed/asked will be managed according to the Safeguarding and Child Protection Policy.

Mandatory Reporting

Staff will be aware of mandatory reporting duties according to the country in which their school is located.

Staff will be aware of mandatory reporting duties, including relating to FGM, and that virginity testing and hymenoplasty became illegal in 2022.

Under the Crime and Policing Act (2026) there is now a mandatory reporting duty for staff in regard to reporting concerns about child sexual abuse.

The duty requires those taking part in regulated activity to make a report if they:

- are told about child sexual abuse, either by a child or an adult involved
- witness child sexual abuse in person
- see or hear it in the form of images, videos or audio recordings

7. Monitoring and evaluation arrangements

The delivery of our RSHE programme is monitored and evaluated by the following:

7.1 Monitoring

The delivery of RSE is monitored by the Deputy Head Pastoral to ensure consistency of teaching and the safety of pupils.

Monitoring is carried out through: work scrutiny, lesson observations, learning walks, etc.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

7.2 Evaluating

When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which;

- Fulfils the aims of the school
- Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress
- Provides engagement and excitement for learning

8. Right to withdraw

See Appendix 1 for Right to Withdraw Form

Parents/carers do not have the right to withdraw their child from relationships and health education.However, the School recognises that parents/carers have the final decision about their child's sex education in the Primary stage of education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education (only) within RSHE up to and until 3 terms before the child turns 16 and the Headteacher/Principal must automatically grant their request.

Alternative work must be given to pupils who are withdrawn from sex education. This must be appropriate and purposeful.

After that point, if their child wishes to receive sex education rather than be withdrawn (even if the parents/carers have requested withdrawal) the school will make arrangements to provide the pupil with sex education during one of those terms.

Schools should ensure that pupils know they have this option.

In secondary schools, Headteachers/Principals can refuse a request in exceptional circumstances, for example because of safeguarding concerns or a pupil's specific vulnerability*.

The process is the same for pupils with SEND. There may be exceptional circumstances where the Headteacher/Principal may wish to take a pupil's specific needs arising from their SEND into account when making the decision.

*Should there be any Safeguarding concerns that arise from, or are linked to the parents/carers request to withdraw their child, the Safeguarding and Child Protection Policy will apply, and consideration may be given to seeking advice from the local children's services.

Step 1:

Requests for withdrawal should be put in writing by the parents/carers using the form found in Appendix 1 of this policy and addressed to the Headteacher/Principal. The copy of the withdrawal request will be placed in the pupil's educational record.

Step 2:

Before granting any request for withdrawal of a pupil from sex education, the Headteacher/Principal will discuss the request with the pupil's parents/carers (and the pupil if appropriate) to understand their request and to clarify the nature and purpose of the curriculum. This is likely to include discussing the benefits of sex education, and any detrimental effects of withdrawal, including social and emotional impacts on their child, and the likelihood that their child will hear their peers' version of what was said in class, which may not be accurate.

The Headteacher must document this process to ensure a record is kept.

Step 3:

Once those discussions have taken place, if the parents/carers still wish to withdraw their child, the Headteacher/Principal must grant their request to withdraw a pupil from any sex education delivered, other than as part of the science curriculum.

Version control:

Ownership and consultation	
Document Sponsor	Director of Education- Europe and USA
Document Author	Head of Safeguarding (HOS) – Europe and USA
Document Approver	Managing Director (Chair of Governors)
Audience	All school staff, parents/carers, and pupils
Document application and publication	
England	Yes, adapted
Spain	Yes, adapted
Italy	Yes, adapted
Greece	Yes, adapted
Switzerland	Yes, adapted
Austria	Yes, adapted
USA	Yes, adapted
Version control	
Current Review Date	September 2026
Next Review Date	June 2027
Related documentation	
Related documentation	Curriculum Policy Anti-Bullying Policy Behaviour Policy SEND Policy EAL Policy Preventing Radicalisation and Extremism Policy Drug and Alcohol Policy Safeguarding and Child Protection Policy Independent School Standards IT Policy

	Health and Safety Policy

Mrs Sarah Cartwright-Styles

Headteacher

Appendix 1 Parent form: Withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of Pupil		Class	
Name of Parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			

TO BE COMPLETED BY PARENTS	
Parent signature	

TO BE COMPLETED BY THE HEADTEACHER / PRINCIPAL	
Date of Meeting with parents/carers :	
Headteacher/Principal notes from the parental meeting:	

TO BE COMPLETED BY THE HEADTEACHER / PRINCIPAL	
Agreed Actions/Decisions from the above meeting:	

Appendix 2

Primary Relationships Education: curriculum content

Families and people who care for me

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

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

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

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

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.

Appendix 3

Primary Health and Wellbeing: curriculum content

General wellbeing

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.

Wellbeing online

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

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

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

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

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

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

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.

Developing bodies

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.

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.

Appendix 4

Curriculum Resources

The UK Department for Education page brings together all existing information available to schools on the teaching of the RSHE curriculum. This includes parent guides and guidance in engaging parents on Relationships education.

- Schools may also wish to see a series of DfE sexual harassment webinars covering domestic abuse, pornography and sexual exploitation.
- Non-statutory framework for Citizenship KS 1 and 2 (Non-statutory programme of study). Schools may wish to draw on the statutory Citizenship programme of study for KS 3 and 4 in their planning.
- Oak National Academy, the independent provider of freely available online curriculum and lesson resources, are developing curriculum materials to make sure every school can access high-quality, compliant resources which will build on what is already available for schools.
- Example of a model RSHE curriculum produced in 2019 by the Catholic Education Service in conjunction with the Department for Education: the primary RSE Model Curriculum and secondary RSE Model Curriculum