



## Cherry Tree Hill Primary School

# Relationships, Sex and Health Education Policy (RSHE)

**Date of Policy to Governors:**

**Minute Number:**

**Renewal Cycle: The next review will be Autumn 2027**

**in the light of DfE requirements**

**Approved** \_\_\_\_\_ **by** \_\_\_\_\_ **the** \_\_\_\_\_ **Local** \_\_\_\_\_ **Governing** \_\_\_\_\_ **Board**  
**(Chair of Governors)**

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## **Vision**

By the time our children leave Cherry Tree, they will have the knowledge, skills and understanding they need to lead confident, healthy and independent lives. They will be able to make well informed healthy lifestyle choices and will know how to keep safe, which will support and impact on their positive relationship choices and mental well-being. Children will understand how they are developing personally and socially. They will have the understanding that through their learning journey in this subject they will learn how to tackle many of the moral, social and cultural issues they will face in the current world. Children will continue to build upon their resilience and determination to never give up and to celebrate their achievements at every step along the way.

## **Safeguarding Statement**

We believe every pupil should be able to participate in school activities in a safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Cherry Tree Hill Primary School. Our policies are developed from the DFE guidance document 'Keeping Children Safe in Education (Sept 2024)

We recognise that child abuse is an emotive subject and therefore it is important to understand the feeling involved and not to allow them to interfere with any judgement or action that must be taken. We understand our responsibility to safeguard and promote the welfare of all our pupils and adults by protecting them from physical, sexual or emotional abuse, neglect and bullying.

Any expression of gender distress by a pupil will be treated as a safeguarding concern and managed through the school's safeguarding procedures, rather than through the RSHE curriculum. We do not teach gender identity as an innate personal identity, do not encourage or facilitate social transition, and ensures that RSHE content does not promote gender questioning.

## **Statement of intent**

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

RSHE is compulsory in all primary schools in England. The key topics applicable for all key stages have been carefully planned in consultation with responses from parents, young people, schools and experts. Parents are given the opportunity to discuss this policy at any time. Staff delivering RSHE will receive regular, high-quality training to ensure they have the

knowledge, confidence and subject expertise required to teach sensitive content safely and effectively.

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

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

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health education (RSHE) for all our pupils. This policy sets out the framework for our RSHE curriculum, providing clarity on how it is informed, organised and delivered.

## **1. Legal framework**

Under the Education Act 2002 and the Academies Act 2010, all schools must provide a curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils
- Prepares pupils for the opportunities, responsibilities and experiences of later life

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (updated July 2025) make Relationships Education and Health Education statutory for all primary-aged pupils. These subjects must be taught in all maintained schools, academies, independent schools, maintained special schools, non-maintained special schools, and alternative provision settings.

We deliver statutory Relationships and Health Education within our comprehensive PSHE programme, using materials from Jigsaw PSHE 3-11. This provides children with a carefully sequenced, age-appropriate curriculum that meets all statutory requirements whilst also developing wider personal and social capabilities. The Jigsaw resources selected for use in our school have been checked for accuracy and suitability and are fully compliant with all statutory RSHE requirements. Our PSHE curriculum also supports our safeguarding responsibilities as set out in Keeping Children Safe in Education and the Prevent Duty, helping children to recognise concerns, stay safe online and offline, and seek help when needed.

Our curriculum addresses all statutory requirements including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Basic first aid
- Developing bodies (including puberty as part of Health Education)

All RSHE resources, including those from external organisations, will be reviewed by school leaders to ensure they are age-appropriate, evidence-based, and compliant with statutory guidance. Materials will not present contested viewpoints as fact.

## **Policy Development, Review and Approval**

The policy is informed by:

- DfE RSHE Statutory Guidance (2026)
- Keeping Children Safe in Education (current statutory guidance)
- The Prevent Duty (Counter-Terrorism and Security Act 2015)
- Jigsaw PSHE programme of study and supporting documentation
- Local authority / MAT guidance and support materials
- Evidence from educational research and best practice

## **2. Roles and responsibilities**

The governing board is responsible for:

- Playing an active role in monitoring, developing and reviewing the policy and its implementation in school.
- Appointing a link governor for RSHE who supports the school and monitors any aspects of RSHE included within the SIP.
- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.
- Ensuring that all staff receive ongoing training on issues relating to PSHE and RSHE and how to deliver lessons on such issues.
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSHE.

The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring adequate time on school timetable to deliver RSHE as a statutory curriculum subject.
- Providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSHE to pupils; for example, if staff do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Ensuring that parents are fully informed of this policy and the RSHE content are available to parents beforehand.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.

- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The RSHE subject leader is responsible for:

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

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.
- Ensuring that the needs of vulnerable pupils are taken into consideration in designing and teaching these subjects.

Teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.

- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the RSHE subject leader to evaluate the quality of provision.

All teachers at Cherry Tree Hill Primary School deliver RSHE Sessions.

Parents are responsible for:

- Enabling their children to grow and mature and to form healthy relationships.
- Supporting their children through their personal development and the emotional and physical aspects of growing up.
- Ensuring that they are aware of aspects of the curriculum, including when it is going to be delivered and the content.
- Supporting their children's personal, social and emotional development, by working with the school to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE.
- Seeking additional support in this from the school where they feel it is needed.

### 3. Organisation of the curriculum

Every primary school is required to deliver statutory relationships education and health education. The delivery of the relationships education and of health education coincide with one another and will be delivered as part of the school's PSHE curriculum.

For the purpose of this policy:

- **"Relationships education"** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- **"Health education"** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- **"Sex education"** is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort.

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

We are dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.

The school does not teach gender identity as an innate personal identity. RSHE content relating to biological sex, puberty and body changes is taught according to biological sex only.

Any expression of gender distress is treated as a safeguarding matter and managed through established safeguarding procedures.

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

- Questionnaires and surveys
- Focus groups
- Meetings
- Training sessions
- Newsletters and letters

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

- Organising a meeting with the headteacher.
- Emailing [admin@cherrytreehill.odysseyct.org.uk](mailto:admin@cherrytreehill.odysseyct.org.uk)
- Submitting written feedback into the suggestions box in the school office.

#### **4. Consultation with parents**

The school understands the important role parents play in enhancing their children's understanding of relationships and health and how important parents' views are in shaping the curriculum. The school will provide parents with frequent opportunities to understand and ask questions about the school's approach to RSHE.

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

Parents will be provided with the following information:

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

The school will work closely with parents in reviewing the sex education curriculum and will consult with them annually with regard to what is covered.

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

## **5. Relationships education overview**

Relationships Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on teaching children the fundamental building blocks of positive, respectful relationships with family, friends, peers and adults.

By the end of primary school, our children will understand:

- Families and people who care for me - That families come in many forms and all can provide love, security and stability; the characteristics of healthy family life; how to recognise unhealthy family relationships and seek help; marriage and civil partnerships as legal commitments.
- Caring friendships - How friendships contribute to happiness and security; characteristics of healthy friendships including mutual respect, trust, loyalty and kindness; how to recognise and navigate friendship difficulties; how to make and maintain positive friendships.
- Respectful, kind relationships - The importance of paying attention to others' needs; setting and respecting boundaries; communicating effectively and managing conflict with kindness; the importance of respect and self-respect; different types of bullying and how to respond; understanding stereotypes and how to challenge them.
- Online safety and awareness - How to behave respectfully online; critically evaluating online relationships and information; understanding privacy and personal information; recognising and reporting online risks; age restrictions for social media; understanding that content online can be inappropriate or upsetting.
- Being safe - Understanding appropriate and inappropriate boundaries; concepts of privacy and consent; that each person's body belongs to them; how to recognise when relationships are unsafe; how to respond to concerning adults; how to report abuse and seek help with confidence.

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

### **Relationships Education Overview Per Year**

#### **Year 1**

- identify the members of my family and understand that there are lots of different types of families
- identify what being a good friend means to me
- know appropriate ways of physical contact to greet my friends and know which ways I prefer
- know who can help me in my school community
- recognise my qualities as a person and a friend
- tell you why I appreciate someone who is special to me

#### **Year 2**

- identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate
- understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not
- identify some of the things that cause conflict with my friends
- understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret
- recognise and appreciate people who can help me in my family, my school and my community
- express my appreciation for the people in my special relationships

### **Year 3**

- identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females
- identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener
- know and can use some strategies for keeping myself safe online
- understand how people around the world help and influence my life and that media doesn't always show complete information
- understand how my needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes.
- know how to express my appreciation to my friends and family

### **Year 4**

- recognise situations which can cause jealousy in relationships
- identify someone I love and can express why they are special to me
- tell you about someone I know that I no longer see
- recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends
- understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older
- know how to show love and appreciation to the people and animals who are special to me

### **Year 5**

- have an accurate picture of who I am as a person in terms of my characteristics and personal qualities
- understand that belonging to an online community can have positive and negative consequences
- understand there are rights and responsibilities in an online community or social network
- know there are rights and responsibilities when playing a game online
- recognise when I am spending too much time using devices (screen time)
- explain how to stay safe when using technology to communicate with my friends

- understand I have rights about my personal data

## **Year 6**

- know that it is important to take care of my mental health
- know how to take care of my mental health
- understand that there are different stages of grief and that there are different types of loss that cause people to grieve
- recognise when people are trying to gain power or control
- judge whether something online is safe and helpful for me
- use technology positively and safely to communicate with my friends and family

## **6. Health education overview**

Health Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on supporting children to make informed decisions about their health and wellbeing.

By the end of primary school, our children will understand:

- Mental wellbeing - The normal range of emotions; how to recognise, talk about and manage feelings; simple self-care techniques; that mental health challenges are common and can be supported; where and how to seek help when needed.
- Internet safety and harms - The benefits and risks of internet use; rationing screen time; recognising and displaying respectful online behaviour; age restrictions on games and apps; being discerning about online information; where to report concerns.
- Physical health and fitness - Benefits of an active lifestyle; building regular physical activity into routines; risks of inactive lifestyles; when to seek health support.
- Healthy eating - What constitutes a healthy diet; principles of healthy meal planning; risks of unhealthy eating including impacts on teeth and weight; impacts of alcohol on health.
- Drugs, alcohol, tobacco and vaping - Age-appropriate facts about legal and illegal substances and associated risks, including the risks of nicotine addiction.
- Health protection and prevention - Recognising early signs of illness; sun safety; importance of good quality sleep; dental health and oral hygiene; personal hygiene and germ spread; facts about vaccination and immunisation.
- Personal safety - Recognising hazards and reducing risks; road, water and rail safety; when and how to seek help in emergencies.
- Basic first aid - How to make emergency calls; dealing with common injuries including head injuries.
- Developing bodies - Understanding growth and body changes during adolescence; correct names for body parts; facts about the menstrual cycle including physical and emotional changes (noting that whilst average age of menstruation is 12, it can begin from age 8, so we teach this content before girls experience menstruation).

RSHE will be taught according to biological sex. The school does not teach gender identity as an innate personal identity. Any pupil expressing gender distress will be supported through safeguarding procedures, not curriculum content.

## **Health Education Overview Per Year**

### **Year 1**

- understand the difference between being healthy and less healthy, and know some ways to keep myself healthy
- know how to make healthy lifestyle choices
- know how to keep myself clean and healthy, and understand how germs cause disease/illness
- know that all household products including medicines can be harmful if not used properly
- understand that medicines can help me if I feel poorly and I know how to use them safely
- know how to keep safe when crossing the road, and about people who can help me to stay safe
- tell you why I think my body is amazing and can identify some ways to keep it safe and healthy

### **Year 2**

- sort foods into the correct food groups and know which foods my body needs every day to keep me healthy
- make some healthy snacks and explain why they are good for my body
- recognise hazards in my home, including fire risks and hot things, and know how to reduce risks and keep myself safe
- recognise risks and know how to keep safe around roads, railways, and water, and can explain why safety rules help protect me
- understand how medicines work in my body and how important it is to use them safely
- explain how to keep my body healthy and safe at home and when I'm out

### **Year 3**

- understand how exercise affects my body and know why my heart and lungs are such important organs
- know that the amount of calories, fat and sugar I put into my body will affect my health
- tell you my knowledge and attitude towards drugs
- identify things, people and places that I need to keep safe from
- know some strategies for keeping myself safe, who to go to for help and how to call emergency services
- identify when something feels safe or unsafe
- understand how complex my body is and how important it is to take care of it
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## **Year 4**

- recognise how different friendship groups are formed, how I fit into them and the friends I value the most
- understand how peer influence can lead to unsafe choices, including fire risks and risky behaviour, and know how to reduce risks and ask for help
- know some facts about the effects of smoking and vaping on health, and why some people might start to smoke or vape
- understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol
- recognise when people are putting me under pressure and can explain ways to resist this when I want
- know myself well enough to have a clear picture of what I believe is right and wrong

## **Year 5**

- know there are health risks with smoking and vaping and can tell some of the ways that they are harmful to the body
- know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart
- know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations
- understand how the media, social media and celebrity culture promotes certain body types
- describe the different attitudes people have to food and how these can be affected by external influences
- know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy

## **Year 6**

- take responsibility for my health and make choices that benefit my health and well-being
- know about different types of drugs and their uses and their effects on the body particularly the liver and heart
- understand that some people can be exploited and made to do things that are against the law
- know why some people join gangs and the risks this involves
- understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness
- recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse

## **7. Sex education**

Sex education is not compulsory in primary schools, however the Department for Education recommends that all primary schools teach age-appropriate sex education to ensure children are prepared for the changes adolescence brings and understand how human life begins.

At Cherry Tree Hill Primary, our approach to sex education is:

### **Sex Education as part of PSHE (subject to parental withdrawal)**

We teach age-appropriate sex education in Years 5 and 6 as part of our PSHE curriculum, going beyond the statutory content about puberty to include factual information about human reproduction. We believe this information is important for children before they leave primary school, particularly as children naturally become more aware and curious about how life begins, and may seek information from less reliable sources if we do not provide age-appropriate, factual teaching. No sexual content is taught before Year 5 and no explicit sexual content is taught at any stage.

All pupils must be taught the statutory content about naming external body parts, puberty and menstruation, and from Science curriculum content about life cycles and reproduction in mammals, from which children cannot be withdrawn.

### **Overview of Year groups**

#### **Year 1**

- understand the life cycles of animals and humans
- tell you some things about me that have changed and some things about me that have stayed the same
- tell you how my body has changed since I was a baby
- identify the parts of the body that make boys different to girls and can use the correct names for private body parts: penis, testicles, vulva, anus
- understand that every time I learn something new I change a little bit
- tell you about changes that have happened in my life

#### **Year 2**

- recognise cycles of life in nature
- tell you about the natural process of growing from young to old and understand that this is not in my control
- recognise how my body has changed since I was a baby and where I am on the continuum from young to old
- recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina, anus) and appreciate that some parts of my body are private
- understand there are different types of touch and can tell you which ones I like and don't like

#### **Year 3**

- understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby
- understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies
- identify how boys' and girls' bodies change on the outside during this growing up process
- identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up
- understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy
- know some simple ways of keeping clean which can keep me healthy and protect me from some infections
- start to recognise stereotypical ideas I might have about parenting and family roles

#### Year 4

- understand that lots of things make up a person's identity and this what makes them unique
- describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this
- know there are many types of family and that often our family members form part of our inner circle
- know there are trusted people I can turn to if I need help and support as I grow up and go through puberty
- know how the circle of change works and can apply it to changes I want to make in my life
- identify changes that have been and may continue to be outside of my control that I learnt to accept

#### Year 5

- aware of my own self-image and how my body image fits into that
- explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally
- describe how boys' and girls' bodies change during puberty
- understand that sexual intercourse can lead to conception and that is how babies are usually made
- understand that sometimes people need IVF to help them have a baby
- identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)

\*Highlighted content is non-statutory sex education content which parents can withdraw their child from.

#### Year 6

- aware of my own self-image and how my body image fits into that
- explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally

- describe how a baby develops from conception through the nine months of pregnancy, and how it is born
- understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend
- know myself well enough to maintain positive relationships with others whilst still keeping my own identity
- aware of the importance of a positive self-esteem and what I can do to develop it

\*Highlighted content is non-statutory sex education content which parents can withdraw their child from.

## 8. Delivery of the curriculum

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

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

Sex education will be delivered through the science curriculum and the PSHE curriculum.

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

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

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional development. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

### Opportunities to teach safeguarding

Further to the prescribed curriculum for RSHE, teaching will focus on safeguarding and preventative education. The school will ensure that, as part of relationships education, pupils are taught about how to keep themselves and others safe, including online. Education will be tailored to the specific needs and vulnerabilities of individual pupils whilst taking account of pupils who may be victims of abuse and pupils who have SEND.

Preventative education will be adopted as a whole-school approach that prepares pupils for life in modern Britain and creates a zero-tolerance culture for sexism, misogyny/misandry, homophobia, biphobic and sexual violence or harassment. The school will have a clear set of values and standards which will be underpinned by the Behaviour Policy and pastoral support system, as well as by a planned programme of evidence based RSHE curriculum. RSHE will be delivered in a politically impartial manner. Staff will not promote partisan

political views and will ensure that pupils are presented with balanced, factual information when discussing societal issues.

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

### **Curriculum organisation**

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

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

### **Terminology**

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

### **Dealing with difficult questions**

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

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

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

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

## **9. Working with external experts**

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

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

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy and for compliance with DfE 2026 guidance
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

External providers cannot teach gender identity, ideology, or contested concepts. External providers cannot deliver sex education unsupervised.

## **10. Equality and accessibility**

Cherry Tree Hill Primary School delivers RSHE in a way that complies with the Equality Act 2010. Teaching is inclusive of all pupils, respects all families, and ensures that no pupil is stigmatised based on any protected characteristic, including sex, race, religion or belief, disability, sexual orientation or gender reassignment.

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

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

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action

to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

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

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

The school understands that relationships, sex, and health education may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the wellbeing lead to discuss this.

## **11. Curriculum links**

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

- **Science** – Learning about the human body, life cycles, health, drugs and their effects, puberty and reproduction.
- **RE:** Moral questions, values, beliefs and world views, diversity and respect.
- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

## **12. Withdrawing from Sex Education**

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

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

The headteacher will automatically grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum; however, the headteacher will discuss the request with the parent and, if appropriate, their

child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

### **The withdrawal process:**

-Parent to email [admin@cherrytreehill.odysseyct.org.uk](mailto:admin@cherrytreehill.odysseyct.org.uk) and state that they wish their child to be withdrawn from sex ed. Parent to include: child's full name and class

-The school office will log parent request and pass it on to the headteacher (and PSHE/RSHE lead)

- The headteacher will contact you (by email or phone) to arrange a meeting to talk through the request and explain what is taught, which parts are statutory, and what is optional.

-Parent to attend meeting to see an overview of the lessons and any Jigsaw materials being used and to clarify which parts are *sex education* and which are statutory science/RSHE. This will allow time for parents to ask questions and share any concerns.

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

## **13. Behaviour**

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

Any bullying incidents caused as a result of the relationships and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises. These incidents will be dealt with following the processes in our Behaviour Policy and Anti-bullying Policy.

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

## **14. Staff training**

All staff members at the school will undergo training on a regular basis to ensure they are up-to-date with the relationship and health education programme and associated issues. Members of staff responsible for teaching the subjects will undergo further training on a termly basis, led by the RSHE subject leader, to ensure they are fully equipped to teach the subjects effectively.

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

## **15. Confidentiality**

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

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

Pupils will be informed prior to delivery of RSHE lessons that confidentiality will remain unless school staff feel that a child is at risk of harm. This information will need to be passed on to the DSL and the pupils will be informed of the procedure. Staff who breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's Disciplinary Policy and Procedure.

## **16. Quality of Education**

The RSHE subject leader is responsible for monitoring the quality of teaching and learning for the subjects. RSHE learning will be assessed through ongoing teacher assessment, reflective activities and pupil voice. Assessment will focus on pupils' understanding of key knowledge and their ability to apply learning to real-life situations.

The RSHE subject leader will work regularly and consistently with the headteacher and RSHE link governor, e.g. through review meetings, to evaluate the effectiveness of the subjects and implement any changes.

## **17. Viewing PSHE Teaching Materials**

We want parents to feel informed about what their children are learning in PSHE. We provide several ways for parents to access information about the curriculum:

- Knowledge Organisers for RSHE -we provide accessible detailed descriptions online showing the key learning objectives and content from the Jigsaw programme. They provide a clear overview of what will be taught in each unit without overwhelming detail. These are available for viewing on the school website.
- Viewing Materials in School - We recognise that there is a large volume of teaching material across the full Jigsaw programme. For parents who would like to explore the materials in more depth or understand how we adapt content for our specific classes, we welcome you to arrange a time to view materials in school with a member of staff. This allows us to explain the teaching approach, answer any questions, and show how content is delivered in practice.

## **18. Monitoring and Review**

The governing board is responsible for approving this policy.

This policy will be reviewed on an annual basis by the RSHE subject leader and headteacher. The next scheduled review date for this policy is Autumn 2027. This policy will also be reviewed in light of any changes to statutory guidance; feedback from parents, staff or pupils; and issues in the school or local area that may need addressing.

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