



Farsley Springbank Primary School

'Be the best you can be.'



Relationships, Sex and Health Education (RSHE) Policy

Date of policy:

Review date:

Farsley Springbank Primary School takes its responsibility to provide relevant, effective and responsible Relationship, Sex and Health Education (RSHE) to all of its pupils as part of the school's personal, social, health education (PSHE) curriculum very seriously. The school wants parents/carers and pupils to feel assured that RSHE will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the RSHE provision.

1. Aims and Ethos

At Farsley Springbank, our Relationships, Sex and Health Education (RSHE) policy is firmly rooted in our school values of being kind, curious and courageous. These values shape the ethos, culture and learning behaviours across our school and they underpin every aspect of our RSHE curriculum.

Our aim is to equip all pupils with the knowledge, skills, attitudes and character traits they need to build healthy, safe and positive relationships, both now and in the future. Through high-quality RSE, delivered as part of our wider PSHE and whole-school curriculum, we seek to:

- Develop kindness, by teaching empathy, respect, understanding, integrity and self-worth. Pupils learn to appreciate difference, show compassion, build healthy relationship norms, and recognise how their actions affect others.
- Foster curiosity encouraging pupils to ask questions, seek accurate, age-appropriate information about their bodies, health, emotions, and relationships, and reflect on different scenarios safely. This supports their moral reasoning and secure understanding of themselves and the world.
- Build courage, by creating a safe, structured learning environment where pupils can talk openly about sensitive issues, challenge misconceptions, set personal boundaries, express their views, and make safe, informed choices

Through this approach, our RSHE provision aims to:

- Provide a universal entitlement for all pupils, ensuring everyone receives age-appropriate, inclusive teaching that reflects statutory RSHE guidance.

- Prepare pupils for the physical and emotional changes of growing up, including puberty, personal hygiene and developing independence.
- Ensure pupils learn the correct vocabulary to describe their bodies, feelings and relationships confidently and safely.
- Create a positive culture around physical health and mental wellbeing, promoting healthy lifestyle norms and reducing health-related stigma.
- Support targeted provision, where needed, for pupils with additional vulnerabilities (e.g. SEND or children receiving pastoral support), ensuring teaching is accessible and adapted to diverse needs
- Strengthen safeguarding and online safety work, reinforcing our whole-school commitment to developing confident, responsible and emotionally literate citizens.

By the end of their time at Farsley Springbank, pupils will be able to demonstrate curiosity in seeking understanding, courage in expressing themselves safely and kindness in all relationships—reflecting our school’s shared vision for every child.

The aim of RSE is NOT to:

- Encourage pupils to become sexually active at a young age or normalise early sexual experimentation
- Teach contested concepts (such as gender identity) as objective fact, maintaining clarity on biological sex and legal protections under the Equality Act 2010.
- Sexualise children or expose them to material that is inappropriate for their age or developmental stage

2. Statutory requirements

As a maintained primary school, we must provide Relationships Education and Health Education to all pupils under section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the statutory National Curriculum for Science. In teaching RSHE, we must have regard to guidance issued by the Secretary of State, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations between different people when carrying out their activities.

At Farsley Springbank Primary School, we teach RSHE as set out in this policy.

3. Development process

In line with statutory guidance, primary schools must consult with parents and carers when developing and reviewing their RSHE policy. At Farsley Springbank Primary School, this policy was drafted by the PSHE Lead in consultation with the Headteacher and developed through a comprehensive consultation process involving staff, parents/carers, pupils, and governors.

The consultation and policy development process involved the following steps:

- Review: The PSHE Lead gathered all updated national statutory guidance, local authority recommendations, and existing whole-school curriculum plans.
- Parent and Stakeholder Consultation: Parents and carers were invited to review the draft policy and the Parents' Guide to RSHE (Appendix 1) via the school website.
- Pupil Consultation: Pupil voice activities and surveys (such as our behaviour and safety surveys) were used to identify pupils' existing knowledge, questions, and needs.
- Ratification: Amendments were incorporated, and the final policy was reviewed by the Pupil Support Committee and formally approved by the Headteacher and Governing Body.

The member of staff responsible for overseeing, monitoring, and reviewing this policy is the PSHE Lead, Hattie Mitchell. The policy will be reviewed in full every two years.

4. Location and dissemination

This policy document is freely available on request to the whole school community. The policy is referred to in relevant areas of the curriculum. A copy of the policy can be found on the school website. A physical copy of the policy is available free of charge from the school office. All visitors and external providers contributing to RSHE should be given access to the RSHE policy in advance to ensure their input aligns with and enhances our curriculum.

5. Definition

For the purpose of this policy, Relationships, Sex and Health Education (RSHE) encompasses:

- Relationships Education: Teaching the skills, knowledge and characteristics that form the building blocks of all positive, safe and respectful relationships.
- Health Education: Teaching the benefits and importance of physical activity, good nutrition, sufficient sleep, time spent outdoors and personal hygiene, as well as emphasising the direct link between physical health and mental wellbeing.

- **Mental Wellbeing:** Supporting children to build emotional awareness, recognise and talk about their feelings and reduce the stigma attached to physical and mental health issues.
- **Personal Safety and Growth:** Preparing pupils for the physical and emotional changes of growing up (including puberty) and teaching them how to keep themselves and others safe in real life and online.
- **Sex Education:** In primary education, sex education is taught strictly in line with the statutory National Curriculum for Science (human growth, life cycles, and reproduction), alongside any supplementary upper key stage 2 learning agreed in consultation with parents and carers.

RSHE is not about the promotion of sexual activity, early sexual experimentation, or contested gender concepts.

6. Relationship to other policies

This policy links to:

- Anti-bullying
- Assessment
- Attendance (in particular in relation to FGM)
- Behaviour
- Child Protection/Safeguarding Children (including FGM)
- Equality
- Online-safety
- Health & Safety
- PSHE
- Science
- SEND/Inclusion
- Teaching and Learning

7. To whom the policy applies

The policy applies to:

- The headteacher
- All school staff
- The governing body
- Pupils
- Parents/carers
- School nurse and other health professionals
- Partner agencies working in or with the school

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE.

8. Curriculum

RSHE at Farsley Springbank is taught primarily through our PSHE curriculum, which has been bespoke designed and tailored to reflect the specific needs of our pupils while following the statutory RSHE guidance as closely as possible. Biological aspects of RSHE are taught within the statutory National Curriculum for Science. Content is also revisited through assemblies, safeguarding themes, PE and standalone lessons within Relationships and Health Education.

Our curriculum is flexible and responsive to emerging needs.

Filtering and monitoring systems on school devices are actively managed to ensure that "over-blocking" does not prevent pupils from accessing age-appropriate RSHE content.

Parents/carers cannot withdraw their child from statutory Science lessons. These elements remain compulsory and parents cannot withdraw their child from them:

- Naming external body parts accurately
- Understanding the basic needs of humans for survival
- Human growth from birth to old age
- The human life cycle
- Physical and emotional changes as humans develop, including puberty
- Reproduction in plants and animals, including humans (as required in Upper KS2 Science)

8.1 Statutory Relationships Education

Relationships Education focuses on teaching the building blocks of positive, safe and respectful relationships. Taught through PSHE across all year groups, key topics include:

- Families and people who care for me: Family structures, stability, love, care and legal commitment (marriage and civil partnerships).
- Caring friendships: Characteristics of healthy friendships, managing conflict with kindness, understanding the difference between being assertive and being controlling and recognizing that loneliness is normal with no shame in discussing it.
- Respectful, kind relationships: Setting and respecting healthy boundaries, courteous behaviour, self-respect, challenging unfair stereotypes and managing feelings such as frustration.
- Online safety and awareness: Minimum age restrictions for social media platforms, digital permanence (understanding that online content cannot be deleted everywhere), privacy settings, evaluating online friendships and identifying online risks and scams.
- Being safe: Privacy, bodily autonomy, personal space, recognising abusive or unsafe situations, reporting concerns and understanding rights over one's own body.

8.2 Statutory Health Education

Health Education prepares pupils to make informed choices about their physical and mental health. Taught through PSHE, Science and PE, compulsory areas include:

- Mental wellbeing: Emotional regulation, simple self-care, building self-esteem, understanding change, loss, grief and bereavement and seeking support early.
- Physical health and fitness: Benefits of regular physical activity, time spent outdoors and the health risks of an inactive lifestyle.
- Healthy eating: Principles of a balanced diet, maintaining a healthy relationship with food and risks of poor nutrition.
- Drugs, alcohol, tobacco, and vaping: Facts and risks associated with harmful legal and illegal substances, including smoking, alcohol, vaping, e-cigarettes and nicotine products.
- Health protection and prevention: Personal hygiene, handwashing, dental health, sleep hygiene, sun safety and immunisation.
- Personal safety: Identifying hazards and managing personal safety around roads, railways (including level crossings), and water safety (Water Safety Code).
- Basic first aid: Emergency service calls (focusing on reporting incidents rather than filming) and basic treatment for common minor injuries
- Changing adolescent body: Physical and emotional changes during puberty, including menstrual health

8.3 The Right to Withdraw from Sex Education

- Parents/carers cannot withdraw their child from the statutory RSHE education content included in National Curriculum for Science which includes content on human development, including reproduction.
- Parents/carers also cannot withdraw their child from Relationships Education or Health Education because it is important that all children receive this content, covering topics such as friendships, how to stay safe and puberty.
- Parents do have the right to request that their child be withdrawn from some or all of sex education delivered as part of the non-statutory RSHE, delivered as part of the PSHE curriculum.

For further clarification on curriculum content, please see RSE Parents' Guide (appendix 1)

Any parent/carer wishing to withdraw their child from RSE should firstly contact the class teacher to discuss the reasons why. If parents still wish to withdraw, requests should be made in writing to the headteacher.

RSHE is a vital part of the school curriculum and supports child development and we strongly advise parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life. It is acknowledged however that the final decision on

the issue is for the parents/carers to take and the child and family should not be stigmatised for the decision.

The school provides information to parents/carers who do withdraw their children. Support materials for home use will also be provided. Parents/carers who do withdraw their children will be alerted to the possible consequences of doing so during the discussion between the school and the parents/carers. Possible consequences could include, for example, 'If a pupil is withdrawn from the RSE sessions, they will no doubt hear about the content of sessions from other pupils and this may not be in a supportive, controlled or safe environment, like the classroom would be. They may also seek out their own information via the internet, which may result in them finding out incorrect information and possibly put them in an unsafe situation. Pupils may also be stigmatised for not being included in these sessions. Ofsted figures show that about only four children will be withdrawn in every ten thousand (0.04%). Parents/carers must stipulate how their child will receive this content. The school's arrangements for pupils withdrawn from RSHE are that they will attend lessons with additional work in another classroom, this may be different from their own year group.

9. RSHE Provision

RSHE provision comprises both statutory and non-statutory aspects of Science, Relationships and Health education as well as specific RSHE lessons for each year group from our PSHE scheme of work.

Please see appendix 2 for a concise overview of the learning objectives for each year group.

10. RSE Delivery

10.1 The needs of pupils

We recognise that an interactive approach to RSHE will better develop the skills of our pupils and also that it is more likely to meet their needs. We involve pupils in the evaluation and development of their RSE in ways appropriate to their age, stage and development.

We may involve pupils through:

- discussions with small groups of pupils
- questionnaires/surveys (e.g. the behaviour and safety survey)
- pre and post assessment activities for RSE
- whole-class consultation activities which ensure all pupils have a voice in the process

10.2 Curriculum organisation

RSHE lessons are delivered primarily by class teachers, supported by additional staff where required to assist pupils with SEND or pastoral needs. Pupils receive their RSHE entitlement through a spiral curriculum in timetabled slots that demonstrate clear progression across year groups. RSHE is delivered through:

- Designated PSHE and RSHE timetable slots
- Cross-curricular links (e.g., Science, PE, Computing)
- Whole-school assemblies and ethos
- Small group work and targeted discussions

10.3 Working with visitors and other external agencies

While external agencies are rarely used, any visitor or external organisation contributing to RSHE will be vetted carefully. The school remains fully responsible for all curriculum content delivered. We will:

- Ensure external inputs are age-appropriate, evidence-based, unbiased and aligned with our legal duty of political impartiality.
- Check that all materials comply with this policy, the Teachers' Standards, the Equality Act 2010, the Human Rights Act 1998 and the Education Act 1996.
- Where possible, request and review all lesson plans, presentations and resources in advance.
- Require visitors to agree in advance on confidentiality, safeguarding procedures and school protocols.
- Ensure a class teacher remains in the room at all times during external sessions
- Refuse or cease work with any organisation that takes or promotes extreme political views or restricts materials from being inspected by parents/carers

10.4 Inclusion, equality and diversity

We comply fully with our legal duties under the Equality Act 2010 and the Public Sector Equality Duty (PSED). RSHE is inclusive of all pupils regardless of age, sex, race, disability, religion or belief or sexual orientation.

To encourage pupils to participate in lessons, teachers will ensure content, approach and use of inclusive language reflects the diversity of the school community and helps each and every pupil to feel valued and included in the classroom.

10.5 Responding to pupils' diverse learning needs:

Lessons are adapted to ensure full accessibility for all pupils. We will teach about these topics in a manner that:

Considers how a diverse range of pupils will relate to them

Is sensitive to all pupils' experiences

During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

Give careful consideration to the level of differentiation needed

Farsley Springbank works hard to foster a culture of acceptance through providing the children with access to LGBT friendly lessons over the course of the year and will endeavour to support children where appropriate in accessing the RSHE curriculum. The school also teach core LGBT+ friendly values through the 'Different Families, Same Love' scheme in association with Stonewall. The school takes a zero tolerance stance on the use of homophobic and transphobic vocabulary as highlighted in the behaviour policy.

10.6 Resources

Resources are evaluated carefully by the PSHE Lead and Headteacher before use. We use high-quality fiction and non-fiction books, schemes of work, videos, and practical teaching tools.

All materials are assessed for age-appropriateness, accuracy, and alignment with statutory RSHE guidance.

Parental Access & Copyright: Parents and carers can inspect all RSHE learning materials on request. In line with statutory requirements, copyright law does not prevent the school from sharing commercial teaching materials with parents/carers for review.

10.7 Learning environment and additional non-negotiable ground rules

To ensure pupils feel safe and supported when discussing sensitive topics, teachers establish non-negotiable ground rules at the start of sessions.

- Teachers adopt a matter-of-fact approach and maintain professional boundaries.
- Distancing techniques (e.g., fictional scenarios, case studies, and characters) are used to avoid personal disclosures.
- Anonymous question boxes ("Ask-It Baskets") allow pupils to post questions safely, giving staff time to review answers prior to the next lesson

10.8 Assessment, recording and reporting in RSHE

We assess pupils' learning in RSHE in line with approaches used in the rest of the curriculum (including assessment for learning).

Assessment methods:

- baseline or pre-assessment (essential for needs-led RSHE)
- needs assessment is used to identify existing knowledge and skills of pupils
- assessment is built into the RSHE programme to inform planning
- pupil self-assessment is used where appropriate
- assessment focuses on knowledge as well as skill development and attitudes

- teachers will keep a note of pupils who have missed some or the entire lessons due to absence from school
- pupil achievement in RSHE is celebrated and shared

10.9 Monitoring and evaluation

RSHE provision is reviewed annually as part of the whole-school curriculum review cycle and is formally updated every two years in line with policy review requirements. Evaluation is carried out by the PSHE Lead, in consultation with staff, senior leaders and pupils, and findings directly inform future planning and staff CPD. We use a range of monitoring and evaluation activities, including pupil and staff surveys, observations, scrutiny of pupils' work, planning reviews and pupil and staff interviews.

Pupils contribute to the evaluation of RSE through surveys, feedback tasks, pupil voice activities and reflection opportunities, and their input directly informs curriculum development. Pupil voice is analysed to identify gaps, misconceptions and emerging needs, ensuring that RSHE topics are taught at the most appropriate time and that the curriculum responds proactively to pupils' experiences.

Findings from the surveys are analysed annually, and key themes—such as emotional wellbeing, online safety, relationships confidence and misconceptions—are incorporated into curriculum planning.

11. Language

Pupils will be taught the anatomical terms for body parts. Slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

Although words may be used lower in younger years, the concept of the words will be taught in agreed year groups. *E.g. a child may discuss that a parent is pregnant in reception, however the concept of human reproduction is not taught until Year 6.*

Agreed list of vocabulary used in school:

Reception onwards	Penis, Vagina, Genitals, Love, Relationship, Family, Support, Caring, Loving, Consent, Vulva, testicles, Breasts
Year 4 onwards	Puberty, Womb, Uterus, Menstruation, Period, Ovary, Egg, Fallopian tube, Sperm

Year 5 onwards	Wet dream, Ovum, Clitoris, Cervix, Labia, Oestrogen, Foreskin, Masturbation, Sperm ducts, Prostate, gland, Urethra, Ejaculation, Epididymis, Erection, Scrotum
Year 6	Conception, Pregnancy, Birth, Erection, Testosterone, Sexual intercourse, Penetration, Make Love, Pleasure, Egg, Ovum, Foetus, Zygote, Embryo, Umbilical cord, Amniotic fluid, Placenta, Amniotic sac, Cells, Contractions, Disease, Infection, Contraception

Throughout school, children will hear age-appropriate inclusive language through assemblies, equality week and in lessons. This includes language such as LGBTQ+, gay, lesbian, heterosexual, homophobia, transgender, bisexual, homosexual. This is supported by our No Outsiders curriculum.

The use of respectful language which challenges sexism, homophobia and other forms of prejudice will be established in RSHE but will have benefits for the whole school community, both in and out of lessons; it helps to ensure we are a happy and healthy place to learn. Ofsted found that casual use of homophobic language in schools is often unchallenged (2013) – we always challenge it. The casual use of homophobic, biphobic and transphobic language in school will be challenged and pupils will be made aware that using the word ‘gay’ to mean something is rubbish is wrong and will not be tolerated. To tackle this, staff might say: ‘you have used the word ‘gay’, but not in the right way.’

As a result, pupils will hear references to, for example, ‘gay,’ ‘straight’ and different kinds of relationships as part of teaching and assemblies, for example when we talk about rights, respect or relationships.

12. Answering questions

We acknowledge that sensitive and potentially difficult issues will naturally arise during RSHE lessons as pupils explore new concepts, share experiences and ask questions. Pupils will often ask questions that go beyond the planned curriculum for their age group or may be at different developmental stages compared to their peers.

12.1 Principles for responding to questions

- **Planned Curriculum:** Questions relating to the taught, planned curriculum for a specific year group are answered directly and matter-of-factly in a whole-class setting.
- **Questions Beyond Planned Curriculum:** If a pupil asks a question outside the scope of the planned lesson or policy, staff will respond sensitively, honestly and in an age-

appropriate manner. This ensures pupils receive accurate, safe information in school rather than seeking out incorrect or unsafe answers online.

- **Referring to Parents/Carers:** If a question is not appropriate to answer in a class setting or is specific to an individual child's family context, staff will acknowledge the question and suggest the pupil discuss it with their parents or carers. Staff may also contact parents/carers directly to inform them.
- **Staff Guidance:** If a member of staff is uncertain about how to answer a complex question, they will defer the answer and seek advice from the PSHE Lead or Designated Safeguarding Lead (DSL).

12.2 Classroom parameters and distancing techniques

Ground rules are established at the start of every RSHE unit to create a safe learning environment and prevent anxiety or embarrassment.

- **Matter-of-Fact Tone:** Staff set the tone by speaking in a clear, matter-of-fact, and balanced manner.
- **No Personal Disclosures:** Ground rules prohibit adults, pupils or their families from sharing personal intimate details in class.
- **Question Boxes / Ask-It Baskets:** Pupils can submit written questions anonymously. This allows staff time to review questions and prepare safe, age-appropriate answers before the next session, or follow up individually where appropriate.
- **Agreed Deferral Phrases:** Staff use agreed phrases when dealing with complex or out-of-scope questions, such as:
 - *"That topic will be covered in more detail when you are older."*
 - *"That is a great question to ask your parents or carers at home."*

12.3 Safeguarding disclosures

Where a pupil's question, comment, or behaviour in class indicates the possibility of abuse, harm, or risk to themselves or others, staff will follow the school's Safeguarding and Child Protection Policy immediately. Staff will not investigate, but will pass all relevant information directly to the Designated Safeguarding Lead (DSL) or a member of the safeguarding team.

13. Key responsibilities for RSE

13.1 The Governing Body

The Governing Body plays an active role in monitoring, developing, and reviewing this policy and its implementation across the school. There is a named link governor for RSHE (Simon Jessop) who works closely with senior leaders and the PSHE Lead.

The Governing Body will:

- Formally approve the RSHE policy and hold the Headteacher to account for its implementation.
- Ensure curriculum content and teaching materials comply fully with statutory guidance and legal duties.
- Ensure that teaching is accessible to all pupils, including those with SEND.
- Ensure clear information is provided to parents/carers regarding curriculum content, teaching materials, external visitors, and the right to request withdrawal from non-statutory sex education.

13.2 The Headteacher

The Headteacher is responsible for:

- Ensuring that RSHE is taught consistently and effectively across the school
- Managing requests to withdraw pupils from non-statutory components of sex education, in line with statutory RSHE guidance
- Ensuring all curriculum materials are shared transparently with parents and carers upon request.
- Overseeing staff professional development and training for RSHE
- Liaison with media and external bodies regarding RSHE provision.

13.3 Lead Member of Staff (PSHE Lead)

The PSHE Lead (Hattie Mitchell) receives specific training to lead the development, implementation and monitoring of RSHE. Responsibilities include:

Specific Responsibility	Assigned Role
Coordinating RSHE provision and ensuring a progressive spiral curriculum	PSHE Lead
Policy development, consultation, review, and dissemination	PSHE Lead
Accessing, coordinating, and delivering staff CPD and training	PSHE Lead / Headteacher
Establishing and vetting links with external agencies and health professionals	PSHE Lead / Headteacher / DSL
Monitoring and evaluating curriculum effectiveness in practice	PSHE Lead

Specific Responsibility	Assigned Role
Establishing and maintaining active engagement with parents/carers	PSHE Lead / Headteacher
Managing child protection and safeguarding issues arising from RSHE	Designated Safeguarding Lead (DSL)
Supporting secondary transition for vulnerable pupils and pupils with SEND	SENCO / DSL

13.4 All Staff

All teaching and non-teaching staff are responsible for:

- Delivering RSHE in a sensitive, high-quality, and age-appropriate manner in line with school policy.
- Ensuring personal beliefs and attitudes do not influence the delivery of balanced RSHE.
- Modelling positive attitudes, healthy relationships, and respectful behaviours.
- Avoiding language that perpetuates harmful stereotypes, everyday sexism, misogyny, or homophobia. Where prejudice or misogynistic ideas are expressed, staff will challenge the ideas constructively.
- Tailoring lessons and adapting approaches to meet the needs of all pupils, including those with SEND or pastoral vulnerabilities
- Reporting any safeguarding concerns or disclosures immediately to the Designated Safeguarding Lead (DSL)
- Attending regular professional development and staff briefings on RSHE.

Note: Staff do not have a statutory right to opt out of teaching RSHE. Any staff member with concerns should discuss these directly with the Headteacher.

13.5 Parents and Carers

Parents and carers are the first and primary educators of their children and play a vital role in developing their understanding of relationships and health. The school seeks to build a transparent relationship with parents/carers by:

- Providing access to the policy, Parents' Guide (Appendix 1), curriculum maps and online information sessions.
- Ensuring parents/carers can view all RSHE learning resources on request, confirming that copyright law is not a barrier to parental inspection.
- Informing parents/carers of their right to request withdrawal from non-statutory sex education delivered outside National Curriculum Science.
- Encouraging open conversations at home to complement classroom learning.

13.6 Pupils

All pupils are expected to:

- Engage fully and respectfully in statutory Science, Relationships Education, and Health Education lessons.
- Follow class ground rules, listen to others, and treat peers and staff with kindness and sensitivity.
- Support peers by alerting staff to worries or potential safeguarding concerns.
- Provide honest feedback through pupil voice activities and surveys to help shape future RSHE provision.

14. Staff Support & CPD

It is essential that all staff feel confident, skilled, and supported to deliver high-quality RSHE. The school provides regular professional development and training in the delivery of RSHE as part of staff induction and the continuing professional development (CPD) calendar.

Staff CPD needs may be identified and supported through:

- Induction Training: All new teaching and non-teaching staff receive RSHE training during their induction to ensure familiarity with school policy, ground rules and statutory expectations.
- Core Training Topics: Staff may receive training covering:
 - Setting effective ground rules and using distancing techniques.
 - Managing confidentiality, handling sensitive disclosures and following child protection procedures.
 - Responding appropriately to awkward, explicit or unexpected questions.
 - Statutory RSHE requirements, legal duties under the Equality Act 2010 and political impartiality.
 - Teaching biological sex and legal protections accurately without presenting contested concepts as objective fact.
- Targeted Training: Teaching and support staff involved in delivering sensitive modules (such as puberty or upper Key Stage 2 health and reproduction) are offered targeted training to build confidence.
- External Support: The Headteacher and PSHE Lead may invite healthcare professionals, school nurses or specialists to deliver training to staff. Support is also accessed via the Health and Wellbeing Service.

15. Safeguarding and Child Protection

Through Relationships Education and Health Education, pupils are taught essential knowledge to recognize risks, protect their personal safety, and report abuse, including physical, emotional, and sexual abuse, as well as neglect.

15.1 Boundaries, privacy and bodily autonomy

Teaching focuses on privacy and personal space, ensuring pupils understand that they have rights over their own bodies. Pupils are taught:

- That their body belongs to them and how to recognise appropriate versus inappropriate or unsafe physical contact.
- The importance of setting personal boundaries in friendships, families and online interactions.
- That they have the right to say "no" and should keep seeking help until they are heard by a trusted adult.
- That it is never a child's fault if they experience harm or abuse and that victim blaming is always wrong.

15.2 Child-on-child (peer-on-peer) abuse

We recognise that children are capable of abusing their peers and that child-on-child abuse can manifest in various ways, including online bullying, sharing inappropriate imagery, initiation/hazing activities, and harmful sexual behaviours. RSHE lessons provide a safe space to discuss healthy boundaries, consent, and respectful behaviour, helping pupils recognize unacceptable peer behaviours and report them immediately.

15.3 Anatomical terminology as a safeguarding tool

Teaching accurate anatomical terms for body parts from Reception onwards is a primary safeguarding measure. It ensures pupils have the clear, accurate vocabulary required to describe inappropriate touching or abusive behaviour if needed.

15.4 Safeguarding disclosures and reporting

Ground rules established at the start of lessons maintain a safe learning environment. If a pupil makes a disclosure or if a question/comment suggests a child is at risk of abuse, harm, or exploitation, staff will.

- Follow the school's Child Protection and Safeguarding Policy immediately.
- Pass all relevant details to the Designated Safeguarding Lead (DSL) without attempting to investigate.
- Access early help, pastoral support, or Learning Mentor provision for vulnerable pupils as appropriate.

Appendices

- **Appendix 1:** RSHE Parents' Guide
- **Appendix 2:** RSHE Long-Term Curriculum Map & Statutory Learning Outcomes