WOODMANSEY CE
PRIMARY SCHOOL

Building Strong Foundations • Unlocking Potential • Inspiring a Generation

Relationships, Sex, Health Education (RSHE) Policy

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Approved by: Governing Body

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Next Review: March 2027

1. Intent in RSHE

The school is an important partner with parents/carers in Relationships Education, Relationships and Sex Education and Health Education. This policy adheres to the statutory guidelines (July 2025).

RSHE should support children in developing the knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality teaching should help prepare the children for the opportunities and responsibilities of adult life and promote their moral, social, mental and physical development. It is our duty to support children in cultivating positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trust worthiness. We need to ensure that children understand when things are not right to prevent them from harm.
(Relationships Education, Relationships and Sex Education and Health Education Statutory DfE Guidance July 2025)

Woodmansey CE Primary recognises the guiding principles for relationships, sex and health education:

a. Engagement with pupils – a well sequenced curriculum informed by meaningful, relevant and engaging interaction with pupils.
b. Engagement and transparency with parents – parents should be aware of the content and resources used to teach sex education and parents hold the right to request for their children to be withdrawn from sex education.
c. Positivity – a focus on building positive attitudes and skills promoting healthy norms about relationships, health and mental health.
d. Careful sequencing – a curriculum which promotes the development of healthy behaviour and relationships from the foundation onwards.
e. Relevant and Responsive – a curriculum relevant to the age and stage of the children taking into account local issues in the community in which we live.
f. Skilled delivery – a curriculum delivered with confidence offering a safe and supportive environment enabling participative and interactive learning opportunities.
g. Whole school approach - a curriculum delivered as part of the whole school approach to wellbeing and positive, healthy relationships.

Relationships, Sex and Health Education will seek appropriate learning links with other areas of the curriculum including, Science, Personal, Social, Health and Economic Education and Religious Education.

2. Role of the Subject Leader

The subject leader is not expected to know "everything" about a subject but is expected to be fully abreast of how best to teach and organise the subject in addition to being aware of current best practice and research in the subject.

It is the responsibility of the whole staff team to implement this policy. The PSHE coordinator will be responsible for providing and resourcing the scheme of work for the curriculum.

The coordinator will moderate the standards of children's work and the progression of planning, teaching, and learning across the school. This includes the transition from the Foundation Year; understanding how the subject's foundations are grounded and developed in the Foundation Year.

The subject leader will support colleagues in the teaching of the subject, informing them about current developments in the subject, and providing a strategic lead and direction for the subject in the school. This will involve leading teacher meetings as required and producing an annual subject evaluation to feed into the Standards Night and through to the new School Improvement Plan.

The coordinator should advise the Head teacher, staff and governors of current practice in the subject and any new initiatives put forward by the government or LA.

3. Role of the Governing Body

The governing body should, in cooperation with the Head teacher, determine the school's general policy and approach to the subject at the school. This will include the priority given to the subject within the context of the whole curriculum.

4. Implementation- Entitlement, Curriculum Organisation and Planning

The statutory requirements (July 2025) for RSHE are predominantly taught through the Healthy Me, Relationships and Changing Me themes throughout Key Stage 1 and 2. The focus for relationships education is to teach the skills and knowledge that form the building blocks of all positive relationships and supporting children 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. At Woodmansey Primary school we ensure we are sensitive to pupils' circumstances, recognising that families of many forms provide a nurturing environment for children.

Statutory guidance states, that by the end of primary school, the children should understand the following concepts:

Families and people who care for me

Curriculum content:

- That families are important for children growing up safe and happy because they can provide love, security and stability.
- The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
- That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

All aspects are covered in the themes:

- Being Me in My World
- Celebrating Difference
- Changing Me
- Relationships

Caring friendships

Curriculum content:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
- That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
- The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
- How to manage conflict, and that resorting to violence is never right.
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

All aspects are covered in the themes:

- Being Me in My World
- Celebrating Difference
- Changing Me
- Relationships

Respectful, kind relationships

Curriculum content:

- How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
- Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.

- That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
- Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
- The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
- What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

All aspects are covered in the themes:

- Being Me in My World
- Celebrating Difference
- Changing Me
- Relationships

Online safety and awareness

Curriculum content:

- That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
- How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
- That there Is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
- The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
- Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
- That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

All aspects are covered in the themes:

- Celebrating Difference
- Changing Me
- Relationships

Being safe

Curriculum content:

- What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
- The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
- How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

All aspects are covered in the themes:

- Celebrating Difference
- Changing Me
- Relationships

General Wellbeing

Curriculum Content:

- 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.
- The importance of promoting general wellbeing and physical health.
- The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
- How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- That isolation and loneliness can affect children, and the benefits of seeking support.

- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
- That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
- Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- That it is common to experience mental health problems, and early support can help.

All aspects are covered in the themes:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Changing Me
- Relationships

Wellbeing Online

Curriculum content:

- That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
- Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how 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.
- The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
- Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
- The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
- How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
- That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
- How to understand the information they find online, including from search engines, and know how information is selected and targeted.
- That they have rights in relation to sharing personal data, privacy and consent.
- Where and how to report concerns and get support with issues online.

All aspects are covered in the themes:

- Being Me in My World

- Celebrating Difference
- Healthy Me
- Relationships

Physical Health and Fitness

Pupils should know

- The characteristics and mental and physical benefits of an active Lifestyle.
- The importance of building regular physical exercise 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, vigorous exercise.
- The risks associated with an inactive lifestyle (including obesity).
- How and when to seek support including which adults to speak to in school if they are worried about their health.

All aspects are covered in the themes:

- Healthy Me

Healthy Eating

Pupils should know

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- Understanding the importance of a healthy relationship with food.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

All aspects are covered in the themes:

- Healthy Me

Drugs, Alcohol, Tobacco and Vaping.

Pupils should know

- The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

All aspects are covered in the themes:

- Healthy Me

Health Protection and Prevention

Pupils should know

- How to recognise early signs of physical illness, such as weight loss, unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good quality sleep for good health, the amount of sleep recommended for their age, and practical steps for improving sleep, such

as not using screens before bedtime. The impact of poor sleep on weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene including brushing teeth twice a day with fluoride toothpaste, cleaning between the teeth and regular check-ups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and science relating to immunisation and vaccination.

All aspects are covered in the themes:
- Healthy Me

Personal Safety

Curriculum Content:
- About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
- How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

All aspects are covered in the themes:
- Healthy Me

Basic First Aid

Curriculum Content:
- How to make a clear and efficient call to emergency services if necessary. Including the importance of reporting incidents instead of filming them.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

All aspects are covered in the themes:
- Healthy Me

Developing Bodies

Curriculum Content:
- About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
- The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
- The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

All aspects are covered in the themes:
- Changing Me

The relationships education is compulsory in primary schools according to the 2025 regulations, however sex education is not compulsory. The DfE guidelines continue to recommend that primary schools should teach sex education in year 5 and 6, in line with content about conception and birth which forms part of the national curriculum for science. The national curriculum for science includes subject content in relation to 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.

The 'Changing Me' unit in the Jigsaw programme delivers a progressive understanding of the body and how it changes ensuring that knowledge is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. This unit is taught in the second half of the summer term. The language and vocabulary used in this unit is reflected in the anatomical knowledge we would use in the science curriculum. It should ensure that both boys and girls are prepared for the changes that adolescence brings and how a baby is conceived and born.

Foundation Year

In the foundation year the children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.

Key Vocabulary: angry, argue, calm, family, feelings, friends, jobs, lonely, relationships, upset

Year 1

In year 1 the children are introduced to life cycles and look at the simple changes which occur from baby to adult. They discuss how they have changed so far and that people grow at different rates. The children are taught that some parts of their body are private and these are kept private by underwear. Change is discussed as a natural and normal part of getting older which can bring both happy and sad feelings. We support the children in understanding who they can ask for help if they are worried or frightened.

Key Vocabulary: adult, adulthood, anus, anxious, baby, change, changes, coping, curious, excited, feelings, female, grow, growing up, growth, happy, learn, life cycle, male, nervous, new, penis, proud, testicles, vulva, worried

Year 2

In year 2 children explore life cycles in nature and how humans grow from young to old, learning that some changes are outside their control. They reflect on how their own bodies and independence change over time and develop respect for differences in themselves and others. Across the six Pieces, children learn correct names for body parts, understand privacy, and practise being assertive about touch and personal boundaries. They also think about feelings linked to future change, such as excitement. and worry, and learn ways to cope.

Key Vocabulary: adult, anus, anxious, baby, change, child, cope, comfortable, control, dislike, elderly, excited, female, freedom, fully grown, grow, growing up, hug, independent, life cycle, like, looking forward, male, nervous, old, older, penis, physical, private, public, respect, responsibilities, teenager, testicles, texture, timeline, toddler, touch, uncomfortable, vagina, vulva, young

Year 3

In year 3 children learn how babies grow and explore the physical changes that happen to bodies as people grow up, including some inside and outside changes linked to puberty. They develop understanding of personal hygiene and why caring for their bodies becomes more important as they grow and change. Across the six Pieces, children reflect on their feelings about change, learn correct vocabulary for body parts, challenge family stereotypes, and consider who they can ask for help if they feel worried. They also think about future transitions and how to cope with them. **Sexual intercourse, the menstrual cycle and the birth of the baby is not taught in this year group.**

Key Vocabulary: animals, babies, birth, breasts, care, challenge, change, changes, control, egg, family, female, genitals, growing up, looking forward, male, mother, ovaries, ovum / ova, penis, personal hygiene, puberty, pubic hair, roles, scrotum, sperm, stereotypes, task, testicles, vagina, womb / uterus, worries

Year 4

In year 4 children explore identity and what makes them unique while learning about physical and emotional changes linked to puberty, including menstruation. They consider the role of families, trusted adults, and inner circles in providing care and support. Across the six Pieces, children develop strategies for coping with change, managing worries, and accepting things beyond their control. They practise reflecting on personal goals and positive changes they would like to make.Bodily changes in puberty are revisited with the addition of some vocabulary, particularly around menstruation, sanitary health and personal hygiene products. **Parents will be informed via letter when these lessons will be taking place. Sexual intercourse and the birth of the baby is not taught in this year group.**

Key Vocabulary: acceptance, anxious, belonging, care, characteristics, change, choices, circle, control, family, fallopian tube, hobbies, hormone, identity, inner circle, interests, love, looking forward, menstrual cup, menstrual cycle, menstrual pads, menstrual towel, menstruation, ovaries, panty liner, period pants, period products, periods, personality, proud, proportionate, puberty, reliable, seasons, skills, support, tampons, trusted adult, trustworthy, unique, values, vagina, vulva, womb

Year 5

In year 5 children explore self-image and body confidence while learning about physical and emotional changes during puberty for girls and boys. They develop understanding of menstruation, male puberty, and how media influences perceptions of appearance and wellbeing. Pupils practise identifying trusted adults and reliable sources of information, alongside discussing responsibilities linked to growing up.

Parents will be informed via letter when these lessons will be taking place. The birth of the baby is not taught in this year group.

Key Vocabulary: affirmation, anxious, aspects, authentic, body image, change, characteristics, cope, conception, contraception, consent, erection, edited, embryo, emotions, excitement, facial hair, fallopian tube, fear, fertilisation, fertility treatment (IVF), filter, growth spurt, hormone, hope, hormones, influences, larynx, manage, media, media influencer, menstrual cycle, menstrual pads, menstrual towels, menstruation, mental health/wellbeing, milestone, opportunities, oestrogen, ovary, ovaries, perception, perceptions, periods, pregnancy, puberty, relationships, reliable sources, responsibilities, scrotum, self, self-esteem, self-image, semen, sperm, teenager, testicles, testes, testosterone, vagina, vulva, wet dream, womb/uterus

Year 6

In year 6 children explore self-image and self-esteem while learning about physical and emotional changes during puberty. Children reflect on identity, adolescent friendships, and the pressures linked to appearance and growing independence. They practise challenging negative self-talk and identifying trusted adults for support, alongside discussing attraction, consent, and respectful relationships.
This Puzzle includes age appropriate non-statutory sex education about conception and how babies are made.
Parents will be informed via letter when these lessons will be taking place.

Key Vocabulary: adolescent, assertive, attraction, baby, caesarean, celebrity, cervix, challenge, choice, contractions, consent, criticise, embryo, feelings/emotions, foetus, freedoms, identity, independence, journey, labour, looking forward, love, mental health, midwife, negative body-talk, opportunities, placenta, pregnancy, pressure, puberty, real self, relationship, relationships, responsibilities, secondary, self-esteem, self-image, sexting, transition, umbilical cord, values, worries.

5. Questions for Family Learning

The Jigsaw programme offers 'Questions for Family Learning' to support families in supporting their child's learning through the Changing Me unit. The questions are as follows:

Foundation Year

How were you different when you were a baby?
What can you do now that you couldn't do before?
What are you looking forward to as you get older?
What are some parts of your body and what do they help you do?
How does your body help you play and learn?
Why is it important to take care of our bodies?
How do you feel about growing up?
What can you do when you feel worried or upset?
Who can you talk to if you need help?
Who helps you when you have a problem?
What can you do if something is worrying you?
How can sharing your feelings help solve problem
Happy memories · What are some happy memories from this year?

How can remembering happy times help when we feel sad?
What special things do you remember doing?

Year 1
What is a life cycle?
How will you change as you grow up?
Who is tallest/smallest in your class?
Which parts of your body are private?
Who is allowed to see your private body parts?
Who can you talk to if you ever feel worried or frightened?
What is the best part about being your age?

Year 2
What is a lifecycle?
How have you changed since you were a baby?
How will you change over the next 5/10/20 years?
What changes can you/can't you control?
Which parts are your private parts?
Who is allowed to see them?
Who can you talk to if you ever feel worried or frightened?
What is the best part about being your age?

Year 3
Can you tell me about some of the changes that happen to puppies/kittens/babies as they grow up?
Can we talk about some of the changes which are going to happen to you as you grow up?
How do you feel about these changes?
Do you have any questions about the changes that are going to happen?

Year 4
Which of your characteristics did you get from your birth parents?
Do you have any questions about the changes which happen to a girl/boy as they grow up?
How do you feel about the changes that will happen to you as you grow up?

Year 5
Can you tell me how you feel about yourself?
What can people do if they don't feel great about themselves?
Can I share with you how I see you?
Do you have any worries or questions about puberty?
What do you think it will be like when you are a teenager?
What kind of things do you think you will be allowed to do when you are a teenager that you are not allowed to do now?
What do you enjoy about being your age now?

Year 6
Can we talk about the changes that will happen to your body over the next few years?
How do you feel about these changes?
What does mutual respect mean?
Why is that important in a relationship?
What are you excited about in secondary school?

What are worried about in secondary school?
What can we do with these worries?

6. Working with parents and the right of withdrawal

Parents/Carers have the right to withdraw their children from all or part of the sex education programme.

Parents/Carers who choose to exercise this right should do so in writing to the Head Teacher. They will be invited to discuss the issues and possible effects which withdrawal could have. This would include preparing parents/carers for other children talking to their child(ren).

It is hoped however that parents/carers will work cooperatively with school. Parents/carers will be encouraged to support the work of the school with their child(ren) at the particular time and continue the discussion and education within the context of the family.

7. Monitoring the Impact (Assessment, Reporting and Recording)

Coordinators conduct their own Learning Walks and analyse the impact of teaching and learning in PSHE by conducting deep dives, which include sampling the pupil voice.
Coordinators also produce a Self-Evaluation analysis for governors through the Annual Standards Report and Standards Evening.

8. PSHE in EYFS

In the EYFS the PSED element of the curriculum is one of the three prime areas linked to good level of development.

This involves helping children to:
- develop a positive sense of themselves and others.
- form positive relationships and develop respect for others.
- develop social skills and learn how to manage their feelings.
- understand appropriate behaviour in groups.
- have confidence in their own abilities.

9. Promoting Equality and Inclusion

All pupils are entitled to a full and honest Relationships, Sex and Health Education appropriate to their age and stage of maturity. Girls and boys should have an understanding of the changes that will affect them and each other.

Parents/carers with particular religious, ethnic or social beliefs which run counter to this policy will have their wish to withdraw their pupils respected. Unless there is a wish received in writing all children will be treated the same though teachers will be sensitive to the backgrounds of individual pupils.

Children with SEND may be more vulnerable to harmful sexual behaviour and exploitation therefore it is essential they receive an education adapted to a manner in which they will understand and be able to be safe.

Pupils who begin puberty earlier than average will need special counselling and support either from home, the school or both.

A sanitary towel bin is provided for pupils who require the facility in a designated toilet.

Particular care will be taken to ensure that stereotypical images and views are not reinforced. Reference will be made that men and women can be both involved in all aspects of child and to their shared responsibilities.

10. Dealing with Pupil Questions

THE UNPLANNED CONTENT/CONFIDENTIALITY
These issues will be clearly defined as ground rules at the start of RSHE lessons (Golden Rules) for the benefit of both pupils and staff. It will be made clear to pupils that the divulgence of any information deemed to fall into the significant harm category or putting pupils at risk must be referred to the School Child Protection Officer.

Ground Rules

- No one teacher or pupil will have to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.
- Listen to what other people say.

Questions to an outside visitor such as the school nurse will be in writing.
Questions to a teacher will be allowed as they arise. Teacher will reflect carefully before answering. Answering will follow these guidelines:

Personal enquiries will not be allowed.
"I don't intend to embarrass you by asking questions about your personal life, so that should work both ways."

Gaining time by clarifying the real meaning of the question.
"What do you mean by.....?"
"Can you tell me why you want to know .....?"

Controversial Issues. (*below)
"Some people think this and some would not agree. When you are older you will have to make up your own mind."

It is not planned to cover the following topics, but questions will be answered honestly and appropriately (without misinformation). Due consideration will be made of the age of the child and the content. Answers will probably contain the bare minimum. Depending on the context of the question and an answer may be delayed.

KS1
Abuse/inappropriate touches, saying 'no'
Childbirth
How babies are made

KS2

Abortion
Pornography
Venereal disease

The following topics are not planned for. To questions, which arise, it will be suggested that the child may wish to discuss the question at home.
If the nature of the questioning does not suggest a 'Child Protection Issue', the parents/ carers may be contacted so that they can decide how to answer the questions.

KS1

Abortion
Contraception
Masturbation
Menstruation
Pornography
Reproduction
Sexual intercourse
Venereal disease

KS2

Nothing

CONTRACEPTIVE ADVICE

Contraceptive advice will not be given, as we believe that it is inappropriate in the Primary School. However, questions raised by individual children about the use of contraceptives will be answered as follows:

"There are means in which adults can prevent pregnancy, these can include methods to form a barrier, such as a condom, to prevent sperm reaching an egg. In addition there are other methods to prevent pregnancy ".

For some religions, preventing pregnancy is banned and again children should discuss these at home.
However, our policy will be to educate children through the RSHE curriculum and so be in line with the Teenage Pregnancy Strategy.

CHILD SEX ABUSE PROCEDURES

Before delivering any sensitive issues in RSHE, teachers need to familiarise themselves with the school's Child Protection Policy, and so know the procedures to follow.
Teachers who are directly concerned about a child because of what the child has said or displays in terms of: peculiarly unusual behaviour, or physical marks, will report on CPOMS which will be dealt with by the Child Protection and Safeguarding Lead.
Should a child make a disclosure to a member of staff, it will be made clear to pupils that the divulgence of any information deemed to fall into the significant harm category or putting pupils at risk will be referred to the Child Protection Coordinator who will inform the Head Teacher and Social Services in line with the Child Protection Policy.
Social Services will then decide whether or not to proceed with any further enquiries.

COMPLAINTS PROCEDURE
Any parent or carer who has a complaint should make their complaint in writing to the Head Teacher. The complaint will be investigated and the parent/carer will be invited to the school to discuss the complaint and the result of the findings. A letter stating the findings and any future action to be taken will be sent. Should the parents/carers not be satisfied with this they should write to the Governing Body (with a copy sent to the L.E.A)

HEALTH VISITORS
The school nurse will be invited to the school to assist the teachers in the year 5 & 6 Relationships, Sex and Health Education Programme. The nurse will be made fully aware of the permitted content of lessons in accordance with this policy. Questions to the school Nurse will be in writing. All visitors will be made aware of the school's RSHE and Child Protection policies.

MEMBERS OF THE SCHOOL COMMUNITY INFECTED OR AFFECTED BY HIV.
No one will be discriminated against because they are HIV positive or live with someone who is HIV positive. All first aid procedures in school are careful enough to ensure that the transmission of HIV is not possible. Consequently, there is no need to single sufferers out. Those who administer elementary first aid would be aware of the communal drinking fountains.
Every effort would be made to ensure that a sufferer has relevant guidance, support and advice.

DISSEMINATION OF THE POLICY
This policy will be included in the information given to parents/carers as they start school. It will be referred to annually as parents will be given an informal opportunity to come to school to view the materials used to discuss any issues prior to the Relationships Sex and Health Education Programme for Years 5 and 6 pupils.

11. Resources

Relationships, Sex and Health Education Teaching Resources
www.pshe-association.org.uk

https://www.jigsawpshe.com/login/

www.learning.nspcc.org.uk Recommended teaching resources related to safeguarding.

www.sexwise.fpa.org.uk Recommended website for up to date information on all aspects of sexual and reproductive health which teachers may find helpful for their knowledge.

www.campaignresources.phe.gov.uk Public Health England website with videos made by young people and resources tested with teachers covering all contexts including bullying, alcohol, smoking, stress and body image.

Early years resources | NSPCC Learning guidance to help children understand feelings and transitions

Tiny Happy People - Tips and Advice - Emotional development resources to support emotional development and communication

Talk PANTS: Conversation to help keep children safe | NSPCC

Bullying Advice For Parents & Carers | Help Stop Bullying

How to Explain Menstruation to Your Daughter | Always®

PSHE KS2: Operation Ouch! How are babies made? Puberty - BBC Teach

What Boys Want to Know About Puberty

cco_talking_to_your_child_about_online_sexual_harassment_a-guide_for_parents_dec_2021.pdf

DfE Relationships Education, Relationships and Sex Edcuation (RSE) and Health Education. Statutory Guidance for Governing Bodies, Proprietors, Head teachers, Principles, Senior Leadership teams and teachers . July 2025

Appendix 1

Standard Letters to parents

- **Year 4 (Introduction to menstruation)**
- **Year 5 (Menstruation Cycle and Puberty)**
- **Year 6 (Sex Education)**

Dear Parent/Carers of Year 4

As part of the PSHE curriculum the 'Changing Me' unit of work will be taught to the children in Year 4 after May Half term. They will be continuing to learn about the changes in their bodies which occur during puberty. This will include an introduction to menstruation.

The lessons will be delivered by showing the children a collection of items related to puberty and growing up: e.g. deodorant (boy and girls products), spot cream, hair gel, comb, diary, teenage magazine, smart phone, iPad, bra, shaving foam, sanitary towel, etc.

They will be introduced to the word 'menstruation' (literally meaning a monthly event) and explain this is a special part of puberty that affects girls/ people who are born female. They will be given a simple explanation about menstruation explaining that it is normal and the purpose of a sanitary towel.

The lessons will be delivered in accordance with the Governors' Policy for Relationships, Sex and Health Education.

Parent/Carers should be aware that the programme of lessons may promote further discussion at home. Should any Parent/Carer wish to discuss the lesson in advance, Parent/Carers should email the class teacher.

Parent/Carers have the right to withdraw children from Sex Education lessons. Should any Parent/Carer be considering this, contact should be made in advance to Mr Williams. A final decision to withdraw a child from Relationships, Sex and Health Education should be communicated in writing to Mr Williams.

Yours sincerely

Emily Williamson
PSHE/RSHE Lead

Dear Parent/Carers of Year 5

As part of the PSHE curriculum the 'Changing Me' unit of work will be taught to the children in Year 5 after May Half term. Year 5 will be continuing to learn about the changes in their bodies which occur during puberty

The lessons will be delivered by the class teacher over the half term and the school nurse will be in school on…….. to work with the children The children will watch a special episode of Operation Ouch focusing on puberty following this link: BBC iPlayer - Operation Ouch! - Series 4: 10. Dont Panic About Puberty (Special)

The lessons will be delivered in accordance with the Governors' Policy for Relationships, Sex and Health Education.

Parent/Carers should be aware that the programme of lessons may promote further discussion at home.

Parent/Carers have the right to withdraw children from Sex Education lessons. Should any Parent/Carer be considering this, contact should be made in advance to Mr Williams. A final decision to withdraw a child from Relationships, Sex and Health Education should be communicated in writing to Mr Williams.

Yours sincerely

Emily Williamson
PSHE/RSHE Lead

Dear parent/Carers of Year 6,

As part of the PSHE curriculum the 'Changing Me' unit of work will be taught to the children in Year 6 after May Half term. On **Wednesday 11th June**, Year 6 will receive formal and appropriate Sex and Relationships Education in school. This will be delivered within the context of our RSHE lessons and supported by the school nursing team.

The lessons will be based on a series of videos which introduce and explain key concepts relating to relationships, changes in the human body and sexual reproduction. They will be delivered in accordance with the Governors' Policy for Relationships, Sex and Health Education.

Parents/Carers should be aware that the programme of lessons may promote further discussion at home.

Should any Parent/Carer wish to view the teaching materials and videos in advance, they can visit the following website: Busy Bodies Adolescent Development - Resources - sexualwellbeing.ie
The children will be watching all of the clips in school.

Parents/Carers have the right to withdraw children from Sex Education lessons. Should any Parent/Carer be considering this, contact should be made in advance with Mr Williams. A final decision to withdraw a child from Sex and Relationships Education should be communicated in writing to Mr Williams.

Yours sincerely,

Emily Williamson
PSHE/RSHE Lead