



**King's Cliffe Endowed Primary School**  
**Relationship, sex and health education**  
**policy (RSHE)**  
**Policy Agreed –**  
**Review Date –**



Chair of Governors:

(signed)

### **Policy Aims**

The aims of relationships, sex and health education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

### **School Morals and Values**

The RSHE programme will reflect the values of our school alongside the values of the PHSE SMSC and the values based education. RSHE will be taught in the context of relationships as well as promoting self-esteem and emotional health and wellbeing.

Which demonstrates and encourages the following:

- Self-respect
- Respect for others
- Responsibility for own actions
- Consideration for family, friends, school and wider community.

### **Statutory requirements**

As a maintained primary school, we must provide relationships 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 science curriculum.

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 King's Cliffe Endowed School, we teach RSHE as set out in this policy.

### **Policy development**

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff (RSHE Lead) will pull together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff will be given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties will be invited to review the policy, planning documents and materials.
4. Pupil consultation – we will investigate what exactly pupils want from their RSHE
5. Ratification – once amendments were made, the policy is shared with governors and ratified

## Definition

For the purpose of this policy:

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information, and exploring issues and values.

**RSHE is not about the promotion of sexual activity.**

## Curriculum

Our RSHE curriculum is provided by Jigsaw PSHE and it is taught through six themes known as puzzle pieces. These themes include; Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me.

The sex education part of our RSHE curriculum is taught through the 'Changing Me' puzzle piece and staff understand that we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers on our school website. Parents will be able to access the curriculum coverage via a password protected page on our school website.

[Kings Cliffe Endowed Primary School – Secure Area](#)

## Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum.

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and 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

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- General Wellbeing
- Sex Education\*

\*Sex Education is taught in years 5 and 6, in line with content in the science curriculum.

Sex Education is covered under the Changing Me jigsaw puzzle. At KCEPS we define Sex Education as learning about human reproduction. It is defined as those lessons covering sexual intercourse, conception, the stages of pregnancy and birth. It includes the emotional impact of having a baby as well as the physical facts. **Sex education is not learning about different types of sexual activity.** This is distinct from the statutory Health Education content about puberty and menstruation, and from Science curriculum content about life cycles and reproduction in mammals, from which children cannot be withdrawn.

The following Jigsaw lessons in the Changing Me Puzzle contain non-statutory sex education content:

Year 5: Conception

Year 6: Babies: Conception to Birth

Mapping for Changing Me can be found on our school website (password protected).

[Kings Cliffe Endowed Primary School - Secure Area](#)

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books

- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

For more information about our RSHE lessons that relate to life cycles, the human body in puberty and human reproduction please see Appendix A. The lessons (pieces) that parents can withdraw their children from are highlighted in red font.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

### Challenging Stereotypes and Promoting Respect

Throughout our RSHE curriculum, we actively work to break down harmful stereotypes, including gender stereotypes that can limit children's aspirations, reinforce inequalities, or contribute to disrespectful behaviour, and explain how some characteristics are protected under UK law. As children progress through the programme, they encounter a number of protected characteristics in age-appropriate ways, understanding why

certain groups have legal protection from discrimination and how this relates to treating all people with dignity and respect.

For example, children learn that all people deserve respect regardless of their sex, and we challenge outdated ideas about what boys and girls "should" be like, what they can achieve, or how they should behave. We help children understand that boys and girls can have diverse interests, strengths, and personalities, and that qualities like kindness, strength, nurturing, and courage are human qualities that everyone can demonstrate, not traits that belong only to one sex.

Age-appropriately, we address how stereotypes and prejudiced attitudes, including misogyny, can lead to unkind behaviour, bullying, and a lack of respect in relationships. We make clear that everyone – boys and girls – has responsibility for treating others with kindness and respect, and that harmful attitudes or language are never acceptable.

### Teaching about Families and Relationships

Our curriculum presents families in all their forms, recognising that children come from diverse family backgrounds including:

- Single parent families
- Same-sex parent families
- Families headed by grandparents or other relatives
- Adoptive families
- Foster families
- Kinship care arrangements
- Blended families
- Families from different cultural and religious backgrounds
- Service families, including those where a parent or carer serves in the armed forces

We ensure that no child is stigmatised based on their home circumstances and that all family structures are represented positively in our teaching. When discussing families, we emphasise that the key characteristic of families is that they provide love, care, stability and security for children, not a particular structure.

### Including LGBT Content

Throughout PSHE education, children learn that all people deserve to be treated with respect and kindness, regardless of difference. This is a fundamental principle that runs through all our teaching.

In teaching about families and relationships, we include same-sex parents alongside other family structures, presented naturally as one of the many different types of families that children may have or encounter. This content is integrated throughout the curriculum rather than taught as a standalone topic, ensuring that diverse families are visible and valued within our school community.

Children learn about treating others with kindness and respect, understanding that people have protection from discrimination and should be treated with dignity and respect, and that there are laws in place to protect people's rights. Pupils learn how bullying or discriminatory behaviour is never acceptable and how to report this for themselves or others.

Our RSHE curriculum **does not include content on gender questioning or transgender topics**. Our focus at primary level is on teaching children to respect all people and to challenge stereotypes about what boys and girls can do, be, or achieve, without introducing complex concepts about gender identity.

### **Inclusion**

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, supported and able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in: A whole-class setting, small groups or targeted sessions, 1-to-1 discussions. digital formats
- Give careful consideration to the level of adaptation needed in teaching approaches, resources and support given.

### **Respecting Religion and Belief**

We respect the religious backgrounds and beliefs of all families in our school community. RSHE content is delivered in a factual, objective manner, presenting scientific and medical information accurately whilst being sensitive to diverse religious perspectives.

Where relevant, we may discuss different views held by religious communities on particular issues, helping children to understand that people's beliefs inform their values

and choices. This is done in a way that promotes respect for diversity of belief whilst being clear about the law and children's rights.

### **Use of resources**

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

### **Use of external organisations and materials**

At KCEPS, we use resources provided by Jigsaw PSHE and we also enhance the children's learning through workshops and enrichment opportunities provided by external agencies and volunteers. We will make sure that all materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use are; age-appropriate, in line with pupils' developmental stage and Comply with:
  - This policy
  - The [Teachers' Standards](#)
  - The [Equality Act 2010](#)
  - The [Human Rights Act 1998](#)

- The [Education Act 1996](#)

Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

Review any case-study materials and look for feedback from other people the agency has worked with

Be clear on: what they're going to say and their position on the issues to be discussed

Ask to see in advance any materials that the agency may use

Know the named individuals who will be there, and follow our usual safeguarding procedures for these people

Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

Check the agency's protocol for taking pictures or using any personal data they might get from a session

Remind teachers that they can say "no" or, in extreme cases, stop a session

Make sure that the teacher is in the room during any sessions with external speakers

Inform all external organisations that the school is legally obliged to share all content with parents and carers

Share all external materials with parents and carers

We **won't**, under any circumstances:

Work with external agencies that take or promote extreme political positions

Use materials produced by such agencies, even if the material itself is not extreme

Work with agencies who don't allow their material to be shared with parents and carers

### **Child Protection/Confidentiality**

Teachers are aware that effective relationship, sex and health education brings an understanding of what is and is not acceptable in a relationship and this may lead to disclosure of a child protection issue. If the member of staff believes that the child is at risk or in danger or has concerns about any information disclosed then the staff member involved will follow the school Safeguarding policy and immediately inform the DSL. All staff are aware that confidentiality cannot be promised if concerns exist.

## **Roles and responsibilities**

### **The governing board**

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

The governing board will hold the headteacher to account for the implementation of this policy.

### **The headteacher**

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSHE.

### **Staff**

Staff are responsible for:

Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group

Modelling positive attitudes to RSE

Monitoring progress

Responding to the needs of individual pupils

Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE by reporting this to the headteacher.

Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes

Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL).

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher and PSHE Lead (Lynda Bowyer and Natasha Moore).

### **Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## Parents' right to withdraw

Parents have the right to withdraw their children from the RSHE curriculum. If a parent wishes to withdraw their child, then they will firstly need to contact the class teacher to arrange to discuss the reasons for why they wish to withdraw their child. During the meeting the parent will have the opportunity to share any concerns and review materials, vocabulary and lesson content. If parents still wish to withdraw their child, their request must be in writing to the Head teacher (see appendix B). During these lessons, the child/children may be sent to another classroom to complete alternative work, which will be set by the class teacher.

**Please note** – Parents and carers may **NOT** withdraw their children from Relationships Education or Health Education or the lessons, which form part of the National Curriculum for science. Parents can only withdraw their child from the sessions highlighted in red outlined in Appendix A.

## Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

## Monitoring arrangements

The delivery of RSHE is monitored by the PSHE lead (Natasha Moore) through:

We ensure that all pupils have equal access to the RSHE programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances. Class teachers assess pupils' understanding and progress through formative and summative processes. These include pre- and post-topic mind maps, drawings, task outcomes, questioning and observation. At the end of the year, each year group reviews the RSHE programme they have implemented and pass on any comments to the RSHE leader as part of their monitoring cycle. The RSHE policy is reviewed on an annual basis taking into account the feedback from teaching staff and pupils. The RSHE subject leader will consider evaluations and recommendations before amending the policy alongside the head teacher and named governor. RSHE issues will be included in the induction programme for all new members of staff.

This policy will be reviewed by Natasha Moore every 2 years or as and when changes to curriculum occur. At every review, the policy will be approved by the governing board and the Headteacher.

## **Further information**

King's Cliffe School is committed to inform parents when aspects of the relationship, sex and health programme are to be taught and to provide opportunities for parents to view the videos and resources being used upon request.

Parent support leaflets can be found on the secure web page on the school website. Login details and password will be shared with parents and is also available upon request.

Links with other policies This policy is linked with the following policies:

- PSHE
- Equal Opportunities
- Child Protection
- Inclusion
- Behaviour
- Online Safety
- Anti-Bullying

These policies can be found on the staff drive

**Appendix A – the lessons (pieces) that relate to life cycles, the human body in puberty and human reproduction.**

Year group	Piece (lesson) number and name	Learning Intentions relating to body changes in puberty and human reproduction
<b>Ages 3-4 Preschool</b>	Piece 1- My Body	<ul style="list-style-type: none"> <li>I can name parts of my body and show respect for myself</li> </ul>
	Piece 3 Growing Up	<ul style="list-style-type: none"> <li>I understand that we all start as babies and grow into children and then adults</li> </ul>
	Piece 4 Growth and Change	<ul style="list-style-type: none"> <li>I know that I grow and change</li> </ul>
<b>Ages 4-5 Reception</b>	Piece 1- My Body	<ul style="list-style-type: none"> <li>I can name parts of the body.</li> </ul>
	Piece 3 – Growing Up	<ul style="list-style-type: none"> <li>I understand that we all grow from babies to adults.</li> </ul>
<b>Ages 5-6 Year 1</b>	Piece 1 Life Cycles	<ul style="list-style-type: none"> <li>I am starting to understand the life cycles of animals and humans</li> <li>I understand that changes happen as we grow and that this is OK</li> </ul>
	Piece 2 Changing Me	<ul style="list-style-type: none"> <li>I can tell you some things about me that have changed and some things about me that have stayed the same</li> <li>I know that changes are OK and that sometimes they happen whether I want them to or not</li> </ul>
	Piece 3 My Changing Body	<ul style="list-style-type: none"> <li>I can tell you how my body has changed since I was a baby</li> <li>I understand that growing up is natural and that everybody grows at different rates</li> </ul>
	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> <li>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vulva, anus</li> <li>I respect my body and understand which parts are private</li> </ul>
<b>Ages 6-7 Year 2</b>	<b>Piece 1 Life Cycles in Nature</b>	<ul style="list-style-type: none"> <li>I can recognise cycles of life in nature</li> <li>I understand there are some changes that are outside my control and can recognise how I feel about this</li> </ul>
	<b>Piece 2 Growing from Young to Old</b>	<ul style="list-style-type: none"> <li>I can tell you about the natural process of growing from young to old and understand that this is not in my control</li> <li>I can identify people I respect who are older than me</li> </ul>
	<b>Piece 3 The Changing Me</b>	<ul style="list-style-type: none"> <li>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old</li> <li>I feel proud about becoming more independent</li> </ul>
	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> <li>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, anus) and appreciate that some parts of the body are private</li> <li>I can describe what I enjoy about being a boy or girl whilst understanding we are all different</li> </ul>
<b>Ages 7-8 Year 3</b>	Piece 1 How Babies Grow	<ul style="list-style-type: none"> <li>I 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</li> <li>I can express how I feel when they see babies or baby animals</li> </ul>

	Piece 2 Outside Body Changes	<ul style="list-style-type: none"> <li>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</li> <li>I can identify how boys' and girls' bodies change on the outside during this growing up process</li> <li>I recognise how I feel about these changes happening to me and know how to cope with those feelings</li> </ul>
	Piece 3 Inside Body Changes	<ul style="list-style-type: none"> <li>I can 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 (introduce vocab sperm, ovaries, egg, Ovum/ Ova, womb/uterus, vagina and period)</li> <li>I recognise how I feel about these changes happening to me and know how to cope with these feelings</li> </ul>
	Piece 4 <b>Keeping Ourselves Clean</b>	<ul style="list-style-type: none"> <li>I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy</li> <li>I know some simple ways of keeping clean which can keep me healthy and protect me from some infections</li> <li>I have started to think about the ways to keep my body clean as I grow up and how I feel about this</li> </ul>
<b>Ages 8-9 Year 4</b>	Piece 2 Puberty and Menstruation	<ul style="list-style-type: none"> <li>I can 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</li> <li>I have strategies to help me cope with the physical and emotional changes I will experience during puberty</li> </ul> <p><b>Note – teachers will also recap the puberty learning for both girls and boys from year 3 and revisit some of the content if required.</b></p>
	<b>3. Being Part of a Family</b>	<ul style="list-style-type: none"> <li>I know there are many types of family and that often our family members form part of our inner circle</li> <li>I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty</li> <li>I recognise that sometimes I may feel anxious about growing up and this is natural, and can identify people who can support me with this</li> </ul>
<b>Age 9-10 Year 5</b>	Piece 2 Puberty for Girls	<ul style="list-style-type: none"> <li>I can explain how girls' bodies change during puberty and understand the importance of looking after ourselves physically and emotionally</li> <li>I understand that puberty is a natural process that happens to everybody and that it will be OK for me</li> </ul>
	Piece 3 Puberty for Boys	<ul style="list-style-type: none"> <li>I can describe how boys' and girls' bodies change during puberty</li> <li>I can express how I feel about the changes that will happen to me during puberty</li> </ul>
	Piece 4 Conception	<ul style="list-style-type: none"> <li>I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby</li> <li>I appreciate how amazing it is that human bodies can reproduce in these ways</li> </ul> <p><b>Parents have the right to withdraw children from this session as it is classed as human reproduction.</b></p>
	Piece 5 Looking Ahead 1	<ul style="list-style-type: none"> <li>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (includes clarification on standing up for self, how age restrictions are there to help you, the pressures of misleading media messages around romantic/physical relationships)</li> </ul>

<b>Age 10-11</b> <b>Year 6</b>	Piece 2 Puberty	<ul style="list-style-type: none"> <li>• I am confident that I can cope with the changes that growing up will bring</li> <li>• I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</li> <li>• I can express how I feel about the changes that will happen to me during puberty</li> </ul>
	Piece 3 Babies – Conception to Birth	<ul style="list-style-type: none"> <li>• I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born</li> <li>• I recognise how I feel when I reflect on the development and birth of a baby</li> </ul> <p><b>Parents have the right to withdraw children from this session as it is classed as human reproduction.</b></p>
	Piece 4 Boyfriends and Girlfriends	<ul style="list-style-type: none"> <li>• I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend</li> <li>• I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to</li> </ul>

**Appendix B:** Parent/carer form requesting their child's withdrawal from sex education within RSHE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	