



SHOBNALL PRIMARY & NURSERY SCHOOL

APPROACH TO THE TEACHING OF RELATIONSHIPS AND HEALTH EDUCATION (INCLUDING PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION)



“Children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

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STATEMENT OF INTENT

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

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

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

1. LEGAL FRAMEWORK

- This document has due regard to legislation and statutory guidance including, but not limited to, the following:
 - Section 80A of the Education Act 2002
 - Children and Social Work Act 2017
 - The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
 - Equality Act 2010
 - DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
 - DfE (2013) 'Science programmes of study: key stages 1 and 2'
 - Ofsted Review of Sexual Abuse in Schools and Colleges 2021

- This document operates in conjunction with the following school policies and procedures:
 - Behaviour
 - Safeguarding & Child Protection
 - Health and Safety & Wellbeing
 - Anti-Bullying
 - Supporting Pupils with Medical Needs
 - Equal Opportunities
 - Special Educational Needs and Disabilities
 - Online Safety

2. ROLES AND RESPONSIBILITIES

- The **local governing body** is responsible for:
 - Ensuring all pupils make progress in achieving the expected educational outcomes.
 - Ensuring the curriculum is well led, effectively managed and well planned.
 - Evaluating the quality of provision through regular and effective self-evaluation.
 - Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
 - Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
 - Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
 - Creating and keeping up-to-date a separate written statement of this document and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.

- The **headteacher** is responsible for:
 - The overall implementation of this document.

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- Ensuring staff are suitably trained to deliver the subjects.
 - Ensuring that parents are fully informed of this document.
 - Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
 - Reporting to the governing board on the effectiveness of this document.
 - Reviewing this document on an annual basis.
- The **PSHE coordinator/relationships and health education leader** is responsible for:
 - Overseeing the delivery of the subjects.
 - Ensuring the subjects are age-appropriate and high-quality.
 - Ensuring teachers are provided with adequate resources to support teaching of the subjects.
 - Ensuring the school meets its statutory requirements in relation to the relationships and health curriculum.
 - Ensuring the relationships and health curriculum is inclusive and accessible for all pupils.
 - Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
 - Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.
- The **teachers** are responsible for:
 - Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.
 - Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
 - Ensuring they do not express personal views or beliefs when delivering the programme.
 - Modelling positive attitudes to relationships and health education.
 - Responding to any safeguarding concerns in line with the Safeguarding and Child Protection Procedures.
 - Acting in accordance with planning, monitoring and assessment requirements for the subjects.
 - Liaising with the SENDCO to identify and respond to individual needs of pupils with SEND.
 - Working with the relationships and health education subject leader to evaluate the quality of provision.
- The **SENDCO** is responsible for:
 - Advising teaching staff how best to identify and support pupils' individual needs.

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- Advising staff on the use of Learning Support Assistants in order to meet pupils' individual needs.

3. ORGANISATION OF THE CURRICULUM

- Every primary school is required to deliver statutory relationships education and health education.
- For the purpose of this document, “**relationships education**” is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- For the purpose of this document, “**health education**” is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school's PSHE curriculum.
- The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' [guidance](#).
- The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.
- The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.
- We consult with parents, pupils and staff in the following ways:
 - Questionnaires and surveys
 - Meetings
 - Workshops
 - Newsletters
 - Letters
- The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.
- When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.
- The school uses MyHappyMind+ to deliver PSHE and Relationships and Health Education, which is a whole school programme that is progressive across year groups. Each unit consists of a range of lessons which work towards an end product. The school uses the core and plus edition which includes relationship education and financial wellbeing for children. In addition to this, the school

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uses supplementary units from the NSPCC, Natwest and Twinkl which includes financial wellbeing, cyberbullying, digital learning and online safety and child-on-child abuse.

- We have used the research around **cognitive load** and how children learn most effectively, to determine our approach to implementing the curriculum. Research has shown that If you teach children too many new concepts at once their short-term memory becomes overloaded and none of the knowledge will stick and move into the long term. We take an approach of **spacing** out new knowledge combined with interleaving and plenty of retrieval practise to ensure learning sticks. With **repetition, interleaving and retrieval**, research we use suggests that the more often children have to remember knowledge the more likely it just to be cemented into the long-term memory.

4. CONSULTATION WITH PARENTS

- The school understands the important role parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' views are in shaping the curriculum.
- The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in section 3 of this document.
- Parents are provided with the following information:
 - The content of the relationships and health curriculum.
 - The delivery of the relationships and health curriculum, including what is taught in each year group.
 - The legalities surrounding withdrawing their child from the subjects.
 - The resources that will be used to support the curriculum.
- The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.
- Parents are consulted in the review of the curriculum and this document and are encouraged to provide their views at any time.

5. RELATIONSHIPS EDUCATION OVERVIEW

Families and people who care for me

By the end of primary school, pupils will know:

- That families are important for them growing up because they can give love, security and stability.
- The characteristics of healthy family life, 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 others' families, 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, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents 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.

Caring friendships

By the end of primary school, pupils will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.

- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.

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- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- 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 physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

6. HEALTH EDUCATION OVERVIEW

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

Mental wellbeing

By the end of primary school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.

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- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.

- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age-restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Physical health and fitness

By the end of primary school, pupils will know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by 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.

Healthy eating

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

Drugs alcohol and tobacco

By the end of primary school, pupils will know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

By the end of primary school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or 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, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

Basic first aid

By the end of primary school, pupils will know:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

By the end of primary school, pupils will know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle.

7. RELATIONSHIPS AND HEALTH EDUCATION BY YEAR GROUP

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- The school is free to determine, within the statutory curriculum content outlined in sections 5 and 6, what pupils are taught during each year group. The outline of content can be viewed in the school's long-term plan for PSHE and Relationships and Health Education.
- The school always considers the age and development of pupils when deciding what will be taught in each year group.
- The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.
- Financial education will be taught from EYFS to year 6 in the summer term. Teachers will be using the resources from 'NatWest: Money Matters' which covers:
 - What does money look like?
 - How to look after my money in EYFS and Key Stage 1.
 - Weekly budgeting and planning meals in Key Stage 2.
 - All children will be offered the opportunity to take part in an enterprise project in the summer term where the children will set up a business in groups. This project will be run outside of school hours.

8. SEX EDUCATION

- All pupils must be taught the aspects of sex education outlined in the year 5 primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.
- At our school, we **do not** teach pupils sex education beyond what is required of the science curriculum.

9. DELIVERY OF THE CURRICULUM

- The relationships and health curriculum will be delivered as part of our **PSHE curriculum**.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- The *MyHappyMind+* curriculum is divided into four key units that support children's mental, emotional, and social wellbeing, as well as their understanding of the world around them. **MyHappyMind** helps children understand how their brains work and builds resilience through five key areas: *Meet Your Brain, Celebrate, Appreciate, Relate, and Engage*. **MyHappyBody** focuses on physical health and safety, covering topics such as healthy lifestyles, growing and changing, keeping safe, first aid, grief, and, in Year 6, drugs, alcohol, and tobacco, along with managing school transitions. **MyHappyRelationships** supports children in forming positive and respectful

relationships. It includes learning about managing hurtful behaviour, bullying, family dynamics, friendships, and recognising safe and unsafe relationships. Finally, **MyHappyWorld** prepares pupils for life in a diverse and digital society by teaching shared responsibilities, community involvement, media literacy, digital resilience, and economic wellbeing. Each unit is designed to be age-appropriate and builds year-on-year to support children's development and wellbeing.

- **MyHappyMind**

This unit builds the foundations of positive mental wellbeing by helping children understand how their brain works and how to develop healthy habits for happiness and resilience. It includes:

 - Meet Your Brain – learning how the brain works and how it links to emotions.
 - Celebrate – focusing on personal strengths and positive identity.
 - Appreciate – practising gratitude and building emotional resilience.
 - Relate – understanding the importance of positive relationships and empathy.
 - Engage – encouraging goal setting and a growth mindset.
- **MyHappyBody**

This unit promotes healthy physical and emotional lifestyles through age-appropriate learning about the human body and how to keep it safe and well. It includes:

 - Healthy Lifestyles – exploring nutrition, sleep, and exercise.
 - Ourselves Growing and Changing – learning about puberty and physical development.
 - Keeping Safe – understanding personal boundaries and safety strategies.
 - First Aid – basic first aid knowledge and emergency response.
 - Grief – recognising and managing feelings of loss.
 - Drugs, Alcohol and Tobacco (Year 6) – learning about substance risks and decision-making.
 - Transition in School – supporting emotional readiness for change and new environments.
- **MyHappyRelationships**

This unit focuses on building healthy, respectful relationships and managing emotions in social settings. It includes:

 - Showing Respect and Managing Hurtful Behaviour – learning empathy, kindness, and boundaries.
 - Bullying – understanding what bullying is, how to prevent it, and how to respond.
 - Families and Close Positive Relationships – exploring family diversity and healthy connections.
 - Friendships – building and maintaining healthy friendships.
 - Safe Relationships – recognising unsafe situations and how to seek help.
- **MyHappyWorld**

This unit helps children understand their place in the wider world and their role as responsible, informed citizens. It includes:

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- Shared Responsibilities – learning about rights, responsibilities, and making a difference.
 - Communities – exploring what makes communities work and how to contribute.
 - Media Literacy and Digital Resilience – staying safe online and understanding digital influence.
 - Economic Wellbeing – basic financial education, including needs, wants, spending, and saving.
- MyHappyMind+ supplies staff with a range of lessons to teach from with a set structure for EYFS and a set structure for KS1 and 2. This consists of the following:
 - **Quiz Time**
This section helps to reinforce previous learning through a quick, fun quiz. It encourages children to recall key ideas and concepts they've explored in earlier lessons, promoting long-term memory and helping the teacher assess understanding in a low-pressure format.
 - **Time to Chat**
This is a guided discussion segment where pupils are encouraged to talk about their thoughts, feelings, and experiences related to the lesson theme. It promotes emotional literacy, active listening, and respectful communication among classmates.
 - **Activity Time**
In this hands-on part of the lesson, children participate in an engaging activity designed to deepen their understanding of the topic. The activities are interactive and varied—often including drawing, role-play, or group challenges that reinforce the learning in a fun and memorable way.
 - **Time to Explore**
This section invites pupils to think more deeply about the topic through structured exploration. It is often supported by a printable worksheet that encourages reflection, application of skills, and personal insight. This helps students connect the lesson to real-life experiences and internalise key messages.
 - **Time to Recap**
A short and structured review of what has been covered in the lesson, helping to consolidate learning. Pupils are encouraged to summarise key points, share what they've learned, and reflect on how they can apply this knowledge in their daily lives.
 - Each piece will have a different 'Time to recap' activity. Staff should praise the children's learning, efforts and positive attitudes at the end of every lesson. MyHappyMind+ places an emphasis on active learning by including the pupils in circle time, discussions, role play, investigation and problem-solving activities. Pupils should also be given opportunities to learn through practical

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and relevant activities and events away from MyHappyMind+, for example fund raising for charities and visitors to the school.

- In Early Years Foundation Stage, the learning experiences are planned from the Early Years Foundation Stage Curriculum. The curriculum identifies Personal, Social and Emotional Development as a prime area of learning. Each lesson links to development stages suited for the age expectation of the year group (Foundation 1 – Nursery, Foundation 2 – Reception).
- Within the EYFS MyHappyMind+ supports practitioners by providing suggestions away from the session to continue the children's learning at school and at home. These include child initiated and adult led activity ideas, assessment opportunities and cross curricular links, home learning and family links.
- Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.
- Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.
- Classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.
- Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.
- Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.
- Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.

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- Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- Whilst there are no formal examinations for the relationships and health curriculum, the school will undertake informal assessments to determine pupil progress. These will include written work, group presentations, group tasks and projects.

10. WORKING WITH EXTERNAL EXPERTS

- External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this document.
- The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this document.
- Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Safeguarding Children and Child Protection Procedures.
- The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

11. EQUALITY AND ACCESSIBILITY

- The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:
 - Age
 - Sex or sexual orientation
 - Race
 - Disability
 - Religion or belief
 - Gender reassignment
 - Pregnancy or maternity
 - Marriage or civil partnership
- The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

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- The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils.
- Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.
- Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic.
- When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

12. CURRICULUM LINKS

- The school seeks opportunities to draw links between relationships and health education and other curriculum subjects wherever possible to enhance pupils' learning.
- Relationships and health education will be linked to the following subjects in particular:
 - **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
 - **Computing and ICT** – pupils learn about online safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
 - **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
 - **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
 - **British Values** – Children are encouraged from EYFS to treat each other with mutual respect. Children taught about the similarities and differences between themselves and others. This encourages through the use of the role play areas and language used e.g. firefighters not fireman. Challenging stereotypes through resources, such as, gender and cultural and racial stereotyping through and stories.
 - **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

13. WITHDRAWING FROM THE SUBJECTS

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

14. BEHAVIOUR

- The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.
- Any bullying incidents caused as a result of the relationships and health education programme will be dealt with as seriously as other bullying incidents within the school.
- Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises.
- These incidents will be dealt with following the processes in our Document for Behaviour and Discipline; Statement/Code of Practice for Exclusion and Anti-Bullying Document.
- The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

15. STAFF TRAINING

- All staff members at the school will undergo training on a termly basis to ensure they are up-to-date with the relationships and health education programme and associated issues.
- Members of staff responsible for teaching the subjects will undergo further training on a termly basis, led by the relationships and health education subject leader, to ensure they are fully equipped to teach the subjects effectively.
- Training of staff will also be scheduled around any updated guidance on the programme and any new developments, which may need to be addressed in relation to the programme.

16. CONFIDENTIALITY

- Confidentiality within the classroom is an important component of relationships and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.
- Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Safeguarding Children & Child Protection Procedures.
- Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.

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- Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Safeguarding Children & Child Protection Procedures.

17. MONITORING QUALITY

- The **relationships, sex and health education subject leader** is responsible for monitoring the quality of teaching and learning for the subjects.
- The **relationships, sex and health education subject leader** will conduct subject assessments on a regular basis, which will include lesson observations, work scrutiny, pupil questionnaires and learning walks.
- The **relationships and health education subject leader** will create **annual** subject reports for the **headteacher** and **local governing body** to report on the quality of the subjects.
- The **relationships and health education subject leader** will work regularly and consistently with the **headteacher** and **link governor**, e.g. through **termly** review meetings, to evaluate the effectiveness of the subjects and implement any changes.

18. MONITORING AND REVIEW

- This document will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.
- The **local governing board** is responsible for approving this document.
- Any changes made to this document will be communicated to all staff, parents and, where necessary, pupils.