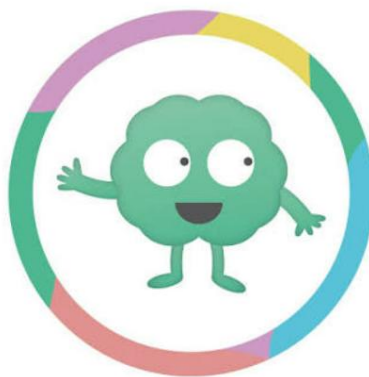




SHOBNALL PRIMARY & NURSERY SCHOOL

APPROACH TO THE TEACHING OF RELATIONSHIPS, SEX 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 will provide age-appropriate relationships and health education (RHE) to all pupils as part of the school's statutory curriculum. Our school aims to assure parents and pupils that all aspects of RHE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to RHE will be delivered in a sensitive manner as part of a whole-school approach where parents and teachers work in partnership.

RHE is compulsory in all primary schools in England. The key topics applicable for all key stages have been carefully planned in consultation with responses from parents, young people, schools and experts. Parents are given the opportunity to discuss this policy at any time and staff will be provided with accurate training and further resources to deliver lessons to pupils.

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

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

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health education (RSHE) for all our pupils. This procedure sets out the framework for our RSHE curriculum, providing clarity on how it is informed, organised and delivered. Any sex education included within the curriculum consists of age-appropriate content which covers how babies are conceived and how they are born. Sex education does not go above and beyond the focus of reproduction. State-funded primary schools are also required to teach health education.

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
 - Equality Act 2010
 - Children and Social Work Act 2017
 - The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
 - DfE 'Science programmes of study: key stages 1 and 2'
 - DfE 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
 - DfE 'Keeping children safe in education'
- This document operates in conjunction with the following school procedures:
 - Behaviour
 - Safeguarding & Child Protection
 - SEND
 - Inclusion
 - Health, Safety & Wellbeing
 - Anti-Bullying
 - Supporting Pupils with Medical Needs
 - Equality Information & Objectives
 - Online Safety
 - Visitors

2. ROLES AND RESPONSIBILITIES

- The **local governing body** is responsible for:
 - Playing an active role in monitoring, developing and reviewing the procedures and their implementation in school.
 - Ensuring that all staff receive ongoing training on issues relating to PSHE and RHE and how to deliver lessons on such issues.
 - Ensuring that all staff are up to date with statutory policy changes, and familiar with school policy and guidance relating to RHE.
 - 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.
 - Ensuring adequate time on school timetable to deliver RHE as a statutory curriculum subject.
 - Ensuring staff are suitably trained to deliver the subjects.
 - Ensuring that parents are fully informed of this document and the RHE resources are available to parents beforehand.
 - Reviewing requests from parents to withdraw their children from the subjects.
 - Discussing requests for withdrawal with parents.
 - Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
 - Reporting to the governing board on the effectiveness of this 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.
 - Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
 - Ensuring the subjects are age-appropriate, high-quality and up-to-date.
 - Ensuring teachers are provided with adequate resources to support teaching of the subjects.
 - Ensuring the school meets its statutory requirements in relation to the relationships and health curriculum.
 - Ensuring the relationships and health curriculum, as well as any optional sex education, is inclusive and accessible for all pupils.
 - Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
 - Liaising and working in partnership with parents and carers to support further conversations at home and to share the resources ahead of teaching upon request.
 - Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

- The **teachers** are responsible for:
 - Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.
 - Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
 - Ensuring they do not express personal views or beliefs when delivering the programme.
 - Modelling positive attitudes to relationships, sex and health 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 SENCO 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 **SENCO** is responsible for:
 - Advising teaching staff how best to identify and support pupils' individual needs.
 - Advising staff on the use of Teaching Assistants in order to meet pupils' individual needs.
 - Ensuring that the needs of vulnerable pupils are taken into consideration in designing and teaching these subjects.
- **Parents** are responsible for:
 - Advising teaching staff how best to identify and support 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.
- For the purpose of this document, “sex education” is defined as teaching pupils about delivering healthy sexuality, and will cover issues, beyond those covered

in the science and health curricula, that will be determined in response to the needs of the relevant cohort.

- The relationships and health curriculum takes into account the views of teachers, pupils and parents. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.
- The school is dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.
- The school will teach pupils the knowledge they need to recognise and report abuse, including emotional, physical and sexual abuse. Teaching will focus on ensuring pupils understand boundaries and privacy with peers, families and others, in all contexts, including online.
- 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.
- We consult with parents, pupils and staff in the following ways:
 - Questionnaires and surveys
 - Meetings
 - Workshops
 - Newsletters
 - Letters
- The school uses MyHappyMind+ to deliver PSHE and Relationships, Sex and Health Education, which is a whole school programme that is NHS-backed and 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.
- 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 and how important parents' views are in shaping the curriculum.

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- 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.
- The school will consult closely with parents when reviewing the content of the school's RHE curriculum and will give them regular opportunities to voice their opinions. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be made by school. The school will permit parents access to all curriculum materials and the school will not enter into contracts with outside providers that seek to prevent parents from seeing materials.
- The school will be mindful of the personal circumstances of all pupils to ensure there is no stigmatisation of based on home circumstances, support networks or family needs.
- 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 will work closely with parents in reviewing the sex education curriculum and will consult annually regarding content, organisation and delivery of 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.
- In line with statutory guidance, parents will be given the right to request that their child be withdrawn from the additional sex education sessions delivered as part of statutory RSE, which is further outlined at section 12 of this document.

5. RELATIONSHIPS EDUCATION OVERVIEW

Families and people who care for me

Through the curriculum, pupils will be taught:

- That families are important for them 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.

Caring friendships

Through the curriculum, pupils will be taught:

- 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.
- Skills for developing caring and 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, but 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.

Respectful, kind relationships

Through the curriculum, pupils will be taught:

- How to pay attention to the needs and preferences of others, including in families and friendships – including discussions around how to 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.
- The difference between being assertive and controlling, and the difference between being kind to other people and neglecting personal needs – including opportunities to discuss such issues.
- That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different, make other choices, or have different preferences or beliefs.
- About the 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 – including opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity through developing skills and interests.
- About the different types of bullying (including online), 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, 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.

Online safety and awareness

Through the curriculum, pupils will be taught:

- 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.
- How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met.
- How to recognise harmful content or harmful contact, and how to report this.
- That there is a minimum age for joining social media sites which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
- About the importance of exercising caution about sharing any information about themselves online.
- About online risks, including that any material provided online might be circulated, and that once a picture or word 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.

Being safe

Through the curriculum, pupils will be taught:

- What sorts of boundaries are appropriate in friendships with peers and others, including online.
- About the concept of privacy and the implications of it 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 physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter, including online, who they do not know.
- What sorts of boundaries are appropriate in friendships with peers and others, including online.
- About the concept of privacy and the implications of it for both children and adults, including that it is not

always right to keep secrets if they relate to being safe.

6. HEALTH EDUCATION OVERVIEW

Health education will start with the benefits and importance of physical activity, good nutrition and sufficient sleep, and support pupils to develop emotional awareness. The school will emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors. Care will be taken to avoid exposing pupils to concepts which are not appropriate for them.

General wellbeing

Through the curriculum, pupils will be taught:

- About the benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness.
- About simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- About the range and scale of emotions that they might experience in different situations.
- 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.
- How 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, extending to 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.

- That it is common to experience mental ill health and early support can help.

Internet safety and harms

Through the curriculum, pupils will be taught:

- That for almost everyone the internet is an integral part of life.
- About the positive and negative aspects of the internet.
- To have discussions about 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.
- About 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.
- About 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, alongside how to seek support from trusted adults.
- How to understand the information they find online, including from search engines, and 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.

Physical health and fitness

Through the curriculum, pupils will be taught:

- 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

Through the curriculum, pupils will be taught:

- 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

Through the curriculum, pupils will be taught:

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

Health and prevention

Through the curriculum, pupils will be taught:

- 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.
- About the importance of sufficient good-quality sleep for good health, the amount of sleep recommended for their age, and practical steps for improving sleep.
- About the impact of poor sleep on 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.
- About the facts and science relating to immunisation and vaccination, aligned with when vaccinations are offered to pupils.

Personal safety

Through the curriculum, pupils will be taught:

- About hazards 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.

Basic first aid

Through the curriculum, pupils will be taught:

- 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.

Developing bodies

Through the curriculum, pupils will be taught:

- About growth and other ways the body can change and develop, particularly during adolescence.
- The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples, and that all of these parts of the body are private and how to express their own boundaries around these body parts.
- The facts about the menstrual cycle, including physical and emotional changes.

7. 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.
- Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with the organisation of the curriculum and consultation with parents and sections of this document. Parents are given the opportunity to advise on what should be taught through sex education.
- The age and development of pupils is always considered when delivering sex education.

8. DELIVERY OF THE CURRICULUM

- The relationships and health curriculum will be delivered as part of our **PSHE curriculum**.
- The school will ensure that keeping children safe and preventative education remain at the heart of PSHE subjects.
- Sex education will be delivered through the science curriculum and PSHE curriculum.
- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

Curriculum Organisation

- 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:
 - 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 unit 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 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.

Opportunities to Teach Safeguarding

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- Further to the prescribed curriculum for RHE, teaching will focus on safeguarding and preventative education.
- The school will ensure that, as part of relationships education, pupils are taught about how to keep themselves and others safe, including online.
- Education will be tailored to the specific needs and vulnerabilities of individual pupils whilst taking account of pupils who may be victims of abuse and pupils who have SEND.
- Preventative education will be adopted as a whole-school approach that prepares pupils for life in modern Britain and creates a zero-tolerance culture for sexism, misogyny/misandry, homophobia, biphobic and sexual violence or harassment.
- The school will address sexual harassment and sexual violence through a planned RSHE curriculum that promotes kindness, care and respect in all relationships and makes clear that harmful behaviour is never acceptable. Teaching will emphasise boundaries, consent, respectful communication and awareness of power dynamics, while supporting pupils to recognise risk, seek help and report concerns.
- The school will have a clear set of values and standards which will be underpinned by the behaviour procedures and pastoral support system, as well as by a planned programme of evidence based RHE curriculum.
- The teaching of safeguarding and preventative education will be fully inclusive and developed to be age and stage of development appropriate.

Equality

- The school will comply with relevant requirements of the Equality Act 2010, including the Public sector equality duty when teaching RSHE.
- The school will ensure topics in RSHE are taught in a way which does not discriminate against pupils or amount to harassment.
- Pupils will understand the importance of equality and respect and learn about the law relating to the protected characteristics by the end of their secondary education.

The Law

- It is important for pupils to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. The school curriculum will include teaching pupils about a range of important facts, including, but not limited to, the rules regarding personal information, pictures, videos and other material using technology. This will help pupils to identify what is right and

wrong in law, but it can also be useful in providing a good foundation of knowledge for deeper discussion about all types of relationships.

- Pupils will be made aware of the relevant legal provisions when relevant topics are being taught.

LTBTQ+ Content

- The school will teach LGBTQ+ topics as part of a broad and inclusive RSHE curriculum which promotes equality, respect and dignity for all. Pupils will learn about protected characteristics in an integrated and age-appropriate way.

Religion and Belief

- RSHE in the school will be delivered sensitively, taking account of the religious backgrounds of pupils and ensuring compliance with the Equality Act 2010, including recognising religion or belief as a protected characteristic.

Pupils with SEND

- The school will develop and deliver RSHE in a way that is accessible for pupils with SEND and will support them to prepare for adulthood, in line with the SEND Code of Practice (0 to 25 years).
- The school will recognise that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other related risks. RSHE will therefore be particularly important for these pupils, including those with social, emotional and mental health needs or learning disabilities, and teaching will be planned to provide appropriate support, safeguarding, and opportunities to build understanding and confidence.

Dealing with Difficult Questions

- The school will ensure that staff delivering RSHE will feel confident and supported to lead lessons and respond appropriately to pupils' questions.
- The school will recognise that where a member of staff does not feel confident leading discussion, this may affect pupils' engagement and learning.
- The school will provide regular professional development to support effective delivery of RSHE, including training on confidentiality, establishing ground rules, handling sensitive or controversial issues, and responding to awkward or difficult questions.
- Pupils may ask questions that go beyond the RSHE curriculum content covered by the school, or that relate to sex education from which they have been

withdrawn. In these situations, the school will ensure that staff will respond in a way that supports the pupil and maintains an appropriate learning environment. Where staff feel a question is not suitable to address in class, they may defer it and seek advice from the RSHE subject leader or the designated safeguarding lead.

- Where appropriate, pupils may be encouraged to speak with their parents/carers or a trusted adult, and the school will signpost to internal or external support services when needed. The school will recognise that unanswered questions may lead pupils to seek information from unreliable or inappropriate sources, including online, and will ensure that staff will receive guidance and training on how to handle such situations safely and sensitively.
- If a pupil asks a question or makes a comment that raises a safeguarding concern, the school will respond in line with its Child Protection and Safeguarding Policy. Staff will not promise confidentiality and will explain, where appropriate, that they may need to share information with the DSL in order to keep the pupil safe. Any concern, disclosure or indication that a pupil may be at risk of harm (including sexual abuse, exploitation, harmful sexual behaviour, or self-harm) will be reported to the DSL without delay and recorded in accordance with the school's safeguarding policy. Staff will follow the school's child protection and safeguarding procedures at all times.

9. 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.

10. 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 based on their protected characteristics.
- The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that RHE programme is inclusive, and caters to the needs, of pupils with SEND or other support needs, such as those with SEMH needs.
- Teachers will understand that they may need to adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other support needs.
- Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic.
- 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.

11. CURRICULUM LINKS

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

12. RIGHT TO REQUEST WITHDRAWAL FROM SEX EDUCATION

- The school will always recognise that parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. The school will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes.
- The headteacher will automatically grant a request to withdraw a pupil from sex education, other than content that is taught as part of the science curriculum.
- Pupils who are withdrawn from sex education will receive appropriate, purposeful education during the full period of withdrawal.
- Parents will not have the right to withdraw their children from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

13. BEHAVIOUR

- The school aims to foster a culture based on mutual respect and understanding for one another, and as such, has a zero-tolerance approach to bullying. Any bullying incidents caused because of the RHE 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 behaviour and anti-bullying procedures.
- The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

14. STAFF TRAINING

- All staff members at the school will undergo training on a regular basis to ensure they are up-to-date with the relationships and health education programme and associated issues.
- Members of staff responsible for teaching the subjects will undergo further training, 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.

15. CONFIDENTIALITY

- The school will aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.
- It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's procedures for Safeguarding and Child Protection should be followed.
- Pupils will be informed prior to delivery of RHE lessons that confidentiality will remain unless school staff feel that a child is at risk of harm. This information will need to be passed on to the DSL and the pupils will be informed of the procedure. Staff who breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the JTMAT Staff Disciplinary Policy.

16. 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.

17. 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.