

Gamesley Primary and Nursery School

Relationships and Health Education Policy

September 2026



To be reviewed by the end of September 2027

1. Statement of Intent

At Gamesley Primary and 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 is Relationships Education, which must be taught to all primary-aged pupils. Primary schools also have the option to teach Sex Education beyond the statutory requirements of the National Curriculum for Science. In addition, all state-funded primary schools are required to teach Health Education.

Relationships Education focuses on giving pupils the knowledge, understanding and skills they need to build positive and respectful relationships, make informed decisions about their wellbeing and health, and develop confidence and resilience. Health Education focuses on equipping pupils with the knowledge and understanding they need to make informed choices about their physical health, mental wellbeing and personal safety.

At Gamesley Primary and Nursery School, we are committed to delivering a high-quality, age-appropriate, inclusive and evidence-informed Relationships, Sex and Health Education (RSHE) curriculum that enables pupils to:

- Develop positive values and respect for themselves and others.
- Build healthy and supportive relationships.
- Understand how to keep themselves safe, both online and offline.
- Recognise and manage risks.
- Develop the knowledge and skills needed to support their physical and mental wellbeing.
- Understand the importance of equality, diversity and inclusion.
- Prepare confidently for the opportunities, responsibilities and experiences of later life.

This policy sets out the framework for the school's RSHE curriculum and provides clear guidance on how it is planned, organised, delivered and monitored.

2. Legal Framework

This policy has been developed with due regard to relevant legislation and statutory guidance, including but not limited to:

- 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
- Online Safety Act 2023
- Keeping Children Safe in Education (current version)

- Working Together to Safeguard Children (current version)
- DfE (2025) *Relationships Education, Relationships and Sex Education (RSE) and Health Education*
- DfE *National Curriculum in England: Science Programmes of Study (Key Stages 1 and 2)*

3. Roles and Responsibilities

The Governing Board is responsible for:

- Ensuring that the school complies with all statutory requirements relating to Relationships, Sex and Health Education (RSHE).
- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the RSHE curriculum is well led, effectively managed and appropriately resourced.
- Evaluating the quality of provision through regular monitoring and self-evaluation.
- Ensuring teaching is delivered in ways that are accessible and inclusive for all pupils, including those with SEND.
- Ensuring that appropriate safeguarding arrangements are in place and reflected within RSHE provision.
- Providing clear information for parents and carers regarding curriculum content and their rights in relation to withdrawal from non-statutory sex education.
- Ensuring that parents have access to this policy and appropriate curriculum information.
- Making sure the curriculum is adequately staffed, resourced and timetabled so that the school can fulfil its legal obligations.
- Monitoring the effectiveness of this policy through reports from the Headteacher and subject leader.
- Approving and reviewing this policy in accordance with the school's review cycle.

The Headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring that RSHE is delivered consistently across the school.
- Ensuring staff receive appropriate training and support to deliver RSHE effectively and confidently.
- Ensuring that parents and carers are fully informed about the curriculum and this policy.
- Considering and responding to requests from parents to withdraw their child from non-statutory elements of sex education.
- Meeting with parents to discuss any concerns regarding RSHE provision.
- Arranging appropriate and purposeful alternative learning for pupils who are withdrawn from non-statutory sex education lessons.
- Ensuring that safeguarding concerns arising from RSHE teaching are managed in accordance with the school's Child Protection and Safeguarding Policy.
- Reporting to governors on the effectiveness of RSHE provision.
- Reviewing and evaluating the policy annually.

The RSHE Subject Leader is responsible for:

- Overseeing the planning, delivery and evaluation of RSHE across the school.
- Ensuring that the curriculum is age-appropriate, progressive and meets statutory requirements.
- Supporting staff in the effective delivery of RSHE.
- Ensuring appropriate resources are available and suitable for the age and maturity of pupils.
- Monitoring curriculum coverage and progression across all year groups.
- Ensuring that RSHE is inclusive, accessible and responsive to the needs of all pupils.
- Liaising with other subject leaders to ensure that RSHE complements, but does not unnecessarily duplicate, learning in other curriculum areas.
- Monitoring teaching and learning through lesson observations, work scrutiny, pupil voice and staff feedback.
- Keeping up to date with national guidance and best practice.
- Reporting regularly to the Headteacher and Governors on the effectiveness of provision.

Class Teachers are responsible for:

- Delivering high-quality, age-appropriate RSHE in line with statutory guidance and the school's agreed curriculum.
- Creating a safe, respectful and inclusive learning environment where pupils feel confident to participate.
- Using a range of teaching approaches and appropriate resources to meet the needs of all learners.
- Presenting information in a balanced, factual and non-judgemental manner.
- Modelling positive attitudes, respectful relationships and inclusive behaviour.
- Establishing clear ground rules for discussion of sensitive issues.
- Responding appropriately to questions and disclosures in line with safeguarding procedures.
- Following the school's Child Protection and Safeguarding Policy when concerns arise.
- Assessing pupil understanding and adapting teaching where required.
- Liaising with the SENDCo and pastoral staff to ensure pupils' individual needs are met.
- Working with the RSHE Subject Leader to review and improve curriculum provision.

The SENDCo is responsible for:

- Supporting staff in identifying and meeting the needs of pupils with SEND within RSHE lessons.
- Advising teachers on appropriate adaptations, scaffolds and resources to ensure accessibility.
- Supporting the development of inclusive teaching approaches for pupils with additional needs.
- Advising on the deployment of teaching assistants to enable pupils to access learning effectively.
- Working alongside teachers and families to ensure that RSHE provision is appropriate to pupils' age, stage of development and individual needs.
- Monitoring the participation and progress of pupils with SEND within the RSHE curriculum.

Designated Safeguarding Lead (DSL)

- Providing advice and support to staff on safeguarding matters arising from RSHE lessons.
- Responding to any disclosures or concerns in accordance with safeguarding procedures.
- Ensuring that emerging safeguarding themes are reflected within the curriculum where appropriate.

- Working with the RSHE Subject Leader to ensure that teaching supports pupils in recognising risks, staying safe and knowing how to seek help.

4. Organisation of the Curriculum

Every primary school is required to deliver statutory Relationships Education and Health Education. At Gamesley Primary and Nursery School, these subjects are taught through our Personal, Social, Health and Economic (PSHE) education curriculum, using the Jigsaw scheme of work as the foundation for planning and delivery.

For the purpose of this policy:

Relationships Education is defined as teaching pupils about healthy, respectful relationships, including families, friendships, online relationships and personal safety.

Sex Education is defined as learning about human reproduction and sexuality beyond the content of the National Curriculum for Science.

Health Education is defined as teaching pupils about physical health, mental wellbeing, personal safety and healthy lifestyles.

The curriculum has been planned to ensure that pupils develop the knowledge, understanding and skills they need to:

- Build and maintain positive, respectful relationships.
- Recognise and manage their emotions.
- Keep themselves safe both online and offline.
- Recognise abuse, exploitation, unhealthy relationships and inappropriate behaviour.
- Understand the importance of physical and mental wellbeing.
- Know how, when and where to seek support for themselves or others.

Our RSHE curriculum is:

- Age appropriate and developmentally appropriate.
- Inclusive and accessible to all pupils.
- Factual and evidence informed.
- Responsive to emerging safeguarding issues and local needs.
- Planned progressively from Early Years through to Year 6.
- Sensitive to the age, maturity, faith backgrounds and individual circumstances of pupils.
- Designed to support pupils in becoming safe, healthy, respectful and responsible citizens.

The curriculum has been organised in accordance with statutory guidance and takes account of the views of pupils, staff, parents and governors. The school carefully considers the age, developmental stage, maturity and specific needs of pupils when determining curriculum content for each year group.

The curriculum reflects the diverse nature of modern British society and promotes respect, equality and inclusion. Pupils are taught about different families, communities and relationships in an age-appropriate way and are encouraged to value and respect differences whilst recognising the equal worth and dignity of all people.

Gamesley Primary and Nursery School is committed to ensuring that its curriculum reflects the needs of its pupils and community. Curriculum content will therefore be reviewed regularly to ensure it remains relevant and responsive to safeguarding concerns, local context and emerging issues affecting children and young people.

The school seeks the views of parents, pupils and staff through a range of methods, including:

- Parent questionnaires and surveys.
- Pupil voice activities.
- Staff consultation.
- Curriculum information sessions.
- Newsletters, letters and website information.
- Feedback gathered through meetings and school events.

Parents have the right to view this policy and receive information about the content of the RSHE curriculum. Curriculum overviews and information about resources used to support learning are available on request.

Any parent, member of staff or pupil wishing to provide feedback about the curriculum may do so at any time during the academic year by:

- Arranging a meeting with the Headteacher.
- Contacting the school via email at headteacher@gamesley.victoriousmat.org
- Sharing feedback through curriculum consultation opportunities and surveys.

The school values the partnership between home and school and recognises that parents and carers are the primary educators of their children in matters relating to relationships, health and wellbeing. We are committed to working collaboratively with families to ensure pupils receive a consistent and supportive message.

5. Consultation with Parents

Gamesley Primary and Nursery School recognises that parents and carers are the primary educators of their children in matters relating to relationships, health and wellbeing. We value the important role that parents play in supporting and reinforcing the learning that takes place in school and are committed to working in partnership with families to ensure that pupils receive consistent, age-appropriate messages.

The school understands that parents' views are important in shaping and reviewing the RSHE curriculum. We are committed to maintaining open, transparent and positive communication with parents and carers regarding the content and delivery of Relationships, Sex and Health Education (RSHE).

Parents will be provided with clear information about:

- The aims and objectives of the RSHE curriculum.
- The content of the RSHE curriculum and what is taught in each year group.
- How RSHE is delivered within the school's PSHE curriculum.
- The resources and materials used to support teaching and learning.
- The school's approach to answering pupils' questions and managing sensitive issues.
- The statutory requirements relating to Relationships Education and Health Education.
- Parents' right to request withdrawal from the non-statutory elements of Sex Education.
- How pupils are supported to stay safe, healthy and develop positive relationships.

The school will communicate RSHE information through a range of methods, including:

- Curriculum information available on the school website.
- Parent information meetings and consultation events.
- Newsletters and letters to parents.
- Curriculum overviews and year-group information.
- Direct communication with school staff where appropriate.

Parents are welcome to view curriculum materials and discuss curriculum content with the school at any time. The school encourages parents to raise any questions or concerns so that they can be addressed openly and constructively.

The school aims to build positive relationships with parents by providing opportunities to discuss curriculum content, explain the educational rationale for teaching RSHE and support parents in continuing age-appropriate conversations with their children at home.

Parents will be consulted during the review of both the RSHE curriculum and this policy. Feedback from parents, governors, staff and pupils will be considered to ensure that the curriculum remains relevant, inclusive and responsive to the needs of the school community.

Any parent or carer wishing to discuss the RSHE curriculum, view resources or provide feedback may do so by:

- Arranging a meeting with the Headteacher or RSHE Subject Leader.
- Contacting the school via email at headteacher@gamesley.derbyshire.sch.uk.
- Participating in consultation opportunities and parent surveys.

The school values the contribution of parents and carers and is committed to working collaboratively with families to ensure the best outcomes for all pupils.

6. Relationships Education Overview

Families and People Who Care for Me: By the end of primary school, pupils will know:

- That families are important for children growing up because they can give love, security and stability.
- That families can take many forms, including those headed by single parents, foster carers, adoptive parents, grandparents, same-sex parents and blended families.
- That families should provide love, care, security and support.
- The characteristics of healthy family life, including commitment to one another, support in times of difficulty, protection and care for children and other family members, and the importance of spending time together and sharing experiences.
- That other families, either in school or in the wider world, may look different from their own family, but that these differences should be respected and valued.
- That stable, caring relationships, which may be of different types, are at the heart of happy families and are important for children's sense of security as they grow up.
- That marriage and civil partnership are legal commitments between adults that carry legal rights and responsibilities.
- How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice if needed.

Caring Friendships: By the end of primary school, pupils will know:

- How important friendships are in making people feel happy, secure and valued.
- How people choose and make friends.
- The characteristics of positive friendships, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity and support.
- That healthy friendships are welcoming, inclusive and do not make others feel lonely or excluded.
- That friendships can experience difficulties and disagreements, but these can often be resolved positively.
- That resorting to violence is never an acceptable way to resolve conflict.
- How to recognise who they can trust and when it may be necessary to seek support from a trusted adult.
- How to recognise when a friendship is making them feel unhappy, unsafe or uncomfortable.
- Strategies for managing conflict and repairing relationships.
- How to seek help and support when friendship difficulties cannot be resolved independently.

Respectful Relationships: By the end of primary school, pupils will know:

- The importance of respecting others, even when they have different backgrounds, beliefs, preferences, appearances or life experiences.
- Practical ways of building and maintaining respectful relationships.
- The conventions of courtesy, manners and respectful communication.
- The importance of self-respect and how this contributes to happiness, confidence and wellbeing.
- That in school and wider society they should expect to be treated with respect and should show respect to others, including those in positions of authority.
- About different types of bullying, including cyberbullying, the impact bullying can have and the responsibility to report concerns to a trusted adult.
- What stereotypes are and how they can be unfair, harmful or limiting.
- The importance of seeking and giving permission in friendships and other relationships.

- How to recognise prejudice, discrimination and stereotyping.
- How to challenge bullying, prejudice and discriminatory behaviour safely and appropriately.
- How to show respect for people who have different backgrounds, experiences and protected characteristics.

Online Relationships: By the end of primary school, pupils will know:

- That people may behave differently online and may sometimes pretend to be someone they are not.
- That the same principles of kindness, respect and responsibility apply to online relationships as they do to face-to-face relationships.
- The rules and principles for keeping safe online.
- How to recognise harmful content, inappropriate contact and unsafe behaviour online, and how to report concerns.
- How to critically evaluate online friendships and sources of information.
- The risks associated with communicating with people they have never met.
- How personal information and data may be collected, shared and used online.
- How algorithms can influence the content people see online.
- How misinformation and disinformation can spread online.
- That not everything online is accurate, factual or trustworthy.
- How artificial intelligence (AI) can generate content, images and videos that may appear real.
- The importance of thinking critically about online content before believing or sharing it.

Being Safe: By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships and relationships, both online and offline.
- About the concept of privacy and its importance for both children and adults.
- That it is not appropriate to keep secrets that relate to safety, wellbeing or abuse.
- That each person's body belongs to them and that they have the right to say no to unwanted physical contact.
- The difference between safe, appropriate contact and contact that is unsafe or makes them feel uncomfortable.
- The correct anatomical names for body parts, including genitalia.
- How to identify manipulation, coercion, grooming and exploitative behaviour.
- The dangers of sharing personal information, photographs and videos online.
- How to respond safely if asked to share personal information or images.
- How to respond safely and appropriately to adults they may encounter, both online and offline, whom they do not know.
- How to recognise and report feelings of being unsafe or uncomfortable.
- How to ask for help for themselves or others and to keep asking until they are heard.
- How to report concerns, abuse or exploitation, and the vocabulary and confidence needed to do so.
- How to seek support if they are worried about themselves or another child.
- Where to access help and advice, including from trusted adults, school staff, family members and external support services.

This version reads more professionally, strengthens safeguarding, includes civil partnerships alongside marriage, and reflects current expectations around AI, misinformation, image sharing, grooming and personal safety.

7. Health Education Overview:

The focus of Health Education at primary level is to equip pupils with the knowledge and skills required to make informed decisions about their physical health, mental wellbeing and personal safety, both now and in the future.

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.
- That there is a normal range of emotions, including happiness, sadness, anger, fear, surprise and nervousness.
- How loneliness and social isolation can affect wellbeing.
- That grief, bereavement and loss are normal experiences and that people may respond to them in different ways.
- Strategies for building resilience and managing emotions effectively.
- How and when to access support for mental health concerns.
- The range and intensity of emotions that humans experience in response to different situations and experiences.
- How to recognise and talk about their emotions using an increasingly rich emotional vocabulary.
- How to recognise and respond to the feelings of others with empathy and understanding.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The positive impact of physical activity, time outdoors, community participation and positive relationships on mental wellbeing.
- Simple self-care strategies, including rest, relaxation, spending time with family and friends, and engaging in hobbies and interests.
- That bullying, including cyberbullying, can have a negative and lasting impact on mental wellbeing.
- Where and how to seek support for themselves or others, including who they can approach within school.
- That mental ill health can affect anyone and that early support can help individuals recover and thrive.

Internet Safety and Harms: By the end of primary school, pupils will know:

- That the internet is an integral part of everyday life and offers many benefits.
- The importance of balancing online and offline activities.
- The risks associated with excessive use of electronic devices and screen time.
- The impact that online content can have on mental and physical wellbeing.
- How their online actions can affect other people.
- How to behave respectfully and responsibly online.
- The importance of keeping personal information private.
- Why age restrictions apply to some websites, social media platforms, games and online content.

- That online abuse, trolling, bullying and harassment can occur and may negatively affect wellbeing.
- How information is selected, ranked and presented online.
- Where and how to report concerns and access support for online issues.
- How online content can be targeted and personalised.
- The risks associated with artificial intelligence (AI)-generated content.
- How scams, fraud and manipulation can occur online.
- The risks associated with sharing images, videos and personal information online.
- Strategies for evaluating whether online information is accurate, reliable and trustworthy.
- That not everything they see online is genuine or truthful.

Physical Health and Fitness: By the end of primary school, pupils will know:

- The characteristics and benefits of an active lifestyle.
- The physical and mental health benefits of regular exercise.
- The importance of incorporating physical activity into daily and weekly routines.
- Ways to achieve recommended levels of physical activity, including active travel, play, sport and structured exercise.
- The risks associated with an inactive lifestyle, including obesity and poor physical health.
- How and when to seek support if they have concerns about their physical health.

Healthy Eating: By the end of primary school, pupils will know:

- What constitutes a healthy, balanced diet.
- The role of different food groups in maintaining health and wellbeing.
- The principles of planning and preparing healthy meals.
- The importance of hydration.
- The risks associated with unhealthy eating habits, including obesity and poor health outcomes.
- The impact that substances such as alcohol can have on physical health.

Drugs, Alcohol and Tobacco: By the end of primary school, pupils will know:

- The facts about legal and illegal substances and their associated risks.
- The harmful effects of smoking, vaping, alcohol and drug misuse.
- How to respond safely if offered substances and where to seek help or advice.

Health and Prevention: By the end of primary school, pupils will know:

- How to recognise early signs that they or others may be unwell.
- About safe and unsafe exposure to the sun and ways to reduce the risk of sun damage.
- The importance of sufficient, good-quality sleep for health, wellbeing and learning.
- The importance of dental health, oral hygiene and regular dental check-ups.
- About personal hygiene and the role it plays in preventing illness.
- How germs, bacteria and viruses spread and how they can be reduced.
- The purpose and importance of immunisation and vaccination.

Basic First Aid: By the end of primary school, pupils will know:

- How to make a clear and effective call to the emergency services.
- Basic first aid procedures for common injuries and emergencies.
- How to respond appropriately to accidents and incidents whilst seeking adult help.
- The importance of remaining calm in an emergency situation.
- Simple strategies for keeping themselves and others safe until help arrives.

Changing Adolescent Body: By the end of primary school, pupils will know:

- The key facts about puberty and the changing adolescent body.
- The physical and emotional changes that occur during puberty.
- How personal hygiene needs change during puberty.
- About menstrual wellbeing and the key facts relating to the menstrual cycle.
- How to access appropriate support and information relating to physical and emotional changes.

Personal Safety: By the end of primary school, pupils will know:

- How to stay safe around roads, railways and water.
- Basic fire safety principles.
- How to identify unsafe situations both online and offline.
- How and when to contact the emergency services.
- How to assess and manage risks appropriately as they become more independent.
- The importance of following safety rules in different environments.
- How to respond in an emergency and seek help when needed.
- How to keep themselves safe within the community and when travelling independently as they get older.

8. Sex Education

All pupils will be taught the statutory elements of human development and reproduction through the National Curriculum for Science.

In addition, Gamesley Primary and Nursery School teaches age-appropriate Sex Education through the Jigsaw PSHE programme, specifically through the *Changing Me* unit. This learning supports pupils in understanding the physical and emotional changes associated with growing up and helps prepare them for adolescence and the transition to secondary school.

Sex Education teaching will:

- Be factual, accurate and age-appropriate.
- Reflect current statutory guidance and safeguarding requirements.
- Promote healthy, respectful relationships.
- Encourage respect for self and others.
- Take account of pupils' maturity, developmental stage and individual needs.
- Be delivered sensitively, inclusively and in a supportive environment.
- Provide opportunities for pupils to ask questions and seek clarification in an appropriate manner.

Parents have the right to request that their child be withdrawn from the non-statutory elements of Sex Education. There is no right to withdraw pupils from the statutory content delivered through the National Curriculum for Science or Health Education.

Sex Education Curriculum Overview

Year Group	Areas Covered
Nursery and Reception	My Body; Respecting My Body; Growing Up; Fun and Fears; Fun and Fears (Part 2)
Year 1	Life Cycles; Changing Me; My Changing Body; Boys' and Girls' Bodies; Learning and Growing
Year 2	Life Cycles in Nature; Growing from Young to Old; Changing Me; Boys' and Girls' Bodies; Assertiveness
Year 3	How Babies Grow; Babies; Outside Body Changes; Inside Body Changes; Family Stereotypes
Year 4	Unique Me; Having a Baby; Girls and Puberty; Circles of Change; Accepting Change
Year 5	Self and Body Image; Puberty for Girls; Puberty for Boys; Conception; Looking Ahead to Being a Teenager
Year 6	My Self Image; Puberty; Babies: Conception to Birth; Boyfriends and Girlfriends; Real Self and Ideal Self

Parents and carers will be informed in advance of the delivery of Sex Education units and will have opportunities to view curriculum content, discuss resources and ask questions about the programme.

The school is committed to working in partnership with parents and carers and recognises the important role they play in supporting their children's understanding of relationships, health and growing up. Parents will be consulted as part of the school's curriculum review process and are encouraged to share their views and feedback on the Sex Education curriculum.

Any parent wishing to discuss the Sex Education programme or request withdrawal from non-statutory Sex Education should contact the Headteacher. Requests will be managed in accordance with the procedures outlined in Section 14 of this policy.

Jigsaw "Changing Me" Content

The *Changing Me* unit is delivered progressively across the school and covers:

- Understanding and respecting our bodies.
- Differences and similarities between people.
- Growth and development from birth to adulthood.
- Physical and emotional changes during puberty.
- Personal hygiene and self-care.
- Body image and self-esteem.
- Human reproduction in an age-appropriate manner.

- Developing positive relationships and preparing for transition to secondary school.

This approach ensures that pupils receive accurate, age-appropriate information within a safe and supportive learning environment while supporting the school's wider aims of promoting health, wellbeing and positive relationships.

9. Delivery of the Curriculum

Relationships, Sex and Health Education (RSHE) is delivered through the school's PSHE curriculum using the Jigsaw programme, supplemented where appropriate by high-quality resources and learning experiences that meet the needs of pupils at Gamesley Primary and Nursery School.

Through effective organisation and delivery of the curriculum, we will ensure that:

- Core knowledge is divided into manageable units that build progressively over time.
- Learning is carefully sequenced to support pupils' understanding and retention of knowledge.
- Teaching provides opportunities for pupils to apply their learning in a range of real-life contexts.
- Pupils develop both knowledge and skills that support their health, wellbeing, relationships and personal safety.
- Learning is inclusive, engaging and accessible to all pupils.

The curriculum is delivered proactively and is responsive to pupils' needs, safeguarding priorities and emerging issues affecting children and young people. Content is planned to reflect pupils' age, developmental stage, maturity and individual needs, including those with SEND.

Lessons will be appropriately differentiated to ensure all pupils can access the curriculum and make progress. Teachers will work closely with the SENDCo and other relevant professionals where necessary to support individual pupils.

The school values the views of parents and carers and is committed to maintaining open communication regarding the content and delivery of RSHE. Parents will be informed about curriculum content and will have opportunities to discuss the programme, view resources and ask questions.

Teaching will reflect the requirements of the Equality Act 2010 and other relevant legislation. Pupils will be taught about equality, diversity and inclusion in an age-appropriate, factual and respectful manner.

Pupils will learn:

- The importance of equality, inclusion and mutual respect.
- That discrimination, prejudice and bullying are unacceptable.
- About the protected characteristics defined within the Equality Act 2010.
- The importance of treating all people with dignity and respect.

The curriculum will reflect the diversity of modern Britain and include age-appropriate learning about different family structures, communities and lived experiences. Teaching will be objective, balanced and consistent with statutory guidance.

Where learning covers different family structures, pupils will be taught that families may look different from one another and that all families should be treated with respect and understanding.

Where appropriate, pupils may be taught in smaller groups to support effective learning and enable greater sensitivity when discussing particular topics.

All resources used within RSHE will be carefully selected and quality assured by the RSHE Subject Leader. Resources will be:

- Factually accurate.
- Age appropriate.
- Inclusive and accessible.
- Sensitive to pupils' backgrounds and experiences.
- Consistent with statutory guidance and safeguarding requirements.

A range of teaching approaches will be used, including:

- Discussion and debate.
- Storytelling and literature.
- Videos and visual resources.
- Role play and scenario-based learning.
- Practical activities.
- Collaborative group work.

Appropriate filtering and monitoring systems are in place to ensure pupils cannot access unsuitable online content during lessons. Further information can be found within the school's Online Safety Policy.

Teachers will establish clear classroom ground rules to create a safe and respectful learning environment. Pupils will be encouraged to:

- Listen respectfully to the views of others.
- Participate positively in discussions.
- Ask questions appropriately.
- Respect confidentiality and privacy.

Teachers will answer pupils' questions honestly, sensitively and in a manner appropriate to their age and understanding. Where a question falls outside the scope of the lesson or is not appropriate to answer in a whole-class setting, teachers will use professional judgement and respond appropriately.

Teaching will promote positive mental health and emotional wellbeing. Staff will take care to avoid reinforcing stigma and will encourage pupils to seek support when needed.

Teachers recognise that topics such as bereavement, abuse, self-harm, mental ill health and family circumstances may be sensitive for some pupils. Staff will approach such topics with care and sensitivity and will ensure that teaching remains educational rather than graphic or instructive.

Pupils will be made aware that they should not disclose personal or private information during class discussions. Where a disclosure or safeguarding concern arises, staff will follow the school's Child Protection and Safeguarding Policy and inform the Designated Safeguarding Lead (DSL) as appropriate.

The curriculum is designed to be fully inclusive and all reasonable adjustments will be made to ensure that every pupil can participate and achieve.

Teachers will promote healthy, respectful relationships throughout the curriculum whilst remaining sensitive to the range of family circumstances represented within the school community.

Assessment within RSHE will be proportionate and age appropriate. Whilst there are no formal examinations, teachers will use a range of assessment strategies to monitor understanding, identify misconceptions and inform future teaching.

11. Working with External Agencies and Visitors

The school may invite suitably qualified external agencies, visitors or specialists to contribute to the delivery of aspects of the RSHE curriculum.

Any external contribution will:

- Complement, not replace, the role of the class teacher.
- Be consistent with the school's values and this policy.
- Be factually accurate and age appropriate.
- Be agreed and quality assured by the Headteacher and/or RSHE Subject Leader.
- Be delivered in accordance with safeguarding procedures.

A member of school staff will always be present during sessions delivered by external visitors.

The school recognises that some aspects of RSHE may be sensitive for staff as well as pupils. Staff are encouraged to seek support from their line manager, the Designated Safeguarding Lead or the school's wellbeing lead if curriculum content relates to personal experiences or causes concern.

This version removes repetition with the Equality section, strengthens safeguarding and parental engagement, and reads much more like a current policy that would stand up well to governor and Ofsted scrutiny.

12. Equality and Accessibility

Gamesley Primary and Nursery School is committed to ensuring that Relationships, Sex and Health Education (RSHE) is inclusive, accessible and relevant to all pupils, regardless of their background, ability, needs or protected characteristics.

In accordance with the Equality Act 2010, the school will:

- Promote equality of opportunity for all pupils.

- Eliminate unlawful discrimination, harassment and victimisation.
- Foster positive relationships and mutual respect between different groups.
- Make reasonable adjustments to ensure pupils with SEND can access the curriculum.
- Adapt teaching approaches, resources and learning activities where appropriate.
- Ensure all pupils are able to participate fully in RSHE lessons and discussions.

Teaching staff will ensure that pupils can access learning regardless of:

- Age
- Disability
- Race
- Religion or belief
- Sex
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity
- Marriage and civil partnership

The RSHE curriculum will reflect the diversity of modern British society and will promote respect, dignity and inclusion for all people. Teaching will be age-appropriate, factual and sensitive to pupils' backgrounds, experiences and stages of development.

The school recognises that some pupils may require additional support to access the curriculum. Where appropriate, lessons will be adapted to meet individual needs through:

- Differentiated activities and resources.
- Visual supports and scaffolding.
- Small-group or individual support.
- Alternative methods of communication.
- Additional adult support where required.

Pupils will be encouraged to understand, value and respect differences between people whilst recognising the equal worth, rights and dignity of every individual.

The school will challenge discrimination, prejudice, stereotyping and bullying in all forms and will promote a culture of kindness, respect and inclusion throughout the curriculum and wider school life.

The school recognises that some RSHE topics may be sensitive for both pupils and staff. Appropriate support will be provided where needed to ensure that learning takes place within a safe, respectful and supportive environment.

13. Withdrawal from Sex Education

Relationships Education and Health Education are statutory subjects in primary schools and parents do not have the right to withdraw their child from these areas of the curriculum.

Parents have the right to request that their child be withdrawn from some or all of the non-statutory elements of Sex Education that are taught beyond the National Curriculum for Science.

The school will provide parents with information about the content of Sex Education in advance of delivery and will offer opportunities for parents and carers to view curriculum materials, discuss content and ask questions.

Should a parent wish to withdraw their child from the non-statutory elements of Sex Education, they should contact the Headteacher in writing. The Headteacher will arrange to meet with the parent to discuss the request, explain the purpose and content of the curriculum and ensure that the parent fully understands the implications of withdrawal.

Whilst parents have the right to request withdrawal from non-statutory Sex Education, the Headteacher will discuss:

- The educational benefits of receiving this learning.
- The ways in which the curriculum supports pupils' physical, emotional and personal development.
- Any potential social or emotional consequences of withdrawal.
- The arrangements that will be made for the pupil during the period of withdrawal.

The Headteacher will automatically grant requests for withdrawal from the non-statutory elements of Sex Education. However, pupils cannot be withdrawn from:

- Relationships Education.
- Health Education.
- Content that forms part of the National Curriculum for Science.

A written record will be kept of any discussions with parents regarding withdrawal requests and confirmation of the agreed arrangements will be provided in writing.

Where a pupil is withdrawn from non-statutory Sex Education, the school will ensure that appropriate, purposeful and supervised alternative learning is provided for the duration of the lesson.

The school believes that effective Relationships, Sex and Health Education supports pupils to develop the knowledge, understanding and skills needed to stay safe, healthy and prepared for the changes they will experience as they grow up. Consequently, the school encourages parents to discuss any concerns they may have before deciding to withdraw their child from any aspect of the Sex Education programme.

Parents may discuss the curriculum, view teaching materials and seek further information at any time by contacting the Headteacher or RSHE Subject Leader.

14. Staff Training

The Headteacher will ensure that staff delivering Relationships, Sex and Health Education (RSHE) receive appropriate training and support to enable them to deliver the curriculum confidently, accurately and in accordance with statutory guidance and safeguarding requirements.

The RSHE Subject Leader will keep staff informed of relevant developments, curriculum updates and emerging safeguarding issues, and will identify any further training needs as part of the school's ongoing professional development programme.

15. Confidentiality and Safeguarding

Relationships, Sex and Health Education may give rise to discussions or disclosures of a sensitive nature. While staff will respect pupils' privacy wherever possible, they cannot offer unconditional confidentiality.

If a pupil makes a disclosure relating to abuse, neglect, exploitation, harmful behaviour or any other safeguarding concern, staff will respond in accordance with the school's Child Protection and Safeguarding Policy and will report concerns to the Designated Safeguarding Lead (DSL).

Pupils will be made aware that any information indicating that they or another person may be at risk of harm cannot be kept confidential and may need to be shared with appropriate staff in order to safeguard them.

Staff will ensure that pupils understand how and where they can access support if they are worried about themselves or another person.

16. Monitoring and Review

This policy will be reviewed annually by the Headteacher and RSHE Subject Leader. It will also be reviewed in response to:

- Changes in legislation or statutory guidance.
- National or local safeguarding developments.
- Feedback from pupils, parents, staff or governors.
- Recommendations arising from school self-evaluation, external review or inspection.

Any amendments will be communicated to staff, governors, parents and, where appropriate, pupils.

Next review date: September 2027