



# Primary Academy Relationships, Sex and Health Education (RSHE) Policy & Procedure

Millbridge Primary Academy

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V3.2 – references to schemes and resources updated/ additional information re: conception/additional parent resources.  
V3.3 – Amendment to Appendix 3



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## Section 1 – Introduction

The policy model is fulfils the expectations of the Department for Education's [Statutory Guidance for Relationships Education, Relationships and Sex Education and Health Education](#)

The policy sets out the framework for the relationships and health curriculum, providing clarity on how it is informed, organised and delivered. This may also outline the content for sex education if the school chooses to teach this.

## Section 2 - Statutory legislation and guidance

At Millbridge Primary Academy, we provide relationships education and health education to all pupils. We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

The policy has due regard to the following legislation and guidance:

- Section 80A of the Education Act 2002: as part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*, whilst also preparing pupils *for the opportunities, responsibilities and experiences of later life...*

- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010 and the Public Sector Equality Duty.
- Mental health and behaviour in school (DfE, 2018)
- Science programmes of study: key stages 1 and 2 (DfE, 2013)
- Science programmes of study: key stage 3 (DfE, 2013)
- Keeping children safe in education – for schools and colleges (DfE, 2024)
- Promoting fundamental British values through SMSC (DfE, 2014).

### Section 3 - Definitions

- **RSHE:** Relationships education, relationships and sex education and health education
- **Health education:** physical health and mental wellbeing
- **Relationships education:** the physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.
- **Sex education:** there is no agreed definition in the new guidance. In this policy the definition of sex education is 'how a baby is conceived and born' (reproduction and birth)
- **RSE:** relationships and sex education
- **PSHE:** Personal, Social, Health and Economic education (PSHE ed). The RSHE policy may link to, or be part of, a wider PSHE ed policy.

### Section 4 - Policy development

The process of policy development involved the following steps:

- A lead member of staff and/or RSHE working group reviewed the current provision.
- The new DfE guidance and information/support for parents was shared with stakeholders (children, staff, parents and governors).
- Knowledge of the local school context helped us to understand the needs and priorities of our school community.
- Stakeholder engagement sessions were held so everyone could understand what matters to children, young people and the adults in our school community.
- A draft policy was shared with stakeholder for comments. These were considered by the Board of Directors and/or RSHE working group.
- The policy was ratified (adopted) by the Board of Directors.
- The policy was shared with parents and is available on the school website.

### Section 5 - Statement of intent

This policy outlines the approach to relationships, sex and health education (RSHE) at

Millbridge Primary Academy. It is informed by the Kirklees Charter for RSHE (see Appendix 1) and is in keeping with the vision and values of the SHARE Multi-Academy Trust.

Relationships, sex and health education is important at Millbridge Primary Academy because it:

- prepares pupils for the opportunities, responsibilities and experiences of adult life
- gives pupils the knowledge they need to make informed decisions about their health and well-being
- supports pupils' skills to recognise positive, healthy and respectful relationships
- helps to safeguard pupils so they can find, and access, help and support
- teaches pupils' tolerance and respect for diversity
- develops pupils' self-respect and self-worth, confidence and empathy.

RSHE will ensure that all pupils understand the importance of equality and respect. All schools are required to comply with the requirements of the Equality Act 2010.

## **Section 6 - Roles and responsibilities**

### **The SHARE Multi-Academy Trust Board of Directors:**

- ensure the school meets its statutory requirements in relation to relationships and sex education
- approve the RSHE policy
- hold leaders to account for implementing the policy successfully

### **The Chief Executive Officer:**

- ensures the policy fulfils statutory requirements and good practice guidelines
- holds trust leaders and headteachers to account for the implementation of the policy (checking the RSHE curriculum is well-led and effectively managed).

### **Headteacher:**

- oversees the development and implementation of the RSHE policy
- agrees the curriculum delivery model (where it will be taught; the time allocation and staffing)
- ensures RSHE is resourced, staffed and timetabled, so that school meets its legal obligations and offers a high-quality provision to all pupils
- ensures staff receive good quality training to teach relationships and sex education well
- encourages parents to engage with the formation of the policy and know about the final policy
- handles requests from parents to excuse their child from non-statutory elements of sex education (including organising alternative education for any pupils withdrawn)
- reports to the board and governing board on the implementation and effectiveness of the policy
- reviews the policy (on an annual basis).

### **Lead teacher for RSHE:**

- supports the development and implementation of the RSHE policy
- develops the school's RSHE curriculum and delivery model
- ensures the continuity and progression between each year group
- works with other teachers (include subjects leads) to ensure the RSHE curriculum complements but does not duplicate any content in other subjects
- organises, provides and monitors CPD to enable teachers to develop their expertise so they feel confident and competent to teach RSHE
- provides teachers with resources to support RSHE delivery
- monitors and evaluates the effectiveness of RSHE and offers support to staff if needed
- reports to the head of school regarding compliance with the statutory requirements and effectiveness of the RSHE curriculum.

### **Special Educational Needs Coordinator (SENCO)**

- Advises teachers on how best to identify and support pupils' need (including the use of teaching assistants/support staff).

### **All teachers:**

- know and act in accordance with the RSHE policy
- teaching should reflect the law (including the Equality Act 2010) as it applies to sex and relationships
- carefully consider how their personal views and/or beliefs might impact on their teaching of RSHE
- monitor pupil progress in line with school policy
- work with the SENCO about identifying and responding to the needs of pupils with SEND
- report any concerns about RSHE teaching to the lead teacher and/or senior leader
- report any safeguarding concerns or pupil disclosures to the DSL (in line with school safeguarding policy)
- respond professionally and appropriately to any parent who has withdrawn their child from the non-statutory components of sex education
- share any concerns they may have about teaching RSHE with the lead teacher and/or headteacher. Staff do not have the right to opt out of teaching RSHE.

## **Section 7 - The RSHE curriculum**

**See Appendix 2 for statutory content (detail) and see Appendix 3 for detail of the RSHE/PSHE curriculum content at Millbridge Primary Academy.**

- The RSHE curriculum has been organised in line with the statutory requirements outlined in [Statutory Guidance for Relationships Education, Relationships and Sex Education and Health Education](#).

- DfE update [DfE communication to schools on RSHE implementation.](#)

### **RHE statutory content summary (primary school)**

<b>Relationships education (para 62, pg. 20)</b>	<b>Health education (para 96, pg. 32)</b>
<ul style="list-style-type: none"> <li>• Families and people who care for me</li> <li>• Caring relationships</li> <li>• Respectful relationships</li> <li>• Online relationships</li> <li>• Being safe</li> </ul>	<ul style="list-style-type: none"> <li>• Internet safety and harms</li> <li>• Physical health and fitness</li> <li>• Healthy eating</li> <li>• Drugs, alcohol and tobacco</li> <li>• Health and prevention</li> <li>• Basic first aid</li> <li>• Changing adolescent body (including puberty and menstruation)</li> </ul>

- The content of the RSHE curriculum at Millbridge Primary Academy is informed by:
  - national guidance and evidence-based research about RSHE/PSHE ed
  - information about the law/ legal rights including the Equality Act 2010
  - relevant health and other data (both local and national)
  - the views of pupils, staff, parents and governors.
  - nationally recognised/quality assured resources (e.g. The PSHE Association, Barnardo's, NSPCC, Sex Education Forum, National Children Bureau, Stonewall, The Children's Society).
- This supports schools to provide a comprehensive programme that integrates, but is not limited to, the statutory RSHE content. This broader PSHE programme includes economic well-being, careers and enterprise education. The programme of study sets our learning opportunities for each key stage under three core themes: health and well-being, relationships, and living in the wider world.
- Millbridge Primary Academy has developed medium terms plans, drawing on a number of resources, including the Kapow scheme of work. Supplementary resources have been used from organisations e.g. NSPCC and PoEd.
- The content is well-matched to the needs of the pupils. It is age (developmentally) appropriate and is based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand.
- The curriculum is sequenced and progressive building upon prior knowledge taught in previous years.
- The RSHE curriculum includes the acquisition of knowledge and understanding, the development of skills and the development of respectful attitudes.
- The curriculum is inclusive, so it meets the needs of all pupils: particularly those with special education needs/disabilities; those from a range of faith backgrounds; and LGBTQ+ pupils. This means a teacher will refer to different viewpoints and beliefs on a range of RSHE issues.
- The content of the RSHE curriculum may need to be adapted or changed throughout the year to meet local/national priorities.

- Any parent, teacher or pupil is encouraged to offer feedback about the RSHE curriculum. This is done through surveys.

### **Sex education**

- Sex education is not compulsory in primary schools from September 2020 (DfE para 65, pg. 23)
- DfE **recommends** that 'all primary schools should have a programme of sex education tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human cycle set out in national curriculum science - how a baby is conceived and born' (para 67, pg. 23).
- All pupils will be taught the aspects of sex education as outlined in National Curriculum Science: the main external parts of the human body; how the body changes as it grows (including puberty; and the reproductive process in some plants and animals). They will also be taught how a baby is conceived and born as per the DfE recommendation – this content is tailored to the age and the physical and emotional maturity of the pupils.
- All pupils will be taught health education content as outlined in the RSHE guidance. The section on the changing adolescent body includes key facts about puberty and the changing adolescence body particularly through from age 9 through to age 11, including physical and emotional changes; about menstrual wellbeing including the key facts about the menstrual cycle (para 96, pg. 35).
- All pupils will be taught about relationships education content as outlined in the RSHE guidance. This includes learning about caring relationships and different types of families (para 62, pg. 20). All teaching is sensitive and age appropriate in approach and content. Teaching will be fully integrated into programmes of study rather than delivered as a stand-alone unit or lesson (para 37, pg. 15).
- Teaching about diverse families (e.g. LGBT+) is part of relationships education.

**At Millbridge Primary Academy we do/do not teach pupils sex education beyond what is required above.**

#### **Parents/carers will be:**

- consulted about the content, organisation and delivery of the sex education curriculum
- given the opportunity to share their views on the lesson(s)
- informed in advance of the content of sex education lessons and be able to view the main resources used
- encouraged to complement the teaching at home by sharing the learning and talking about family values and beliefs
- given clear guidance on how to request the withdrawal of their child from these components of sex education.

**See Appendix 4** which outlines sex education content at Millbridge Primary Academy.

## Section 8 Delivery of the RSHE curriculum

- Relationships, sex and health education (RSHE) will be taught within the personal, social health and economic (PSHE ed) curriculum/programme and in other areas of the curriculum such as assembly, themed weeks (e.g. anti-bullying week) and other curriculum areas (e.g. science).
- Teaching of the RSHE curriculum will reflect the requirements set out in law, particularly the Equality Act 2010.
- RSHE teaching will promote:
  - equality and challenge all forms of prejudice and discrimination.
  - the importance of safe, caring, healthy, positive and respectful relationships.
- Teaching will be inclusive, so it meets the needs of all pupils: in particular those with special education needs/disabilities; those from a range of faith backgrounds; and LGBTQ+ pupils and/or their families. This means a teacher will refer to different viewpoints and beliefs on a range of RSHE issues. All pupils and their families need to feel included and the school recognises different types of families and structures of support for children. This is part of relationships education.
- Pupils will be given the opportunity to: reflect on the values, beliefs and influences (such as from parents, peers, media, faith and culture) that may shape their own attitudes to relationships and sex; develop critical thinking skills; nurture their tolerance/respect for different views.
- All staff will undergo regular training to ensure they are familiar with the content and pedagogy of RSHE and feel confident and competent to teach it effectively. The class teacher is responsible for the planning and monitoring of the content for their class.
- Staff will be kept up to date about new guidance, support and resources for RSHE.

## Section 9 Safeguarding: safe and effective practice

- RSHE will be delivered in a safe, supportive learning environment so that young people feel able to express their views and beliefs, ask questions and know where to find help.
- Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers must always refer to the designated safeguarding lead (DSL) if a disclosure is made.
- Pupils need basic knowledge about the privacy of their bodies and genitalia in particular to support safeguarding. We have adopted a school-wide policy on the consistent use of correct terms for genitalia as part of safeguarding practice. This is not sex education.

In RSHE lessons:

- Teachers and pupils will agree ground rules, so everyone is, and feels safe, in lessons.
- Teachers will agree with pupils the limits of confidentiality.
- Distancing techniques will be used so that pupils are not required or feel pressurised into talking about their personal circumstances.

- Teachers will answer questions sensitively, honestly and appropriate to the pupil's age. Pupils do not see boundaries between science, health, safeguarding, relationships and sex. Children and young people are naturally curious and will ask questions that flow from any line of inquiry. It is important to accept that there is a natural overlap between subjects. We want to manage this so that we can support parents wishing to withdraw from sex education, but we must not feel they will have done wrong in allowing connections to be made between related content.

## Section 10 - Engaging stakeholders

(Parents, staff, children, governors and directors)

### Parental engagement is informed by:

- [DfE Parental engagement](#)
- [DfE: Relationships education, relationships and sex education \(RSE\) and health education: FAQs](#)
- [DfE: Relationships, sex and health education: guides for parents](#)
- [PSHE Association: Guide to parental engagement](#)
- [Kapow RSE Guidance for Parents](#)
- The role of parents/carers in the development of children's understanding about relationships is vital. Parents are the first teachers of their children.
- Our aim at Millbridge Primary Academy is to establish open communication and maintain positive relationships with all parents/carers so they are given every opportunity to inform and understand the purpose and content of RSHE.
- At Millbridge Primary Academy, we have worked closely with parents when planning and delivering RSHE. Parents/carers are provided with the following information:
  - the content of the RSHE curriculum
  - the delivery of the RSHE/curriculum (including examples of the resources used)
  - how to support/complement RSHE teaching in school
  - how to request a child is withdrawn from some or all of sex education delivered as part of statutory RSHE.
- In addition to their involvement in developing the RSHE policy, parents/carers are provided with frequent opportunities to understand, ask questions or express any concerns about RSHE.
- If parents/carers have concerns about any aspect of the RSHE curriculum, they are encouraged to share these with the school. We will then invite parents/carers to come and talk to us. Alternatively, parents/carers can email or write a note or letter.
- We ask that parents/carers include a name and contact information, so we can respond to them directly. Anonymous communication will not be considered.
- Parents should be able to request to view the teaching materials that their children are being taught.

## Section 11 Parents' rights

### The right to be excused from sex education

- Relationships and health education is statutory at primary school
- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of the RSHE programme (DfE para 45, pg. 17).
- Parents are not able to withdraw their child from any aspect of relationships education or health education (which includes learning about the changing adolescent body, puberty and menstruation) or any content delivered through the national curriculum science programme.
- Any parent wishing to withdraw their child from sex education will be invited to meet with the headteacher or a senior leader (see Appendix 5) to *discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child*'. Whilst there is no requirement for parents or the school to do so, this is good practice (DfE para 45, pg. 17).
- The parent(s) and the headteacher will complete the form: *Withdrawal from sex education within RSHE* (See Appendix 6). This will record the main points of the discussion (if this has taken place), the reason for the withdrawal and the arrangements for ensuring the pupil receives appropriate, purposeful education during the period of withdrawal. This will be reviewed at least annually.

## Section 12 Monitoring and review

- The quality of the RSHE programme will be monitored and evaluated by trust leaders in the same way as other subjects.
- The subject lead for RSHE is responsible for monitoring the quality of teaching and learning in the school (see roles and responsibilities).
- A responsible director (board member) will check statutory requirements and trust expectations are being fulfilled.
- The RSHE link governor at each cluster of schools will meet with the subject lead to discuss the effectiveness of RSHE curriculum.
- The subject lead will report to headteacher and the cluster governing board on the quality of provision and effectiveness and any highlight any concerns.

## Section 13 Policy review

- The SHARE Multi-Academy Trust Board of Directors are responsible for approving this policy.
- The policy will be reviewed on an annual basis by the Director of Primary Education and the Head of School. Changes will be communicated to all staff and parents and approved by the SHARE MAT Board of Directors.
- The review should consider any changes to statutory guidance; feedback from pupils, parents or staff; and the school context.

## Appendix 1

### Kirklees Charter for Relationships Education, Relationships and Sex Education and Health Education (RSHE)

#### Background

- We want all children and young people in Kirklees to have their wellbeing, safety and emotional/mental health enriched and supported by their experience at school.
- This Kirklees Charter sets out the values and principles that we believe underpin an effective RSHE curriculum.
- The charter was developed in partnership between the local authority, teachers in Kirklees and other groups including our local SACRE (Standing Advisory Council for Religious Education) and representatives from the health care system including Public Health.
- We invite schools to use this charter to inform and evaluate their RSHE provision and practice.

#### Our values and principles

- RSHE should be delivered as part of a wider Personal, Social, Health and Economic education (PSHE ed) programme. The curriculum should be planned and timetabled across all key stages. RSHE needs to be given enough curriculum time to cover the breadth of issues in relationships, sex and health education - as outlined in the content pages of the statutory guidance *Relationships education, relationships and sex education (RSE) and health education* (DfE, 2019).
- RSHE will be embedded within the whole school curriculum (e.g. aspects of relationships education could be covered in other subjects, assemblies and during special events/weeks such as anti-bullying week/health week/online safety week).
- School will hold conversations (engagement activity) with a range of stakeholders including staff, children, governors and parents before drafting their RSHE policy. School leaders will decide how engagement can be best conducted to encourage and enable maximum participation.
- School leaders will actively seek pupils' views about RSHE (what they want to know, the age at which they want to learn about specific content and their thoughts on how the subject should be delivered e.g.: the curriculum model; the amount of RSHE time; resources; the use of external experts/visitors). Their views should be taken in account when monitoring the effectiveness of provision and the impact of the subject on their personal development.
- School leaders will work in partnership with parents and carers, informing them in advance about what their children will be learning in RSHE. Their views should be considered when planning RSHE. Parents will be encouraged and supported to complement the teaching at home, in the same way that parents are asked to complement the teaching of other subjects.
- School leaders are encouraged to work with local faith and other community groups, so they can be informed about, and complement, the RSHE curriculum in schools. This engagement will also help staff to understand a range of views and perspectives on RSHE.
- Schools must develop a RSHE policy (including clear objectives and an overview of the content) which is shared with parents and is available on the school website. There is no

requirement to write or share detailed lesson plans, although a school may choose to do this.

- RSHE policy and planning will be informed by: national guidance and evidence-based research about PSHE ed; information about the law/ legal rights including the Equality Act 2010; relevant health and other data (both local and national); nationally recognised/quality assured resources (e.g. PSHE Association, Barnardo's, NSPCC, Sex Education Forum, National Children Bureau, Stonewall, The Children's Society).
- School leaders will decide the content of the RSHE curriculum, including when topics are taught. They will develop content that is age appropriate (or developmentally appropriate) based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand.
- The RSHE curriculum will include the acquisition of knowledge and understanding, the development of skills and the development of respectful attitudes.
- All teachers of RSHE should have access to high quality professional development (training) in RSHE.
- RSHE will be delivered in a safe, supportive learning environment so that young people feel able to express their views and ask questions.
- RSHE will give a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and relationships in ways that are appropriate to their age and maturity.
- RSHE teaching will promote equality and challenge all forms of prejudice and discrimination.
- RSHE lessons will promote safe, caring, healthy, positive and respectful relationships.
- RSHE lessons will encourage participation by using a variety of teaching approaches.
- RSHE teaching will be inclusive, so it meets the needs of all pupils: in particular those with special education needs/disabilities; those from a range of faith backgrounds; and LGBT+ pupils. This means a teacher will refer to different viewpoints and beliefs on a range of RSHE issues.
- Pupils will be given the opportunity to: reflect on the values, beliefs and influences (such as from parents, peers, media, faith and culture) that may shape their own attitudes to relationships and sex; develop critical thinking skills; nurture their tolerance/respect for different views.
- Information and resources used in RSHE should be up to date, based on best practice, and subject to on-going evaluation.
- Expert visitors can enhance and supplement the RSHE curriculum. They are a powerful and useful way to bring expertise, resources, and experience to RSHE. Schools will need to follow appropriate guidance (e.g. PSHE Association *Selecting and working with visitors and speakers: guidance for schools*) and/or their own guidance on the vetting and checking of any visitor before inviting them into school, in line with standard practice.

## Appendix 2

### The statutory content: relationships education and health education (DfE)

#### Relationships education overview (DfE para 62, pg. 20)

##### **Families and people who care for me**

###### **By the end of primary school, pupils will know:**

- That families are important for them growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

##### **Caring friendships**

###### **By the end of primary school, pupils will know:**

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

##### **Respectful relationships**

###### **By the end of primary school, pupils will know:**

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

### **Online relationships**

#### **By the end of primary school, pupils will know:**

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

### **Being safe**

#### **By the end of primary school, pupils will know:**

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.

- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

**Health education overview: the focus at primary level is teaching the characteristics of good physical health and mental wellbeing (DfE, para 96, pg. 32)**

## **Mental Health and 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, e.g. happiness, sadness, anger, fear, surprise and nervousness
- The scale of emotions that humans experience in response to different experiences and situations
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests
- How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
- Internet safety and harms.
- That for most people, the internet is an integral part of life and has many benefits
- About the benefits of rationing time spent online
- The risks of excessive time spent on electronic devices
- The impact of positive and negative content online on their own and others' mental and physical wellbeing
- How to consider the effect of their online actions on others
- How to recognise and display respectful behaviour online
- The importance of keeping personal information private

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

## **Physical health and fitness**

### **By the end of primary school, pupils will know:**

- The characteristics and mental and physical benefits of an active lifestyle
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise
- The risks associated with an inactive lifestyle, including obesity
- How and when to seek support, including which adults to speak to in school if they are worried about their health
- Healthy eating
- 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
- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
- Health and prevention
- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing
- The facts and science relating to immunisation and vaccination.

## **Basic first aid**

### **By the end of primary school, pupils will know:**

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

## **Changing adolescent body**

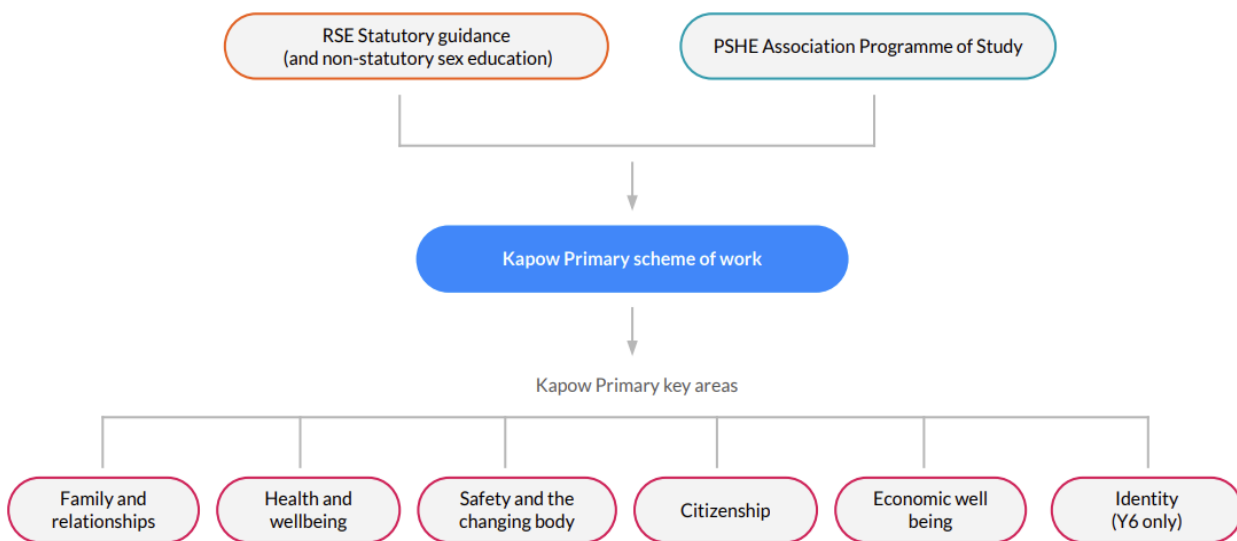
### **By the end of primary school, pupils will know:**

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

### Appendix 3

#### Millbridge Primary Academy school programme of study (the content of RSHE/PSHE)

- The Department for Education’s [statutory guidance for Relationships Education, Relationships and Sex Education \(RSE\), and Health Education](#) sets out what schools must cover in primary schools from September 2020.
- Millbridge Primary Academy has adopted the Kapow programme of study. This programme of study provides a comprehensive programme for each key stage, from EYFS, that fully covers but is not limited to the statutory requirements.
  - The Kapow Programme of study fulfils the [National Curriculum](#) requirements for PSHE (and linked elements of Science)
  - It also refers to the [PSHE Association Programme of Study](#)
  - When the full RSE & PSHE scheme of work is taught in conjunction the Kapow Computing scheme, it also covers the government’s [Education for a Connected World - 2020 edition framework](#).
- **The Kapow programme of study, plus supplementary materials, covers the following:**



## Coverage is as follows:

<b>EYFS</b>	<b>Managing self: taking on challenges</b> <ol style="list-style-type: none"> <li>Why do we have rules? (Pol-Ed)</li> <li>Building towers</li> <li>How can I play nicely? (Pol-Ed)</li> <li>Team den building/Team Races</li> <li>Grounding</li> <li>Circus skills</li> </ol>	<b>Self-regulation: Listening and following instructions</b> <ol style="list-style-type: none"> <li>Simon says</li> <li>Listening to a story</li> <li>Pass the whisper</li> <li>Obstacle races</li> <li>Blindfold walk</li> <li>Treasure hunt</li> </ol>	<b>Self-regulation: My feelings</b> <ol style="list-style-type: none"> <li>Identifying my feelings</li> <li>Feeling jars</li> <li>Coping strategies</li> <li>Describing feelings</li> <li>Facial expressions</li> <li>Creating a calm corner</li> </ol>	<b>Building relationships: Special relationships</b> <ol style="list-style-type: none"> <li>My family</li> <li>Special people</li> <li>Sharing</li> <li>I am unique</li> <li>My interests</li> <li>Similarities and differences</li> </ol>	<b>Building relationships: My family and friends</b> <ol style="list-style-type: none"> <li>Sharing</li> <li>What are consequences (Pol-Ed)</li> <li>What is a good friend? (Pol-Ed replacing Kapow L3)</li> <li>How can I be a good friend? (Pol-Ed replacing Kapow L4)</li> <li>Teamwork</li> <li>Celebrating friendships</li> </ol>	<b>Managing self: My wellbeing</b> <ol style="list-style-type: none"> <li>What is exercise?</li> <li>Yoga and relaxation</li> <li>Looking after ourselves</li> <li>Being a safe pedestrian</li> <li>Eating healthily/ a rainbow of food (Kapow L5 and 6)</li> <li>How can I be independent? (Pol-Ed)</li> <li>How can I keep safe at school? (Pol-Ed)</li> <li>How can I keep safe at home? (pol-Ed)</li> <li>Who are the police? (pol-Ed)</li> </ol>
<b>Year 1</b>	<b>Families and relationships</b> <ol style="list-style-type: none"> <li>What is family?</li> <li>What are friendships?</li> <li>How do I share family worries? (Pol-Ed)</li> <li>Recognising other people's emotions</li> <li>Working with others</li> <li>Friendship problems</li> <li>Healthy friendships</li> <li>Gender stereotype</li> </ol>	<b>Citizenship</b> <ol style="list-style-type: none"> <li>Rules</li> <li>Why are safe hands important? (Pol-Ed)</li> <li>Caring for others: Animals</li> <li>The needs of others</li> <li>Similar, yet different</li> <li>Belonging</li> <li>Democratic decisions</li> <li>Why does age matter (Pol-Ed)?</li> </ol>	<b>Safety and the changing body</b> <ol style="list-style-type: none"> <li>Adults in school/ Who are my trusted adults? (Pol-Ed)</li> <li>Adults outside school</li> <li>Getting lost</li> <li>Making an emergency phone call</li> <li>Appropriate contact</li> <li>Safety with substances</li> <li>Safety at home</li> <li>People who keep us safe/ What do the police do? (Pol-Ed)</li> <li>What is 999? (Pol-Ed)</li> </ol>	<b>Health and Wellbeing</b> <ol style="list-style-type: none"> <li>Understanding my emotions</li> <li>What am I like?</li> <li>Ready for bed</li> <li>Relaxation</li> <li>Handwashing and personal hygiene</li> <li>Sun safety</li> <li>Allergies</li> <li>People who help keep us healthy</li> </ol>	<b>Economic Wellbeing</b> <ol style="list-style-type: none"> <li>What is money?</li> <li>Keeping money safe</li> <li>What is a bank?</li> <li>Saving and spending</li> <li>Jobs in schools</li> <li>Jobs out of school</li> </ol> <b>Transition</b> <ol style="list-style-type: none"> <li>Strengths and transition</li> </ol>	
<b>Year 2</b>	<b>Families and relationships</b> <ol style="list-style-type: none"> <li>Families offer stability and love</li> <li>Families are all different</li> <li>Other peoples' feelings</li> <li>Unhappy friendships</li> <li>What is bullying? (Pol-Ed)</li> <li>What if my friends are making me sad? (Pol-Ed)</li> <li>What if I'm worried about my family (Pol-Ed)</li> <li>Introduction to manners and courtesy</li> <li>Change and loss</li> <li>Gender stereotypes: Careers and jobs</li> </ol>	<b>Citizenship</b> <ol style="list-style-type: none"> <li>Rules beyond school</li> <li>How can I keep safe in new places? (Pol-Ed)</li> <li>How can I speak up? (Pol-Ed)</li> <li>Why are there different rules in different places? (pol-Ed)</li> <li>Our school environment</li> <li>Our local environment</li> <li>Job roles in our local community</li> <li>Similar yet different – my local community</li> <li>Giving my opinion</li> </ol>	<b>Safety and the changing body</b> <ol style="list-style-type: none"> <li>Introduction to the Internet</li> <li>Communicating online</li> <li>How can I keep safe online? (Pol-Ed)</li> <li>Secrets and surprises</li> <li>Appropriate contact: My Private parts</li> <li>Appropriate contact: My private parts are private</li> <li>Respecting personal boundaries</li> <li>Road safety</li> <li>Crossing roads safely</li> <li>Staying safe with medicine</li> </ol>	<b>Health and Wellbeing</b> <ol style="list-style-type: none"> <li>Experiencing different emotions</li> <li>Being active</li> <li>Relaxation: breathing exercises</li> <li>Steps to success</li> <li>Developing a growth mindset</li> <li>Healthy diet</li> <li>Looking after our teeth</li> </ol>	<b>Economic Wellbeing</b> <ol style="list-style-type: none"> <li>Where does money come from?</li> <li>Exploring needs</li> <li>Exploring wants</li> <li>Banks cards and accounts</li> <li>My skills and talents</li> <li>Everyone is welcome</li> </ol>	
<b>Year 3</b>	<b>Families and relationships</b> <ol style="list-style-type: none"> <li>Healthy families</li> <li>Friendship conflict</li> <li>Friendship: conflict versus bullying?</li> <li>What is bullying? (Pol-Ed)</li> <li>How should we treat people? (Pol-Ed)</li> <li>Effective communication</li> <li>Learning who to trust</li> <li>Respecting differences in others</li> <li>Stereotyping: gender</li> <li>Stereotyping: age</li> </ol>	<b>Citizenship</b> <ol style="list-style-type: none"> <li>Rights of the child</li> <li>Rights and responsibilities</li> <li>Recycling</li> <li>Local community groups</li> <li>Charity</li> <li>Local democracy</li> <li>Rules</li> <li>What is the law and why do we have it? (Pol-Ed)</li> <li>What are the children's rights? (Pol-Ed)</li> </ol>	<b>Safety and the changing body</b> <ol style="list-style-type: none"> <li>What do we mean by risk? (Pol-Ed) (Replaces Kapow L1)</li> <li>What are the emergency services? (Pol-Ed)</li> <li>First aid: bites and stings</li> <li>Be kind online</li> <li>Cyberbully</li> <li>Fake emails</li> <li>Making choices</li> <li>Influences</li> <li>Keeping safe out and about/How can we keep safe on the road? (Pol-Ed)</li> </ol>	<b>Health and Wellbeing</b> <ol style="list-style-type: none"> <li>My healthy diary</li> <li>Relaxation: stretches</li> <li>Wonderful me</li> <li>My superpowers</li> <li>Resilience: breaking down barriers</li> <li>Communicating my feelings</li> <li>How can I share my worries? (Pol-Ed)</li> <li>Diet and dental health</li> </ol>	<b>Economic Wellbeing</b> <ol style="list-style-type: none"> <li>How can we pay for something?</li> <li>Budgeting</li> <li>Understanding our feelings about money</li> <li>Impact of spending</li> <li>Career quest</li> <li>Can anyone be anything?</li> </ol> <b>Transition</b> <ol style="list-style-type: none"> <li>Coping strategies</li> </ol>	
<b>Year 4</b>	<b>Families and relationships</b> <ol style="list-style-type: none"> <li>Respect and manners</li> <li>Healthy friendships</li> <li>How my behaviour affects others</li> <li>Bullying</li> <li>Stereotypes: gender</li> <li>Stereotypes: disability</li> <li>What is discrimination? (Pol-Ed)</li> <li>Families in the wider world</li> <li>Change and loss.</li> <li>What is consent? (Pol-Ed)</li> </ol>	<b>Citizenship</b> <ol style="list-style-type: none"> <li>What are human rights?</li> <li>Caring for the environment</li> <li>Community</li> <li>Contributing</li> <li>Diverse communities</li> <li>Local councillors</li> <li>How can we be responsible citizen? (Pol-Ed)</li> <li>What is shop theft (Pol-Ed)?</li> <li>What different types of crime are there? (Pol-Ed)</li> </ol>	<b>Safety and the changing body</b> <ol style="list-style-type: none"> <li>How can we use our phones sensibly? (Pol-Ed)</li> <li>How can we keep our things safe? (Pol-Ed)</li> <li>Internet safety. Age restrictions</li> <li>Share aware.</li> <li>First Aid: asthma</li> <li>Privacy and secrecy</li> <li>Consuming information online</li> <li>Growing up</li> </ol>	<b>Health and Wellbeing</b> <ol style="list-style-type: none"> <li>Looking after our teeth</li> <li>Relaxation: visualisation</li> <li>Celebrating mistakes</li> <li>Meaning and purpose: my role</li> <li>My happiness</li> <li>Emotions</li> <li>Mental health</li> </ol>	<b>Economic Wellbeing</b> <ol style="list-style-type: none"> <li>Value for money</li> <li>Keeping track of money</li> <li>Looking after money</li> <li>Influences on career choices</li> <li>Changing career</li> <li>Workplace equality</li> </ol> <b>Transition</b> <ol style="list-style-type: none"> <li>Setting goals</li> </ol>	
<b>Year 5</b>	<b>Families and relationships</b> <ol style="list-style-type: none"> <li>Build a friend.</li> <li>Friendships skills</li> <li>Marriage</li> <li>Respecting myself</li> <li>Family life</li> <li>Bullying</li> <li>Stereotyping: Gender</li> <li>Stereotyping: Race and religion</li> <li>What are protected characteristics? (Pol-Ed)</li> </ol>	<b>Citizenship</b> <ol style="list-style-type: none"> <li>Breaking the law</li> <li>What is anti-social behaviour? (Pol-Ed)</li> <li>How do we enforce the law? (Pol-Ed)</li> <li>Rights and responsibilities</li> <li>Protecting the planet</li> <li>Contributing to the community</li> <li>Pressure groups/ What is peer pressure? (Pol-Ed)</li> <li>Parliament</li> </ol>	<b>Safety and the changing body</b> <ol style="list-style-type: none"> <li>Online friendships</li> <li>Staying safe online</li> <li>Puberty</li> <li>Menstruation</li> <li>Emotional changes in puberty</li> <li>Bleeding and head injuries</li> <li>Alcohol drugs and tobacco</li> <li>Making decisions</li> <li>What is the issue with addiction? (Vaping/smoking) (Pol-Ed)</li> </ol>	<b>Health and Wellbeing</b> <ol style="list-style-type: none"> <li>Relaxation yoga</li> <li>The importance of rest</li> <li>Embracing failure</li> <li>Going for goals</li> <li>Taking responsibility for my feelings</li> <li>Healthy meals</li> <li>Sun safety</li> </ol>	<b>Economic Wellbeing</b> <ol style="list-style-type: none"> <li>How can we make money stretch further?</li> <li>How should I budget for the week?</li> <li>Borrowing and loaning</li> <li>Risks handling money online.</li> <li>Why challenge workplace stereotypes.</li> <li>What is grooming? (Pol-Ed)</li> </ol> <b>Transition</b> <ol style="list-style-type: none"> <li>Roles and responsibilities</li> </ol>	
<b>Year 6</b>	<b>Family and relationships</b> <ol style="list-style-type: none"> <li>Respect</li> <li>Respectful relationships</li> <li>Stereotypes: attitudes</li> <li>Challenging stereotypes</li> <li>Resolving conflict</li> <li>Change and loss</li> <li>What is hate crime? (Pol-Ed)</li> </ol>	<b>Citizenship</b> <ol style="list-style-type: none"> <li>Human rights</li> <li>Food choices and the environment</li> <li>Caring for others</li> <li>Prejudice and discrimination</li> <li>Valuing diversity</li> <li>National democracy</li> </ol>	<b>Safety and the changing body</b> <ol style="list-style-type: none"> <li>Alcohol</li> <li>Critical digital consumers</li> <li>Social media</li> <li>Physical and emotional changes of puberty</li> <li>Conception</li> <li>Pregnancy and birth</li> <li>First aid: choking</li> <li>First aid: basic life support</li> <li>What is spiking? (Pol-Ed)</li> </ol>	<b>Health and wellbeing</b> <ol style="list-style-type: none"> <li>What can I be?</li> <li>Relaxation: Mindfulness</li> <li>Taking responsibility for my health</li> <li>The impact of technology on health</li> <li>Resilience toolbox</li> </ol>	<b>Identity</b> <ol style="list-style-type: none"> <li>What is identity?</li> <li>Identity and body image</li> </ol> <b>Economic wellbeing</b> <ol style="list-style-type: none"> <li>Navigating feelings about money</li> <li>Keeping money safe</li> <li>Imagining our financial future</li> <li>The risks of gambling</li> <li>Workplace environments</li> <li>Career routes</li> </ol> <b>Transition</b> <ol style="list-style-type: none"> <li>Dealing with change</li> </ol>	

## Appendix 4

### Sex education at Millbridge Primary Academy.

Sex Education is taught in Y6.

Pupils are taught about puberty and changes to their bodies, including menstruation (statutory health education content) in Year 5.

Then in Y6 they are also taught about conception and birth – teaching centres around how a baby is conceived and how a baby is born. This again will deepen their understanding of reproduction from the science curriculum. The sex education curriculum will be taught sensitively and, where necessary, boys and girls may be taught some elements separately.

The school may bring in health professionals to support the delivery of the curriculum.

By this stage, all children will have already been taught about changing bodies through statutory health education and so will further develop their understanding, including having any misconceptions addressed.

Before sex education is taught, parents will be invited to meet the class teacher to discuss the contents of the curriculum to better support their child at home and to have the opportunity to ask any questions. Parents have the right to remove their child from sex education lessons by writing to the school see forms in Appendix 5 and 6.

However, we firmly believe that equipping children with a basic understanding of puberty, conception and birth is essential and will help pupils in their transition to high school where they will continue to develop their understanding.

## Appendix 5

### Example of a letter to parents/carers (engagement)

Dear .....

Thank you for your letter/request about withdrawing your child from sex education.

We respect the legal right of all parents to withdraw their child from some or all of sex education delivered as part of our RSHE/PSHE ed programme.

Before you make the final decision about which aspects of sex education lessons you wish your child to be withdrawn from, I would like to invite you into school, so we can talk about this together. This will give us an opportunity to share our programme and look at some resources together and give you the chance to ask any questions or share any concerns you may have. We can put a plan together to agree when/how to withdraw your child whilst in school and consider when/how you can talk to your child about the content at home.

One of the reasons we are keen to keep all children in our lessons is that we believe that age-appropriate relationships and sex education helps children to be safe, happy and healthy in their interactions with others (now and in the future). When children are withdrawn from lessons, there is always a possibility that they will hear information that is only partly accurate with no chance to ask questions in a safe environment.

In lessons, teachers are always careful to ensure that children learn about growing up in a way that respects different religious and cultural views and reflects the values and ethos of the school.

I would welcome the opportunity to meet with you to learn more about how we can work together to support your child.

Thank you for considering this matter so carefully.

## Appendix 6

**Example of a form to be used for parental withdrawal from sex education delivered as part of the RSHE/PSHE ed curriculum**

<b>Parental withdrawal from sex education delivered as part of the RSHE/PSHE ed curriculum A copy of this form should be given to the parent(s) and a copy retained in school</b>	
<b>To be completed by the parent(s)</b>	
Name of child	
Name of parent(s)	
Year group/class	
Reason for withdrawing the child from non- statutory sex education delivered as part of RSHE/PSHE education	
Any other information you wish the school to consider	
Parent(s) signature	
<b>To be completed by the Head of School</b>	
Notes from discussion with parent(s)	
How the school will inform the parent about sex education	
Where the pupil will work/supervision	
Work to be undertaken by the pupil at this time	
Head of School signature	
Review date	