# Westlea Primary School

# Relationships Education, Relationships and Sex Education (RSHE) and Health Education Policy

Our whole school aim:

*"At Westlea Primary School we learn together to achieve success for all, based on high expectations and equality of access for all. We nurture the growth of the whole child – academically, artistically, socially, emotionally, morally and physically – celebrating all achievements in a safe, caring, inclusive and creative environment. The whole team works together to bring learning 'alive' and extend pupil experiences*

***so that they are well prepared for the next steps in their education."***

Date of Policy: March 2026

Reviewed- This policy will be reviewed annually, or sooner in response to statutory guidance updates, safeguarding developments or local need.

Signed- Head teacher- D. Scothern

Chair of governors- S Morrison

# Relationships Education (Rel Ed), Relationships and Sex Education (RSE) & Health Education Policy –

## 840/2043

## Westlea Primary School

**Updated in line with current DfE RSHE statutory guidance 2025.**

It is a legal obligation for a school to consult with parents and carers when developing and reviewing this policy.

We want to ensure our parents understand how RSHE supports the wellbeing of all children. We recognise how valuable parental insight can be in allowing us to shape the curriculum to meet the needs of all our pupils, allowing us to make informed decisions on subject content and timeliness.

This policy, as part of the full policy review process, will be shared for consultation with our parents/carers and other stakeholders, to help us ensure the policy meets statutory compliance and the needs of the school community it serves.

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# Primary Relationships, Sex Education & Health Education Policy Guidance

## 1. This policy was developed in response to:

- Children and Social Work Act (2017)
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education September 2019)
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education July 2026)
- Keeping children safe in education (KCSIE) (DfE, 2026).
- Research commentary: teaching about sex, sexual orientation, and gender reassignment, (Chris Jones, Ofsted's Director, July 2021)
- Equality Act, 2010 and schools
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Special Educational Needs and Disability code of practice: 0-25 years, 2020
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Transforming Children and Young People's Mental Health Provision Green Paper (July 2018)
- Review of Sexual abuse in schools and colleges, Ofsted June 2021
- Science programmes of study: Key Stages 1 & 2 (Department of Education, 2013) National curriculum in England: science programmes of study - GOV.UK
- Protected characteristics and separation by sex on school inspections (Department of Education, 2025)

This policy should be read in conjunction with:

- Online safety Policy (see DCC template)
- Anti-bullying/Behaviour Policy
- Safeguarding Policy (including child sexual exploitation and harmful sexualised behaviours).
- Equality and Inclusion Policy
- PSHE Policy (including the Physical and Mental Wellbeing requirements of the statutory guidance and the wider non statutory elements)
- Personal Development (strong links must be evident with all PD areas)
- Promoting Mental Health and Resilience Policy
- Drugs and Alcohol Policy
- Intimate care policy
- Emotional Health and Wellbeing of children policy

2. **The seven guiding principles for relationships, sex and health education** from the statutory guidance help us form the high quality RSHE provision in this school.

As a school we keep the following key principles in mind:

A. Engagement with pupils.
B. Engagement and transparency with parents.
C. Positivity.
D. Careful sequencing.
E. Relevant and responsive.
F. Skilled delivery of participative education.
G. Whole school approach.

Further detail can be found in appendix two.

## 3. Our School Context, meeting the needs of the pupils, parents and the community

Westlea Primary School provides a broad and balanced curriculum, which is carefully planned to meet the needs of all the pupils. Safeguarding the pupils in our school is of the highest priority and we recognise that an RSHE curriculum may need to be responsive to emerging needs or immediate concerns. In such cases, the school will inform parents and carers. As a school we are responsive and proactive to the needs of our pupils and the community, following crime statistics, anti-social behaviour and or domestic violence themes alongside local and national contexts.

Home | Police.uk
InstantAtlas Durham – Health & Wellbeing – JSNAA
Durham | Report Builder for ArcGIS
InstantAtlas Durham – Teenage Conceptions

## 4. School intent (Westlea Primary School)

At Westlea Primary School we CARE. We CARE for ourselves. We CARE for each other. We CARE for our school and wider community.

Our character values-

C- Community, compassion, cooperation
A-Ambition, actions, achievement
R- Respect, responsibility, resilience
E- Enjoyment, endeavour, empowerment

Our RSHE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their positive decisions, judgements, and behaviours.
- have the confidence and self-esteem to value themselves and others and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly, including respecting others and behaving responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations, including online sharing.
- understand, recognise and apply skills of seeking permission, refusal and consent.
- communicate and behave in a respectful manner towards people around them, contributing to a shared safe and inclusive environment/community to live.
- challenge discrimination and understand the importance of equality and respect.
- have sufficient information and skills to protect themselves in a variety of harmful situations including staying safe from exploitation.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

### Principles and Values

In addition, Westlea Primary School believes that Rel Ed and RSE should:

- be an integral part of the lifelong learning process, beginning in early childhood and to continue into adult life.
- be an entitlement for all pupils in our care.
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. children living with step families; those living with same sex parents, children looked after, adopted children, extended family. It includes a variety of types of family structure, and acceptance of diversity.
- encourage pupils and staff to share and listen to each other's views and the right to hold/express views. We are aware of different values and opinions to sexual orientation and gender identity without promotion of any particular family structure. The important values are love, respect, kindness, generosity and care for each other.

- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- recognise that parents and carers are the prime educators in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

Relationship Education (Including Relationships and Sex Education) in Westlea School has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices.
- Learning the value and valuing family life, stable and loving relationships, marriage and civil partnerships.
- learning about the nurture of children.
- Learning the value of and demonstrating respect, love and care.
- exploring, considering and understanding moral dilemmas.
- developing skills including negotiation and decision making.
- The importance of permission seeking/consent and giving, in relationships with friends, peers and adults.
- challenging myths, misconceptions and false assumptions about normal behaviour.

Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Personal and Social Skills

- learning to manage emotions within relationships confidently and sensitively, including off and online.
- developing positive self-esteem and confidence.
- developing and demonstrating self-respect and empathy for others.
- making informed choices with an absence of prejudice.
- developing an appreciation of the consequences of choices made.
- managing conflict.
- empower pupils with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their peers and adults.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- recognise and challenge sexism, misogyny, misandry and harmful gender stereotypes.
- understand that sexist language, behaviour and online content can cause harm and should always be challenged and reported.

Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views. Article 13: children have the right to information. Article 19: children should not be harmed and should be looked after and kept safe. Article 34: children should be protected from sexual abuse.

Knowledge and Understanding

- learning and understanding about physical and emotional development at appropriate stages.

- Know the key facts about puberty and the changing adolescent body, particularly from ages 9 through to age 11, including physical and emotional changes. (Health Education)
- Learn about menstrual wellbeing including the key facts about the menstrual cycle. (Health Education)
- understand that information, images and videos online may be generated or manipulated using artificial intelligence (AI), including deepfakes, and develop the skills to critically evaluate online content.
- • know how to respond safely if they encounter inappropriate AI-generated content or manipulated images online.
- learning about reproduction, human sexuality, gender identity, personal health, emotions and relationships.
- learning about where to go for help or advice in school and how to access a range of local and national support agencies.

Article 6: children have the right to life and to be healthy. Article 13: children have the right to information. Article 19: children should not be harmed and should be looked after and kept safe. Article 34: children should be protected from sexual abuse.

## 5. Aims and Objectives

Our whole school aim:

*"At Westlea Primary School we learn together to achieve success for all, based on high expectations and equality of access for all. We nurture the growth of the whole child – academically, artistically, socially, emotionally, morally and physically – celebrating all achievements in a safe, caring, inclusive and creative environment. The whole team works together to bring learning 'alive' and extend pupil experiences*

***so that they are well prepared for the next steps in their education."***

The aim of our Relationships Education & RSE is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. *As per our whole school vision*, our Rel Ed & RSE programme aims to prepare pupils for the next stage in their development and for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations.

- communicate effectively by developing the appropriate language for sex and relationship issues.
- Have an understanding of seeking permission and consent
- develop awareness of their evolving sexuality, gender identity, challenge sexism and prejudice, which is inclusive to all children and young people.
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

Article 6: children have the right to life and to be healthy. Article 12: children should be encouraged to form and to express their views. Article 13: children have the right to information. Article 19: children should not be harmed and should be looked after and kept safe. Article 34: children should be protected from sexual abuse.

## 5. The engagement and consultation with relevant stakeholders:

### Parents and carers

As a school we want to make sure we communicate with parents in an honest and accessible way to help our parent community understand the importance of RSHE for wellbeing and safety.

Here at Westlea Primary we believe strongly in the role of parents in the development of their children's understanding about relationships. We will engage with parents to help make certain they understand the RSHE provision taught. We encourage parents to view resources and access the links provided on our school's website to support their child's learning and development at home, for example NSPCC links.

### The Consultation Process has involved:

- CPD: RSE coordinator has attended a 3-day course ran by Education Durham and is part of the RSE network group.
- RSE Governor has attended online LA training on updated guidance
- School council
- Consultation and engagement with parents / carers – during new class meetings
- Review of Relationships Education (Rel Ed) curriculum content with staff, pupils and parents /carers
- Consultation with wider school community e.g. school nurse, Education Development Service.
- Consultation, agreement and implementation of policy by school governors.
- 'Our School App'
- newsletter.

At Westlea Primary we want to encourage our parents to be responsible for; -

- Supporting their children's personal, emotional and physical development alongside the support we offer as a school.
- Ensuring that they are aware of curriculum content and when topics will be covered in school by accessing the information provided. We aim to support all our parents and carers to engage in the process.
- Completing school surveys and attending parent sessions when invited.
- Foster an open and supportive home environment where pupils can engage, discuss and continue to learn about topics which have been taught in school.
- Contact school if additional support is needed to access school materials, information or policy documentation.

**Parent RSHE meeting**

As part of the engagement process all parents will have the opportunity to attend a meeting at a timely point. Twice a year at Open Nights for the school community.

- Meeting: invite parents/carers to school to see the RSHE policy and curriculum.
- To view, develop and review the RSHE policy
- complete a parent survey (this will be available electronically)
- be kept informed of the external providers we may bring in to enhance and teach pupils specific RSHE content
- discuss the curriculum content and view a representative sample of the resources that we plan to use (a sample will be on the parent platform and further materials can be viewed upon your request)
- share any worries and ask questions
- discuss what sex education is taught in years 5 and/or 6 and the benefits of teaching this. (See section on sex education and rights of withdrawal)
- gain information about talking to your child at home, including useful sources of information.

**Openness with parents and carers and RSHE materials**

**Copyright law and RSHE materials**

Parents must agree, as a condition of access, that the curriculum/resource content should not be copied or shared further except as authorised under copyright law.

If a parent cannot attend a parent meeting or access the RSHE materials via the parent portal the school will provide paper copies to take home, providing parents agree to a similar statement that they will not copy the content/resource or share it further except as authorised under copyright law.

Any parent, teacher or pupil wishing to provide feedback about the curriculum will be able to do so at any time during the academic year.

***Engagement with pupils***

- An inclusive and well-sequenced RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging. Assessment of pupil readiness will take place as part of our continued approach to monitoring the curriculum; this may be within assessment for learning pedagogical approaches in our teaching, and in ensuring pupil voice forms part of our decisions on the timeliness of including particular subject content and the way in which it is taught.

## *6.* Define your RSHE Programme

Westlea Primary School specifically delivers Relationships Education and Relationship and Sex Education through its PSHE Programme.

We deliver our PSHE lessons via the One Decision scheme of work from Early Years to Year 6. One Decision, (as well as PSHE elements in other lessons such as Science, DT…), ensures secure coverage of all PSHE aims and objectives, including RSE.

The scheme uses relatable characters for each age range, and appropriate scenarios which the children may face at this time of their lives.

Please see below for the topic headings covered by One Decision for each age range, and then over the page for more detailed RSE information. Please see the One Decision curriculum map for further information which is very extensive and detailed.

Supporting the new statutory changes to Relationships Education and Health Education- Mapping document One decision website.

Our 5 – 8 year old meet Deedee and help him navigate through these situations:

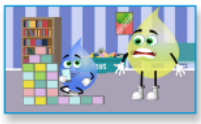
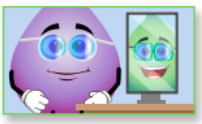
Our 8-11 year olds meet Darlee and she faces these issues which the children help her with:

Much of the relationship's education (including relationship and sex education) at Westlea Primary School takes place within our PSHE lessons. Teachers deliver the PSHE curriculum with support from professionals where required e.g. the School Nurse team. School staff are usually the best people to work with the pupils on many of the Rel Ed topics as they are aware of each pupil's individual circumstances. Lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction may also be taught as part of National Curriculum Science. The One Decision Programme is taught in every year from EY to Year 6.

PSED, including RSE, is in all that we do in the Early Years. We teach PSED in EY by being in the play with the children, modelling and helping them in their new relationships with the adults and children in the setting. The use of stories also forms an important part of our PSED and RSE provision in EY. In reception classes we also enhance our PSED provision by using the One Decision stories and activities. The Raindrops characters are relatable to the children and deal with real life issues the children may be facing, e.g. making friends, sharing. For the nursery and reception classes we relate the PSHE aspects of the children's learning to the objectives set out in the EYFS curriculum for PSED.

Below is an example of the Raindrops stories for EY:

## Resource: Animated Storybooks and Read-to-Me Storybooks

| | | | |
|---|---|---|---|
|  | **Blue's Indoor Voice**<br>During this story, Blue learns why it can be important to take time to consider the needs of others. Particularly, her older sibling who works nights. | | **Green Stays in Hospital**<br>Oh no! Green has fallen from a tree and broken his arm. During this story, Green feels anxious because he has to stay overnight in hospital. Green meets some new friends along the way. |
| | **Blue's Explores Road Safety**<br>Blue has had an accident on her scooter and needs to visit the hospital. Whilst she is there, she finds out more about road safety and how to keep safe. |  | **Green Gets Glasses**<br>Green has been getting headaches. After a visit to the optician, he arrives at school with new glasses. At first he is worried but his kind friends help him overcome this feeling. |
| | **Blue's Best Friend**<br>Blue and Purple are best friends. One day, Blue arrives at the playground to find Purple playing with Pink. She feels very jealous. Through this story, Blue will find out how to manage this feeling. | | **Green's Greens**<br>It's Green's birthday and he is having a party. Green eats lots of cakes and sweet treats but then starts to feel sick. During this story, Green learns about healthy and unhealthy food. |
| | **Blue Learns to Share**<br>Blue loves her friends and enjoys leading their games. One day, Blue's friends want to play a different game. During this story, Blue learns how to play fairly. | | **Green is Moving up a Year**<br>It's moving up day and Green is feeling scared and worried. During this story, Green's friends support him to feel more positive about his new class. |
| | **Blue Gets Lost**<br>Blue is in the supermarket with her Mum. Suddenly, she gets lost. In this story, Blue looks at what actions she should take to find her Mum in a public place. | | **Green's Daddy Moves Out**<br>Green's Mummy and Daddy have decided to live in separate houses. During this story, Green learns that even though Mummy and Daddy live separately, they still love him very much. |

## Families and people who care for me

| Learning Outcomes | Simply RSHE | Comprehensive KS1 | Comprehensive KS2 | Nurture Group (Updates coming soon) | Assemblies |
|---|---|---|---|---|---|
| That families are important for children growing up safe and happy because they can provide love, security and stability. | **Families and people who care for me theme, one session for each year group.**<br><br>Each session contributes to all of the learning outcomes within this theme.<br><br>*Please note, the KS1 topics provide an early introduction to this theme.* | **5-8 Baseline Topics**<br>• Keeping/Staying Safe<br>• Relationships<br>• Being Responsible<br><br>**5-8 Main Topics**<br>• Road Safety<br>• Staying Safe<br>• Tying Shoelaces<br>• Water Spillage<br>• Worry<br>• Growing In Our World<br>• Living In Our World | **5-8 Summative Topics**<br>• Keeping/Staying Safe<br>• Feelings & Emotions<br><br>**5-8 Main Topics**<br>• Leaning Out of Windows<br>• Touch<br>• Grief & Loss<br>• Making Friends Online<br>• Hazard Watch<br><br>**8-11 Baseline Topics**<br>• Keeping/Staying Safe<br>• Growing and Changing<br>• Being Responsible<br>• A World Without Judgement<br><br>**8-11 Summative Topics**<br>• Relationships<br>• Feelings and Emotions<br>• The Working World<br>• A World Without Judgement<br><br>**8-11 Main Topics**<br>• Cycle Safety<br>• Relationships<br>• Conception<br>• Coming Home on Time<br>• Anger<br>• Worry<br>• Online Bullying<br>• Chores at Home<br>• Enterprise<br>• Inclusion & Acceptance<br>• British Values<br><br>**Adult & Children's Views**<br>• Keeping/Staying Safe<br>• Keeping/Staying Healthy<br>• Growing and Changing<br>• A World Without Judgement | • My Support System<br>• Diversity & Equality | • Protected Characteristics<br>• Celebrating Differences<br>• Meaningful Connections<br>• Are We The Same? |
| The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. | | | | | |
| That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. | | | | | |
| That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. | | | | | |
| That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. | | | | | |
| How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. | | | | | |

See one decision mapping document for all topics and Rshe Coverage.

Relationships Education is the building blocks of healthy, respectful relationships, focusing on family and friendships, including online. It gives children and young people the essential skills to build positive, enjoyable, and non-exploitative relationships. Relationship Education supports children at the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves safe.

Primary relationships education is a protective and preventative curriculum that equips children with skills and knowledge to keep themselves and others safe, and to recognise and report risks and abuse, including online abuse. This is delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information.

Relationships education will focus on how to form and sustain positive relationships but will also help children identify risks and harms. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This can be done without describing the detail of any sexual activity involved. Similarly, good safeguarding practice requires children and young people to understand the correct terms for different parts of the body and to be able to confidently use these terms. At primary this is done without describing any detail of sexual activity.

## Informed and a responsive curriculum.

All curriculum content is delivered in a sequenced and accumulative way across the primary phase and in a way that does not cause unreasonable alarm or appear to normalise risky behaviours or activities. As a school, we must respond to a need or concern that is affecting our pupils, we will inform parents and carers in advance if any content we intend to deliver, deviates from the previously planned curriculum. The intended taught lesson content (reasoning if appropriate) and relevant teaching materials will be shared on request. Teaching will be age appropriate and respectful of all children. All curriculum content will be informed by the statutory RSHE guidance (DfE) and timeliness of delivery of such content, based on safeguarding the children in our school.

## Statutory guidance primary relationships education topic areas are:

- Families and people that care about them
- Caring friendships
- Respectful kind relationships
- Online safety and awareness
- Being safe

For further information please see the programme of study document: One decision.

## Health Education – Health and Mental Wellbeing

The focus of Health and Mental Wellbeing in primary should be on teaching the characteristics of good physical health and mental wellbeing. It should enable pupils to see the strong links between physical and mental health, for them to make healthy choices and decisions and encourage openness around mental health, reducing stigma. It should support pupils to

recognise when things are not right in their own health or the health of others and to seek support when needed.

Pupils will be taught age-appropriate personal safety, including road, rail, water and fire safety, helping them identify risks and respond appropriately in real-life situations.

Pupils will be supported to understand experiences of change, loss and bereavement and develop strategies to manage associated emotions and seek support where required.

### As part of RSHE 'Developing bodies' will be delivered as part of the statutory programme.

Pupils will learn.

- about growth and other ways, the body can change and develop, particularly during adolescence.
- the correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples will be taught*. Pupils will gain understanding that all these parts of the body are private and learn the skills to express their own boundaries around these body parts. (**parts referenced in the RSHE statutory guidance).*
- the facts about the menstrual cycle, including physical and emotional changes.

Curriculum content related to puberty and menstruation will be complemented by sensitive arrangements to help girls prepare for and manage menstruation, including with requests for period products.

To view all the Heath Education content, please see the information at the end of the policy.

## 7. Non-Statutory Sex Education at primary

Sex education is not compulsory in primary schools. The DfE recommends that primary schools teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

This will be tailored to the age and physical and emotional maturity of pupils.

As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents have the right of request to withdraw their child from all or part of the sex education curriculum.

Requests to withdraw must be made in writing via email to the Head Teacher and Chair of Governors at westlea@durhamlearning.net

### Right to be excused from non-statutory sex Education

*School does teach, 'human reproduction' and the life cycle of humans in years 5 and/or 6. Content covered outside of the RSHE statutory can be accessed with class teacher- and on the school website- curriculum pages.*

As a school we cover some additional content which is defined as sex education this is tailored to the age and the physical and emotional maturity of the pupils. As a school we review this content regularly and assess readiness of our pupils for any content taught. Parents will be informed what will be taught and when. Parents will have an opportunity to take part in the consultation process on what will be covered before we teach non statutory sex education. Right to be withdrawn does not include any statutory relationships and health education content, nor can pupils be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

Parents will receive clear information on their right to request that their child can be withdrawn from some or all parts of sex education and the request will be automatically granted. Please see the attached form at the back of this policy to complete a request to withdraw your child from non-statutory sex education.

Parents and carers will have an opportunity to discuss their withdrawal request with the headteacher, this may include discussing if their child is to be withdrawn from all parts or just some of the content. The school will discuss how withdrawing their child may impact their child's understanding, and school-parent conversation should include discussing the benefits and the possible detrimental effects of withdrawal, along with offering support or signposting to resources that aid parents to discuss some content with their child at home (if a parent wishes this).

Alternative arrangements and purposeful education will be arranged for a withdrawn pupil. Parents are encouraged to discuss their concerns and / or decisions with the headteacher at the earliest opportunity. The head teacher/RSHE lead will document the process and outcome.

Please see the school website to access further RSHE information and websites to support any discussions at home. Please see the appendix for further guidance and information.

## 8. Whole school approach to wellbeing and positive relationships

Schools have freedom to implement the DfE's RSHE guidance in the context of a broad and balanced curriculum and in a way that best supports pupils' wellbeing, safety, personal and educational positive outcomes. All RSHE and the key topics of Mental Health and Wellbeing sit within the wider programme of Personal Development and Wellbeing and key links should be made to the other key areas in a school curriculum and other relevant policies, such as the PSHE education policy.

Contact with feeder schools is advised to ensure continuity in transition (primary to secondary) through a spiral curriculum.

### Pupils with special educational needs and disabilities (SEND)

In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching of RSHE to meet the specific needs of pupils at different development stages. Teaching will be sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Our aim is to make sure the curriculum is accessible to all pupils in school. See the inclusion section for further information.

## 9. Principles and Values for RSHE

RSHE is an integral part of personal development and lifelong learning, and it is an entitlement for all pupils in our care.

In addition, Westlea Primary School believes that RSHE should:

- be an integral part of the lifelong learning process, beginning in early childhood and to continue into adult life.
- be an entitlement for all pupils in our care.
- allow children to explore, consider, and gain an understanding of moral dilemmas.
- enable them to make informed and ethical decisions about their wellbeing, health, and relationships.
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge, and openness.
- celebrate the wide range of family structures in our school community, including single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents, and foster parents/carers.
- promote love, respect, kindness, generosity, and caring for one another and respect the environment in which we live.
- encourage pupils and staff to share and listen to each other's views and the right to hold/express views.
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- teach the importance of boundaries/consent and giving, in relationships including online with friends, peers and adults.
- prevent harms by helping young people understand and identify when things are not right.

### RSHE has three main elements that contribute to personal development and wellbeing by helping pupils to.

### Attitudes and Values

- learning the importance of values, individual conscience, and moral choices.
- learning the value and valuing family life, stable and loving relationships, marriage, and civil partnerships.
- learning about the nurture of children.
- learning the value of and demonstrating respect, kindness, love, and care.
- exploring, considering, and understanding moral dilemmas.
- developing skills including negotiation and decision making.
- the importance of boundaries/consent and giving, in relationships including online with friends, peers and adults.
- challenging myths, misconceptions, misinformation, disinformation, manipulated media and false assumptions about relationships, health and wellbeing.

- recognise the influence of online personalities, influencers and online communities and critically evaluate messages that promote harmful attitudes, unhealthy relationships or unsafe behaviours.

## Personal and Social Skills

- learning to manage a range of emotions within relationships confidently and sensitively, including off and online.
- developing positive self-esteem and confidence.
- developing and demonstrating self-respect and empathy for others.
- making informed choices with an absence of prejudice and discrimination
- pupils show respect for those who share the protected characteristics.
- understand bullying, and that this can include the use of derogatory terms relating to sex, race, disability, or sexual orientation.
- developing an appreciation of the consequences of choices made.
- managing conflict resolution, with families, people they care for and are for them and friendships.
- empower pupils with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their family, with their peers, with adults and interactions online.
- how to report concerns, risks or abuse, including *'child on child' abuse, and have the skills, confidence and the vocabulary needed to do so.
- empower them with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their family, peers, adults, and interactions online.
- learning to actively seek, ask and recognise consent from others.
- Developing the skills necessary to communicate effectively in a range of scenarios involving consent and understand that consent can be withdrawn.
- learn and understand the role of a friend, understand how to form, maintain, and have positive healthy friendships (on and offline).
- know that you should be respectful in online interactions.
- know how to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met.
- The importance of exercising caution about sharing any information about themselves online.
- recognise the powerful influence of social media and develop critical thinking skills to manage their online presence.

## Knowledge and Understanding

- Understand that being a victim of abuse is never the fault of the child.
- to recognise emotional, physical, and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that does not feel right.
- know that their bodies belong to them, and the differences between appropriate and inappropriate or unsafe physical touch, and other, contact.
- about growth and other ways, the body can change and develop, particularly during adolescence.

- the correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples will be taught. (**parts referenced in the RSHE statutory guidance).* Pupils will gain an understanding that all these parts of the body are private and learn the skills to express their own boundaries around these body parts.
- the facts about the menstrual cycle, including physical and emotional changes.
- learning about human reproduction (*Human reproduction is non statutory 'sex education')
- learning about where to go for help or advice in school and how to access a range of local and national support agencies, including online.
- Pupils will be supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.

## 10. Roles and Responsibilities

### Roles and Responsibilities

Mrs Carly Robson: PSHE & RSE coordinator.

Mrs Deborah Scothern: Headteacher and safeguarding lead.

Mrs Wendy Baker: School governor with responsibility for PSHE.

Responsibilities of the Governor body are in ensuring all pupils make progress in achieving the expected educational outcome. Teaching is accessible to all pupils with SEND curriculum content and teaching materials align to the statutory RSHE guidance.

- clear information is provided for parents on the subject content, teaching materials, and external providers, and on the right to request that their child is withdrawn from sex education.
- teaching staff have access to quality assured training and professional development associated with RSHE.
- the subject has a raised profile and is connected to safeguarding of children.
- all staff are up to date with policy changes, and are familiar with school practise, policy and guidance relating to RSHE.

### The role of the Headteacher

It is the overall responsibility of the Headteacher to ensure that all stakeholders are informed about the RSHE policy, and that the policy is fully implemented. This includes parental rights to withdraw from some or all the sex education and fully informing parents what is statutory education that pupils cannot be withdrawn from.

### The Headteacher will:

- Ensure staff have the necessary continued professional development and confidence to deliver a high quality RSHE curriculum that suits the needs of all the pupils in the schools.
- Ensure there is adequate time on the school timetable to deliver a high quality RSHE curriculum.
- Take responsibility overall for monitoring and evaluating the provision for RSHE.

- Report to the governing body on the effectiveness of the policy.
- Take responsibility for reviewing the policy on an annual basis along with parents and carers.
- Discuss and review requests from parents to withdraw their children from non-statutory sex education teaching.
- Seek quality assurance of curriculum material/resources/any external agencies/CPD provider used.
- Ensure there is openness with parents about the RSHE materials that are used to teach pupils and parents and carers are informed of their rights around viewing materials.
- Ensure parents and carers are informed when external agencies are invited in to deliver aspects of the RSHE curriculum (including the option to view the companies' materials).

The relationships, sex and health education subject leader are responsible for:

Teaching staff have or will receive training on March 2nd 2026 to support pupils with:

- Overseeing the delivery of the subjects.
- Ensuring that staff values and attitudes will not prevent them from providing a balanced approach to RSHE in school.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets the DfE statutory requirements in relation to the relationships, [sex], and health education curriculum.
- Ensuring the relationships, sex and health education curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex, and health education complements, but does not duplicate, the content covered in the national curriculum.
- Liaising and working in partnership with parents and carers to support further conversations at home and to share a sample of the resources ahead of teaching and further resources upon request.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

## 11. Organisation, content and delivery of RSHE

*School staff are usually the best people to work with pupils on many of the RSHE topics as they are aware of each pupil's individual circumstances and sensitivities. State how class teachers deliver the RSHE curriculum in a taught curriculum timetabled provision and whether additional 'specialists' or enrichment activities supplement this.*

Westlea Primary School will organise the teaching of RSHE as one decision lessons;

* part of the PSHE Education curriculum

* occasionally a standalone subject

* occasionally a joint subject (for example- English lessons with a focus on a topic)

Westlea Primary specifically delivers RSHE ..... through its PSHE Programme, RE and Science lessons at foundation stage, KS1 and KS2.

Much of the RSHE at Westlea Primary takes place within PSHE Education lessons. Teachers deliver the PSHE curriculum with support from professionals where appropriate.

## Safeguarding children must always be a priority.

A classroom agreement is used by all staff in all classrooms, agreed and created to best support healthy and positive conversation and learning opportunity.

RSHE lessons may contain content that pupils will find sensitive. Before embarking on these lessons, a group/classroom agreement are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age-appropriate level and within the group/classroom agreement established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time. It is important to remember that when a child's question(s) go unanswered, they may turn to inappropriate sources of information and therefore teachers should aim to ensure pupils voices are heard appropriately.

More expert or specialist teachers and other professionals may support staff that are uncomfortable with teaching certain aspects of the RSHE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the RSHE curriculum programme.

At Westlea Primary all staff will use scientifically correct vocabulary to avoid misunderstandings and ambiguity. The words which will be used are penis, vulva, vagina, testicles, scrotum, nipples, breasts, and pubic hair all in an age and stage appropriate way. The correct terms help children to report abuse. Using the correct terms for the parts of the bodies strengthens our school approach to safeguarding children and links directly to RSHE guidance.

## Managing difficult or sensitive questions

Pupils may ask questions about topics which go beyond any sex education covered by the school or related to sex education from which they have been withdrawn. The priority is to always make sure the child is safe and feels supported and heard. The school may contact a parent directly to discuss the question and ask how the parent wishes to proceed. Teachers may ask the pupil to speak to their parents or a trusted adult, signposting to support services where needed, as we recognise as a school that children whose questions go unanswered might instead turn to inappropriate sources of information, including online.

As part of teaching in a safe and inclusive classroom environment, pupils' questions and how they might be answered are discussed at the beginning of lessons, including offering alternative ways to ask questions, such as answering questions anonymously (using question boxes).

### Open and positive school culture

A school has a responsibility to help create and nurture an open and positive school culture. It is vital this is reflected in our teaching and across whole school life to ensure our children experience positive healthy relationships with their peers and all school staff. We recognise the importance of modelling appropriate language and respectful behaviour and how this contributes to a safe inclusive, environment for all with a consideration for those with a protected characteristic.

### Inclusive curriculum and delivery of RSHE

At Westlea Primary we want to ensure both boys and girls have opportunities to practise respectful communication and understand experiences which are different from their own, for example lessons where menstruation is delivered to both sexes in a mixed class. At Westlea Primary delivering RSHE as a whole class enables us to foster healthy relationships between all pupils allowing empathy and understanding for all to develop and grow. This contributes to reducing stigma and taboo when talking about certain aspects of health education.

If as a school we do identify a specific need, based on our regular monitoring of the subject, we may make an informed choice to separate classes by sex in order to create a safe space for discussion of a particular topic. Or we may identify a smaller group of pupils who would benefit from further support or information delivered separately. All pupils will receive the same information, and lessons delivery and adaptive teaching will be monitored and assessed to allow us to review practice and to continue to meet the needs of all our pupils.

## 12. Addressing child on child abuse/sexual harassment and violence and RSHE

Preventing sexual violence and abusive behaviour begins with ensuring pupils are well informed and that RSHE curriculum is taught in primary school. Relationships education has an important role in supporting young people to develop the skills they need to build healthy relationships and grow into kind and respectful adults.

Our school recognises that children are vulnerable to and capable of abusing other children and young people, including sexually, and we understand the complex, adverse effects of domestic abuse on children. 'Child to child' abuse will not be tolerated or passed off as part of 'banter' or 'growing up. Please see our Safeguarding Policy and Part five of KCSIE 2026. This school is committed to taking a proactive and preventative approach to all forms of abuse in schools and protect pupils from serious harm – both in and outside the home.

Pupils should understand that anyone can be a victim of sexual violence, and that the victim is never to blame. It is important to acknowledge that most sexual violence is committed against women and girls, and it often has a gendered component. However, anyone can be affected by sexual violence and teachers should avoid language which stigmatises boys or suggests that boys or men are always perpetrators or that girls or women are always victims.

Our school recognises that misogynistic attitudes and behaviours exist on a continuum of harmful behaviour and can contribute to sexual harassment and sexual violence if left unchallenged. Staff will challenge sexist attitudes and language consistently and proactively.

Teaching staff will maintain an attitude 'it could happen here.' Staff in school have an important role in modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes.

In an age and stage appropriate way, topics include, but are not limited to, consent and permission seeking (both on and offline), safe touch and privacy, respectful, healthy relationships and appropriate language, communication and behaviour. The content is covered through a spiral curriculum. Our school recognises the key links between these important topic areas and supporting our children to gain the skills and confidence to say no, speak up and report abuse.

Keeping children safe in education 2025

## 13. Fostering inclusion and valuing diversity

Schools are required to comply with relevant requirements of the Equality Act 2010, including the Public Sector Equality Duty (PSED), when teaching RSHE. Schools must ensure topics in RSHE are taught in a way which does not discriminate against pupils or amount to harassment.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

Our school wants to ensure that children from a range of backgrounds and children with diverse needs feel like they belong in this school. We recognise this is bigger than just in the classroom. The school community, the environment, the interactions and relationships within our school must all be considered for a true inclusive environment. *Please see our Equality policy for further information*.

Schools must also make reasonable adjustments to alleviate disadvantage and make sure the RSHE content will be made accessible to all pupils, including those with SEND and a caring role.

### Pupils with special educational needs and disabilities (SEND)

We believe RSHE should be inclusive and developed to ensure these subjects are accessible for pupils with SEND and prepare pupils for adulthood, as set out in the SEND code of practice: 0 to 25 years.

For some SEND pupils there may be a need to tailor or adapt content and teaching of RSHE to meet the specific needs of pupils at different development stages. The teaching will be sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

We will ensure that all pupils receive relationships education and relationships and statutory sex education, and we will offer provision appropriate to the needs of all our pupils, taking

specialist advice where necessary. It is important that SEND pupils receive the knowledge they need to build up their independence and it helps to protect them from harm.

We recognise pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. RSHE can be particularly important for these pupils, particularly those with social, emotional, and mental health needs or learning disabilities.

Where possible the RSHE curriculum will be adapted to suit, 'not changed,' to ensure all pupils can have access to the same curriculum.

### Religion and belief, including teaching in schools with a religious character.

RSHE should be sensitive to the religious background of pupils, and schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

All schools may teach about faith perspectives on these topics.

### Lesbian, Gay, Bisexual and Transgender (LGBT)

Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, under which sex, sexual orientation and gender reassignment are amongst the protected characteristics.

The DfE strongly encourages primary schools to teach about healthy loving relationships, and to include same-sex parents along with other family arrangements when discussing families. The point in which as a school we teach pupils about LGBT, the content is fully integrated into the curriculum and within the context of teaching about different types of healthy loving families.

Pupils are taught to understand protected characteristics age appropriately. No one is treated in any way less favourably on the grounds of, gender reassignment, sexual orientation or sex.

As a school we will consult with parents and carers on the content of external resources on this topic in advance and make all materials available to them on request, as set out in the section on openness with parents.

The RSHE lead will ensure that the content is age and stage appropriate in the RSHE curriculum.

## 14. Safeguarding reports of abuse and confidentiality

This RSHE policy supports our school's approach to safeguarding and links to other key policies and guidance.

It is made clear to pupils that all adults in school cannot guarantee absolute confidentiality. When forming the class/group agreement pupils are informed and it will be reinforced to make sure all pupils understand.

It is equally important that staff adopt safeguarding-disclosure procedure and that children understand how confidentiality will be handled in a lesson and what might happen if they do disclose anything of concern in a discussion or anything shared directly with a teacher, about themselves or a peer. Pupils should also understand where they can report any concerns/worries and seek help, including to external services if they do not feel comfortable talking to school staff.

School staff are aware RSHE can at times lead to a disclosure and teachers will consult with the designated safeguarding lead to follow all safeguarding protocols in the school.

A child under thirteen is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under thirteen is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under thirteens should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of thirteen is classed as rape. Therefore, in all cases where the sexually active young person is under thirteen, a referral should be made to First Contact, naming the young person, and the sexual partner if known. Following this, a Strategy meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under thirteens should be fully documented and reported.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

Where lessons are delivered by external agencies, schools must agree in advance of the session how a safeguarding concern would be dealt with by the external visitor, and in line with school policy. All visitors will be required to explain their safeguarding procedures informing the school how they would deal with receiving a disclosure.

*These procedures should be read in conjunction with the Durham Safeguarding Children's Partnership procedures https://durham-scp.org.uk*

## 15. Working with external agencies

The school may invite guest speakers into school to talk on issues related to RSHE, e.g. an expert or experienced health professional. A teacher will be present throughout all these lessons.

Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it. All resources used by guest speakers will be available to parents to view prior to lesson delivery. (See section on openness with parents and RSHE materials)

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they can participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.

## 16. Monitoring and Evaluation of RSHE

### Engagement with pupils and assessment

Assessment is carried out where appropriate, for example, at the start of a unit of work/content to gather the baseline knowledge of pupils and at the end of every module/unit to assess pupil progress. This may involve teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes. As a school we will monitor pupil progress and the impact of our curriculum throughout the delivery of the RSHE, through assessment for learning quality approaches to our delivery and through careful observation of pupil behaviour, attitudes, and relationships in and across all school life.

Example:

Our schools RSHE curriculum assessments ensure pupils continue to make progress and acquire the key knowledge needed for continued personal development and well-being.

It is the responsibility of the Head Teacher/ Leadership Team to oversee and organise the monitoring and evaluation of the statutory RSHE curriculum in the context of the overall school plans for monitoring the quality of teaching and learning. The RSHE programme will be treated as a subject and will be involved in a yearly monitoring and evaluation exercise led by the Leadership Team.

The Governing body is responsible for overseeing, reviewing, and organising the revision of the RSHE policy and curriculum.

### Appendices:

1. One Decision Parent Portal.

Quality assured resource samples can be accessed here via the Parent Portal. A request for more detailed information can be requested from parents and carers.

Parent/carer Zone: RSHE and PSHE Support and Guidance

A list of sources of information for parents and carers to talk to their children at home, further information will be shared via the parent portal.

Parents' leaflets | NSPCC Learning

NSPCC | The UK children's charity | NSPCC

Parents and carers | CEOP Education

I'm looking for support with being a parent or carer | Barnardo's

Our services for parents and carers | Place2Be

## 2. The 7 Guiding principles for relationships, sex and health education

Our school policy and practice is planned, assessed, monitored and developed with the 7 Guiding principles for relationships, sex and health education as the key principles:

a. **Engagement with pupils**. An inclusive and well-sequenced RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging.

b. **Engagement and transparency with parents**. Schools should engage with parents on the content of RSHE and be transparent with parents about all materials used in RSHE. All materials should be available to parents. Parents have a right to request that their children are withdrawn from sex education (pupils can opt back in from three terms before they turn 16) and schools should ensure parents are aware of sex education content within lessons in advance.

**c. Positivity**. Schools should focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. Schools should avoid language which might normalise harmful behaviour among young people – for example gendered language which might normalise male violence or stigmatise boys.

**d. Careful sequencing**. Schools should cover all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school. Schools should sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.

e. **Relevant and responsive**. Schools should develop the curriculum to be relevant, age and stage appropriate and accessible to pupils in their area, where appropriate working with local partners and other bodies to understand specific local issues and ensure needs are met.

f. **Skilled delivery of participative education**. The curriculum should be delivered by school staff or, where schools choose to use them, external providers who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils. Staff should be trained in safeguarding and offering support, recognising the increased possibility of disclosures.

**g. Whole school approach**. The curriculum is best delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies, including behaviour and safeguarding policies.