



Relationship, Health and Sex Education Policy

Burford CofE Primary School

Date: September 2025

To be reviewed on September 2027

This policy has been created in line with our core Christian values:

At Burford we are

Rooted in love,

Becoming me, and

Flourishing together.

Introduction

We have based our school's Relationship, Health and Sex Education Policy on the statutory guidance from DfE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017. Our school's approach to Relationship, Health and Sex Education (RHSE sometimes also known as RSHE) follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive. It is underpinned by two key Biblical passages:

"So God created humankind in his image, in the image of God he created them"

(Genesis 2:7)

"I have come in order that you might have life - life in all its fullness"

(John 10:10)

Throughout our teaching of RHSE we promote the values of Burford CofE Primary School – Love. Everyone will be treated with dignity as all people who are made in the image of God and are loved equally by God.

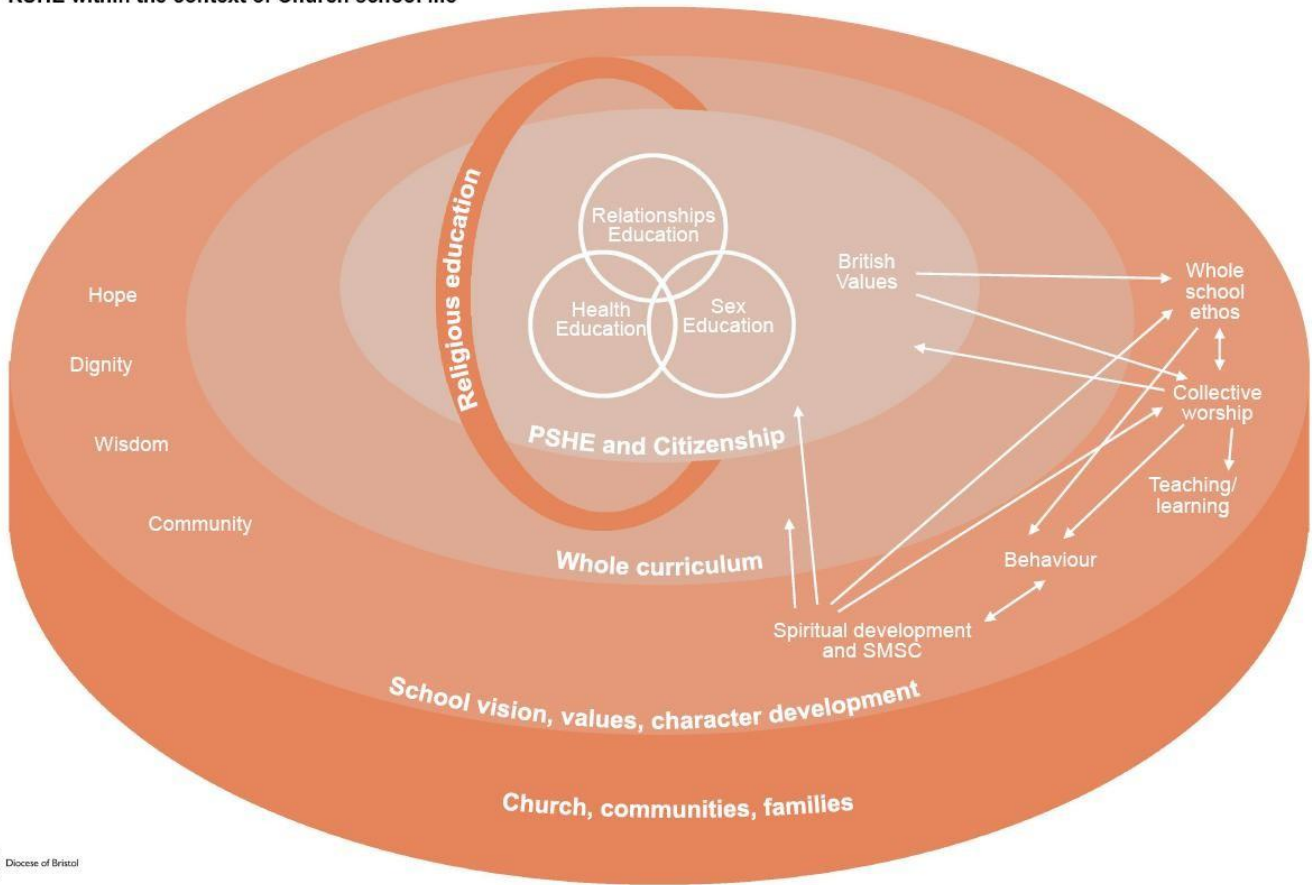
All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

Our school seeks to ensure that the RSHE curriculum protects, informs and nurtures all pupils. It clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and that there needs to be discernment about the manner in which this is taught. We teach RHSE within a moral (but not moralistic) framework. It is also about the spiritual and moral aspects of healthy, loving and nurturing relationships within a context of a Christian vision for the purpose of life. Pupils will consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

When we refer to RHSE (Relationship, Health and Sex Education); we place the emphasis upon relationships, supporting pupils understanding and skill in developing positive and healthy relationships. Our definition is that this work is a lifelong learning process; it is about physical, moral and emotional development. It is about understanding the importance of marriage, stable and loving relationships, respect, love and care. It involves teaching about sex, sexuality and sexual health. It is not about the promotion of sexual identity or sexual activity.

RHSE in our school is part of the personal, social and health education curriculum. It is our belief that RHSE is the responsibility of all staff and should be an integral part of teaching and learning processes. Education for personal growth and self-esteem, including sex and health education complements and overlaps with the personal, social and emotional development of the child and the general life of the school, relationships with one another, including staff and parents, socialisation, values and attitudes.

RSHE within the context of Church school life



Definition

Ofsted 2002 recommendations have informed our policy and practice, in particular ‘a caring and developmental SRE programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.’

In planning and presenting our RHSE programme we provide an opportunity for pupils to express themselves within a trusted and safe environment. Central to our PSHE programme is the development of pupils’ self-esteem. If young people feel positive and good about themselves they are more likely to take care of themselves, think positively of other people and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

Our policy and practice is based upon national guidance and good practice, consistent with Shropshire Council recommendations. This policy has been reviewed and updated in consultation with teaching and support staff, parents and pupils and approved by Governors.

Equal Opportunities

We value equality of opportunity highly. The RHSE curriculum offers children the opportunity to discuss attitudes and values relating to equality issues and the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation.

As part of our whole school approach our RHSE programme fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying. We are respectful of how pupils choose to identify themselves, understanding that their sexual orientation and gender identity may be emerging and fluid.

Safeguarding

Teachers are aware that effective RHSE, which brings an understanding of what is, and what is not appropriate in a relationship, can lead to a disclosure of a child protection issues.

Safeguarding procedures, as specified by Keeping Children Safe in Education are followed. All referrals, whatever their origin are taken seriously and considered with an open mind, which does not pre-judge the situation. The procedures adopted for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

Confidentiality must not prevent action if the child is 'at risk'. Teachers will listen to anything a child tells them in confidence. However, if a teacher feels that a child is at risk then the appropriate people will be contacted in accordance with the Child Protection Procedures, a copy of which is available for parents in school.

Moral and Values Framework

The Relationship, Health and Sex Education Policy is sensitive towards the established morals and values framework of all the major world religions and philosophies. The RHSE Policy is complimentary with the Religious Education Policy.

The social, ethnic and religious mix of the School

We aim to fulfil the educational needs of the children who are represented in the local community. The children come from a varied cross section of the local community and represent different social, ethnic and religious values, beliefs and customs.

SEND

It is recognised that SEND pupils may require additional support on the RHSE curriculum and can be at increased risk of exploitation. Individual support or targeted programmes may be considered. Parents and pupils will be involved and consulted.

Whole School approach

It is our belief that RHSE is the responsibility of all staff and is integral to teaching a broad and balanced curriculum, educating the whole child and is the taught component of 'Keeping Children Safe in Education'.

Pupils' questions will be responded to by staff (teaching and non teaching staff) in a straightforward manner. Factual, simple information will be provided, using correct terminology for body parts and functions, appropriate to the age and maturity of the child.

School staff recognise the importance of responding to pupils' questions as part of the taught RHSE curriculum and as they arise. A question box technique is used.

The use of sexualised language, swear and slang terms, including homophobic language will be addressed with pupils and as appropriate parents/carers.

Where a pupil who is withdrawn from RHSE asks a question relating to sex education content teachers will offer a 'holding response' and following discussion with senior staff member will draw the issue to the attention of parents, unless there are any safeguarding concerns or issues, in which case safeguarding polices will be followed.

Should an issue arise as part of whole class discussion, where a child has been withdrawn, teachers will endeavour to respond with particular care.

Organisation

The main delivery of RHSE is through PSHE, but some aspects will, in addition be addressed through other subject areas such as science, PE and R.E. and Health Education as part of PSHE.

We use CORE Mental Health curriculum, within which RSE embedded.



These are timetable lessons delivered by class teacher. Teaching assistants and members of the pastoral team support help with delivery and provide additional support for pupils as required. From time to time the programme is enhanced and supported by outside speakers and agencies. We adhere to Shropshire guidance, (available on Learning Gateway).

Guidance is provided on responding to pupils' questions in and out of the classroom, differentiation on developmental or cognitive basis and the use of single sex and /or small group work. Interactive and distancing techniques are used in conjunction with establishing ground rules.

Aims

RHSE in our school is part of the personal, social and health education curriculum. This is integrated within the wider school curriculum and complements and overlaps with the general ethos and life of the school.

To provide a planned, age appropriate scheme of work, designed to respond to pupils' questions and capitalise on the fascination and interest that children have about their own growth and development and to offer reassurance that such changes are normal and natural.

In planning and presenting our RHSE programme we provide the opportunity for pupils to express themselves within a trusted and safe environment, following agreed ground rules. We want to reassure children of their value and self-worth including aspects of dignity, self-respect and self-restraint, help them to have a responsible attitude towards personal relationships including mutual respect and care and to develop sensitivity towards the needs of others, provide knowledge of loving relationships and human reproductive process.

We aim to inform children on matters of personal hygiene and related health issues, encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour, educate against discrimination and prejudice and help prepare children to make informed choices about relationships.

We offer a planned and age appropriate scheme of work, devised to meet the following aims and objectives:

Our scheme of work aims to-

- Raise and promote positive self esteem
- Help pupils develop their skills and confidence in making decisions, communication, assertiveness, self-expression, respect for self and others
- Help pupils communicate and understand their feelings and emotions
- Provide pupils with skills necessary to keep themselves happy and safe
- Prepare pupils for the physical and emotional changes of growing up
- Offer opportunity for pupils to develop and clarify their attitudes and values
- Counteract myths and misinformation
- Challenge media stereotypes, oppression and prejudice and promote equal opportunities
- Explain the meaning of words in a sensible and factual way, using correct names for body parts and functions
- Provide reassurance that change is part of the lifecycle and help pupils accept variations
- Develop the confidence to seek help, support and advice

The purpose of relationship and sex education includes the following-

- To understand the value of family life, the implications of parenthood and the need for the proper care of all young things.
- To develop skills in personal relationships e.g. communication, assertiveness, decision-making.
- To build and develop the self-esteem of all pupils.
- To promote equal opportunities for all.
- To help pupils to accept the variation in rates of growth and development and to provide reassurance that change is part of life's cycle; to give support in adjusting to these changes.
- To counteract misleading folklore, myth and playground rumours and false assumptions.
- Develop the confidence to seek help, support and advice

Effective Relationship, Health and Sex Education (RHSE)

Effective RHSE – What and how we will teach it	What we will not do...
It will be developmentally appropriate.	Discuss/teach anything developmentally inappropriate.
It will provide correct and factual information (age appropriate)	Present distortions of sexuality
It will promote core values (respect, love, care and healthy relationships)	Have an absence of dialogue about core values.
It will be inclusive	Promote stereotypes. Associate gender, class, race and age to exaggerate constructions of femininity and masculinity
It will respond to personal needs & questions. We will have safe boundaries and maintain the school's ethos in partnership with parents.	Be unregulated and impersonal. It will not be based on social media or celebrity culture.

Content

We are committed to ensuring our programme is age appropriate. We are aware that the issues and concerns facing pupils change and our programme needs to be flexible and responsive. We take advice and are updated on a regular basis by Shropshire Public Health Curriculum Advisor on local contextual safeguarding issues, national trends and data.

We follow good practice recommendations and use additional resources from reliable and authoritative experts such as the PSHE Association, the Sex Education Forum, Public Health England and CEOP.

The CORE Mental Health Curriculum is a spiral curriculum starting from year 1 to year 6. There are age appropriate lessons and resources for each year group and key stage. The RSE element of the curriculum is taught within the context of health and wellbeing and our emotional and mental health curriculum.

The emphasis is upon teaching children to understand and respect themselves, others and their bodies as part of a healthy lifestyle approach. The RHSE has several themes, with mental health at its core. It comes within physical health.

Pupils are taught about relationships and encouraged to discuss issues. We teach the parts of the body and their functions and how we change as we grow up. We use the correct terminology. We encourage children to ask for help, providing reassurance that change is part of life's cycle.

The programme complements the science curriculum:

In science lessons in Key Stage 1 the children are taught about how humans change and grow. The focus is on changes and growing, keeping our bodies and ourselves healthy and safe. For this aspect we follow the guidance material in the national scheme of work for science.

In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

The programme complements the Health Education statutory requirements and delivers the key stage outcomes as defined by the DfE (Appendix 3.)

Assessment and monitoring

The CORE Mental Health programme includes a child wellbeing survey (based on strengths and difficulties questionnaire (NHS)). Each session is assessed according to whether the objective has been achieved. There are optional assessment opportunities which can be used at the teacher's discretion, alongside tracking of examples of expected standard.

In addition, liaison with the pastoral team provides information to inform the programme in a flexible and responsive way.

Home/School Partnership

We believe that parents have the primary role in delivering relationship and sex education. We aim to provide a programme as part of our home school partnership, ensuring all pupils receive high quality provision in line with national good practice recommendations, statutory and legal requirements related to Equality and Safeguarding.

It is hoped that the school curriculum and the ethos of the school complements and enhances home teaching and values, giving due regard to the value of family life, loving and stable relationships.

Children are exposed to information and messages from T.V, Internet, film, music videos, books and magazines. They are influenced by, family and friends and significant adults. Part of our role is to ensure that children are able to understand and interpret the information they receive.

We provide parents with information to discuss the school's policy, practice and to understand the purpose and content of RHSE. Parents can also access the content via the online platform. They can also use the parent sections designed to sit alongside and support the content taught at school. Parents will be informed about the timing of delivery and offered an opportunity to look at resources, discuss the policy and ask questions. In particular, we will provide parents of Year 6 pupils with an opportunity to discuss what is being taught and support them to discuss issues with their children. What is taught is ultimately a decision for school and agreed by STG. Consultation does not provide a parental veto on curriculum content.

The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 (made under sections 34 and 35 of the Children and Social Work Act 2017) confirms the 1996 Education Act, that parents have the right to withdraw their child from part, or all of the sex education programme that does not form part of the national science or health education curriculum. There is no parental right of withdrawal from the science, relationship or health education curriculum, which includes understanding changing adolescent body.

If a parent wishes to withdraw their children from the sex education programme they should discuss this with the head teacher. We would encourage parents to discuss any concerns at the earliest opportunity with the class teacher and head. The head will discuss the implications and likely consequences of withdrawal from the non-statutory part of the curriculum.

The head will help parents identify and discuss the impact and implications of withdraw for their child, including the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of feeling excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was said directly by the teacher.

Parents should make it clear which aspect of the programme they do not wish their child to participate in, this will be documented and parents may be asked to put their request in writing. Resources and information regarding delivering sex education at home will be made available.

Role of Head teacher

It is the responsibility of the head to ensure that:

- policy and practise is developed in accordance with good practice guidelines and recommendations
- the policy is reviewed and monitored and approved by governors
- staff and parents are informed about policy
- staff receive appropriate training and support

Complaints Procedure

Any parents with concerns about this policy should discuss this directly with the head teacher. In the event that the concern cannot be dealt with, the STG can be contacted via the complaint procedure.

Monitoring and review

The policy will be reviewed and updated with parents, pupils, and staff, and approved by the school governors. It will be reviewed every two years.

The Strategic Task Group (STG) of the DHMAT Board monitors our relationship and sex education policy. This STG reports its findings and recommendations to the full governing body, as necessary.

The STG will give consideration to any comments from parents about the relationship and sex education programme, and makes a record of all such comments.

The STG require the Headteacher to keep a written record, giving details of the content and delivery of the relationship and sex education programme that we teach in our school.

Appendix 1 Shropshire RSE good practice charter

Appendix 2 DfE KS2 Learning Outcomes

Appendix 3 DfE FAQ

Appendix 4 Strategic Task Group Statement

The poster features a blue header with the Shropshire Council logo and title. The main content is on a green background with two white callout boxes. The first box, 'We have the right to:', contains seven speech bubbles with rights. The second box, 'What we want to achieve these rights:', contains ten speech bubbles with goals. Illustrations of diverse young people are placed around the text.

Shropshire Council

Shropshire Young People's Charter for Good Relationship and Sex Education

We have the right to:

- Good RSE whatever our sexuality.
- Be treated with respect and dignity.
- Make our own decisions.
- Be told the truth.
- Just say no.
- Be taught about different sexualities.

What we want to achieve these rights:

- A broad and balanced curriculum.
- Teach us in a language we can understand.
- Professionals who are trained and can teach effectively.
- RSE should take place in a comfortable and safe environment.
- Tell us about relationships as well as sex.
- Young people should be asked what they want to learn in RSE.
- RSE should be relevant to all cultures and beliefs.
- Teach us in both mixed and single sex groups, keeping numbers small.
- Make information available to all of us.
- Resources should be up to date and lessons should be fun.
- RSE should start in primary school.
- Tell our parents what is being taught in schools and how to get further information.
- Different teaching styles should be used.

This Charter was written by young people from Shropshire Members of the Youth Parliament, Shropshire Speak Out Group, Shropshire Care Council Crew and Shropshire Xtra Safe Project.

Appendix 2

DfE Learning Outcomes Relationship Education

Key Stage 2 - By the end of primary school:

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none">• that families are important for children 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 (from 2013 available to both opposite and same sex couples in England and Wales) 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	<p>Pupils should know</p> <ul style="list-style-type: none">• 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, and 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, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • 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 in 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 different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission seeking and giving in relationships with friends, peers and adults.
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Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by 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 including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom 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 or 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 get advice e.g. family, school and/or other sources.

Changing adolescent body	<p>Pupils Should know:</p> <ul style="list-style-type: none">• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age11, including physical and emotional changes• About the menstrual wellbeing including the key facts about the menstrual cycle.
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Appendix 3



Department for Education

FAQs: Relationships Education, RSE and Health Education

The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

Throughout our engagement process as we develop this curriculum, we have heard a number of wide ranging concerns. Below, we have explained some of the common misconceptions around the subjects.

Q: Will my child’s school have to consult with me before teaching these subjects?

Schools will be required to consult with parents when developing and reviewing their policies for Relationships Education and RSE. These policies must be published online, and must be available to any individual free of charge. Schools should also ensure that, when they consult parents, they provide examples of the resources they plan to use.

Q: Will my child will be taught sex education at primary? This is too young.

A: We are not introducing compulsory sex education at primary school.

We are introducing Relationships Education at primary, to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships.

Some primary schools *choose* to teach sex education (which goes beyond the existing national curriculum for science), and in those instances we recommend you discuss this with the school to understand what they propose to teach and how. If you continue to have concerns, you have an automatic right to withdraw your child from these lessons.

Published: March 2019

Q: Does the new Relationships Education and RSE curriculum take account of my faith?

A: The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain. In all schools, when teaching these subjects, the religious background of pupils must be taken into account when planning teaching, so that topics are appropriately handled. Schools with a religious character can build on the core content by reflecting their beliefs in their teaching.

In developing these subjects, we have worked with a number of faith organisations and representative bodies. Schools can also consider drawing on their expertise when delivering these subjects.

Q: Do I have a right to withdraw my child from Relationships and Sex Education?

A: Parents will have a right to withdraw their child from sex education delivered as part of RSE, which unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education, the school should make arrangements for this to happen in one of the three terms. There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Q: Has the government listened to the views of my community in introducing these subjects?

A: A thorough engagement process, involving a public call for evidence and discussions with over 90 organisations, as well as the public consultation on the draft regulations and guidance, has informed the key decisions on these subjects. The consultation received over 11,000 responses from teachers, schools, expert organisations, young people and parents – these responses have helped finalise the statutory guidance as well as the regulations that have been laid and will be subject to parliamentary debates.

Q: Will these subjects promote LGBT relationships?

A: Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships. RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.

Pupils should receive teaching on LGBT relationships during their school years. We expect secondary schools to include LGBT content and whilst there is no specific requirement to teach about LGBT in primary schools, they can cover LGBT content if they consider it age appropriate to do so. This would be delivered, for example, through teaching about different types of family, including those with same sex parents.

Q: Will teachers receive training before delivering these subjects?

A: The department is committed to supporting schools to deliver these subjects to a high standard. We know that

training is a priority for teachers and we will be consulting with teachers, trade unions and other key stakeholders over the coming months on how we structure the training.

In addition, we will be encouraging schools to act as early adopters for this curriculum and to start teaching the subjects from September 2019. To help early adopter schools, we will provide further advice on how they can improve their practices. Lesson learned from the early adopters and best practice from schools will be shared with all schools from September 2020.

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Appendix 4

Strategic Task Groups' (STG) policy statement on Relationship and Sex Education (RSE)

We have based our school's relationship and sex education policy on the statutory guidance from DfE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017.

STG are required to prepare and keep up to date statements of policy on the content and organisation of Relationship and Relationship and Sex Education in their schools. In making this statement the STG have taken account of the National Curriculum documents for science and Ofsted recommendations and advice from Shropshire Public Health Curriculum Advisor

Relationship and sex education includes such concepts as growing and changing, the life cycle, puberty and reproduction. It is also about emotions, relationships and responsibilities and how we care for each other, keeping ourselves, and others safe. We therefore refer to this work as, relationship, health and sex education, (RHSE) placing the emphasis on relationships.

RHSE aims to help pupils understand their feelings, emotions and bodies, how they are growing and changing, and how they will change in the future. It aims to enhance emotional and social development, helping them to understand the benefits of caring relationships and to be aware of pressures and how to manage risk. We recognise this as a planned taught curriculum but also integral to the everyday life of the school,

In planning our RHSE programme we provide an opportunity for pupils to express themselves within a trusted and safe environment. Central to our PSHE programme is the development of pupils' self-esteem. If young people feel positive and good about themselves they are more likely to take care of themselves, think positively of other people and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

Trained and confident members of staff deliver the lessons in a way which is consistent with the ethos and culture of the school and as part of a whole school approach, with close liaison with pastoral team. Small group exercises will be used as appropriate. The work is differentiated based on physical and emotional maturity and cognitive level.

The RHSE policy is available on the school website and referenced in the school prospectus. It will be reviewed every two years. The STG will seek the views of staff (teaching and non-teaching), pupils and parents.

Parents are invited to attend parents' meetings to discuss the programme, the policy and look at resources.

The Headteacher and STG are available to discuss any concerns. Parents are informed of their right to withdraw their children from sex education additional to that required by the statutory requirements under DfE Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 and the science curriculum.