



Richmond Hill School Relationships, Sex and Health Education Policy

We aim to in all we do to -

'Empower, Embrace, Encourage'

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Issue date:	January 2026
Review date:	January 2027
FGB ratified date	January 2026
This is a Local authority adopted policy	
This is school policy	

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RSE, RE and HE in Luton Schools.

Luton Borough Council have adopted a Personal, Social, Health and Economic (PSHE) Association approved program for RSE - the Christopher Winter Project. <https://cwpresources.co.uk/home/> The majority of Luton schools have adopted this programme to be implemented by September 2020. The programme fully supports the council's values of embracing equality and diversity, cohesion, inclusion and respect for others whilst meeting all of the requirements outlined by the Department for Education (DfE).

We have used this programme as a guide along with the PSHE association which also meets all the requirements outlined by the DfE.

1. Aims

The aims of Relationships and Sex Education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To safeguard our pupils from any harm or abuse
- We actively promote respect for all forms of diversity, including disability, ethnicity, gender identity, sexual orientation, religion, and culture. Our RSE curriculum challenges stereotypes and fosters an environment of acceptance and understanding.
- Support pupils' emotional well-being by developing an understanding of feelings, coping strategies for change, and promoting positive mental health alongside physical health.

Richmond Hill School follows the guidance from the PSHE association which has been adapted to enable the children at Richmond Hill School to experience RE (Relationships Education) and HE (Health Education) at a level which is appropriate for their age, additional learning needs, physical and emotional maturity and development whilst also having consideration for their religious and cultural beliefs.

We aim to support and promote the development of:

- Confidence and self-esteem; for our pupils to value themselves and others
- Understanding of the different relationships they belong to
- Confidence to express their feelings and emotions and link these to relationships
- Understanding of consequences for their actions and how to behave within relationships
- Recognition of unsafe situations and understanding how to ask for help protect themselves; this includes whilst online.
- Understanding of healthy and safe lifestyles
- Understanding and coping strategies for puberty - for our children and their families.
- Understanding of safe adults
- Understanding of right and wrong and how to behave safely in the community.

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

It is also statutory and a requirement for us to teach children about puberty (from the science curriculum for ks2).

We are not required to provide sex education.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

We will as outlined under section 13 of the guidance 'ensure that the policy meets the needs of pupils and parents and reflects the community they serve'.

At Richmond Hill School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to read the policy and given the opportunity to make recommendations
4. Pupil consultation – we investigated what exactly pupils want/need from their RSE through asking a selection of our pupils. (See appendix 4 for an example)
5. Ratification – once amendments were made, the policy was shared with governors and ratified

We will continue to actively involve pupils (where this is appropriate) and teachers in developing the RSE curriculum and policy to ensure it reflects their needs and experiences.

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about all relationships we have with those around us, health, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values. No one particular value will be promoted or given regard to over another and respect for all opinions and choices will be encouraged.

RSE is not about the promotion of sexual activity. We will not be teaching the promotion of engaging in sexual relationships or seeking sexual gratification (masturbation).

RSE curriculum:

- To promote a lifelong learning about physical, moral and emotional development of pupils.
- As of September 2020, following instruction from the Department for Education, the following subjects will be compulsory:
 - Relationship Education (RE) for primary schools. Promoting the social and cultural development of pupils, which involves learning about relationships, diversity and personal identity.
 - Health Education (HE) in all state maintained, primary and secondary schools. Promoting the social and cultural development of pupils, which involves learning about healthy lifestyles.
 - Changes to my body (puberty) in primary Key Stage 2 (KS2). See appendices 6 and 7.

The following subjects will not be taught by Richmond Hill School:

- Relationships and Sex Education (RSE) for secondary schools.

5. Curriculum

Our curriculum for Changes at Puberty is set out as per Appendix 1b (this will be differentiated further into RHS pathways to support pupils developmentally and to suit individuals).

We have developed the curriculum in consultation with parents, supportive agencies and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

The assessment of RSE will be informal. RSE objectives for pupils at all ages are built into the curriculum modules for PSHE at west site. Records of work and progress will be evidenced in the pupils PSHE folder which travels with them through the school. When pupils reach year 5 (or earlier if required, for example, if a young girl starts her periods younger than 9 years old) their class teacher will complete the RSE journey assessment document in consultation with the parent and class team. This will be updated throughout the school year and parents' considerations will be noted in the parents feedback section. (See appendix 5)

We will need to be careful about our use of language, particularly if a child takes things literally. For example, if we describe a child's voice as 'breaking', the child might find this worrying. Consideration will also be given to pupils' communication needs.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum (KS2- Years 5, 6).

The promotion of RSE can be seen within the following areas of school life:

- PSHE lessons
- Personal care learning to support developing independence skills.
- A consistent approach to the way in which behaviours are addressed
- Use of choices for pupils to consider their actions Everyone, adult and children, are valued and supported by each other
- Celebration and recognition of achievement
- Recognition of own feelings and feelings of others

The curriculum is delivered discreetly and indiscreetly in areas such as:

- Toileting
- Eating- snack and lunch
- Looking after possessions, equipment, the environment and each other.
- Dressing/undressing
- Moving around the school independently – to lessons and to complete jobs
- Play times
- Gaining reward and praise
- PSHE lessons
- Trips and in school experiences

Lessons which specifically promote HE and RE:

- PSHE including lessons on HE, RE and puberty (at KS2 where developmentally appropriate)
- English
- Maths
- Topic - science (at KS2 where developmentally appropriate)
- PLP target sessions
- Circle time
- Speaking and listening
- P.E
- Assemblies - star of the week and values
- One off interactions and activities e.g. animals or theatre visiting

Use of a wide range of strategies and techniques to support and deliver learning such as:

- Key communication- language, use of visuals e.g. PECs, makaton, core boards and communication aids
- Role-play
- Use of daily routine
- Songs
- Stories

- Resources such as mirrors and photos
- Emotion boards
- Group work and discussions
- Reflection time
- One to one adult support
- Games

We will utilize the whole school environment to suit the pupils and learning intention:

- Classrooms
- Breakout rooms and calming spaces
- Playground
- Hall - used for lunchtimes, PE and assemblies
- Specific rooms including; life skills room, emotional regulation areas, soft play, lightroom, expressive arts
- Personal care rooms/toilets
- Medical room
- The community

What we consider we do best at Richmond Hill School:

- Meeting the needs of our pupils in all areas
- Developing an understanding of basic feelings
- Developing sharing & turn taking skills – through e.g. snack
- Approaching teaching with fun & creativity
- Having high expectations of pupils & integrating
- Encouraging and developing children to be as independent as possible
- Giving children respect and expecting it in return
- Enabling happiness
- Teaching children how to access the community – preparation for life outside RHS
- Including & respecting families
- Encouraging children to be happy, proactive learners
- Encouraging children to build positive relationships with peers
- Treating each pupil as an individual

These areas of learning are taught within the context of family life and will be delivered to ensure quality of access for all pupils, regardless of gender, race, religion or disability, so giving equal opportunities and avoiding discrimination.

Taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include heterosexual parents, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

At RHS, 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 developmentally appropriate approaches to topics related to preventing/disclosing abuse, for example, knowing which parts of your body no-one should touch and teaching about inappropriate behaviour online.

The teaching of positive relationships and behaviour is also underpinned by the RHS Behaviour Policy.

Good safeguarding practice requires young people to understand the correct terms for different parts of the body and to be able to confidently use these terms. This can be provided as part of health education in primary, without describing any detail of sexual activity.

Teaching will be adapted to meet both chronological and developmental ages of pupils to ensure it is appropriate and respectful for all children, including those who may have no familiarity with the topics being taught.

We have considered that in teaching RSE content to children of all ages we may become aware of safeguarding concerns either through behaviour, questions or direct disclosures. Should this occur, trained staff members are able to use "The Brook Traffic Light Tool" (A guide to identify, understand and respond to sexual behaviours in children and young people). Staff are also regularly updated on the school safeguarding policy and guidance and would know to contact a DSL should they have any concerns.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the Headteacher to account for its implementation. A designated PSHE lead governor will meet termly with the PSHE lead teacher to ensure RSE is being taught effectively and sensitively across the pathways.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way for example, small group work, working 1:1 with pupils.
- Modeling positive attitudes to RSE
- Following safeguarding policies and procedures should any child disclose, question or exhibit behaviour linked to RSE that gives cause for concern.
- Monitoring progress pupils' progress and noting parents' individual considerations expressed during parents evening and ongoing conversations with parents when the pupils are in years 5 & 6 (or reach puberty if before) using the informal RSE assessment documents (see appendix 5).
- Responding to the needs of individual pupils
 - Being respectful of any cultural or religious considerations,
 - Teachers with pupils in years 5/6 need to engage in hosting RSE parent workshops (usually within the Autumn term) and ensure all parents are informed before teaching RSE- Changes at Puberty. If parents are unable to attend the workshop, at parental request, teachers will telephone the parents to discuss the RSE curriculum.
 - If required teachers will arrange for a translator to be present to support parents' understanding of the RSE curriculum.
 - Teachers will respond to sensitive or unexpected questions in a manner appropriate to pupils' developmental levels, maintaining boundaries and safeguarding principles. Where questions fall outside the curriculum scope, staff will provide age-appropriate responses or refer pupils and parents to trusted sources.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about the teaching of RSE are encouraged to discuss this with Emma Guildersleve (Assistant Head).

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. The Role of Parents

Richmond Hill school is aware that the primary role in children's lives lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective we:

- Will inform parents about the school's HE and RE policy and practice.
- Encourage parents to ask questions, feedback and raise concerns they may have about RSE at RHS.
- Take seriously any issue that school may raise in conjunction with RSE.
- Encourage parents to work in partnership with the school to recognise the importance of the RE and HE aspect of their child's education.
- Require parents to understand that they do not have the right to withdraw their children from RSE or the statutory science delivery of the curriculum taught at KS2. (year 5/6).
 - Require parents to inform their child's class teacher of any cultural or religious considerations regarding the RSE curriculum. (this can be during parents evening)
 - If Parents have any concerns regarding RSE in KS2 we will adopt the Local Authority Flowchart (See appendix 6).
 - Parents will keep informed of the RSE curriculum and resources by referring to the school website regularly.
 - Parents will do their best to attend the year 5/6 annual RSE meetings (usually held in the Autumn Term) and engage proactively with their child's class teacher during these years regarding RSE at other opportunities for example, phone calls.
 - Parents will be offered the opportunity to look through sample curriculum and teaching materials at RSE parent meetings. Parents can also request to see these materials throughout the year.

To ensure the policy is accessible to all stakeholders, we can provide summaries and key information leaflets as needed.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The school will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE when appropriate.

10. Monitoring arrangements

The delivery of RSE is monitored by the Senior Leadership Team (SLT) through:

- Learning walks
- Deep Dives
- Governor visits

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems using the My RSE Journey document and within the pupils PSHE folders (see Appendix 5).

This policy will be reviewed by Emma Gildersleve, every 3 years. At every review, the policy will be approved by Head Teacher and Governing Body.

11. Further Reading

In conjunction with this policy, please also see:

- Behaviour policy and procedures
- Safeguarding policy
- Confidentiality procedures
- P.S.H.E. policy

Appendix 1a:

Examples of How RSE is covered within the school curriculum framework for all ages (pink highlighted objectives)



Richmond Hill School - PSHE Curriculum 2025

Highlighted Pink - RSE objectives - covering broader RSE within PSHE teaching.

Bold - Objectives that directly link to safeguarding.

British Values - ● **Democracy and Individual Liberty**, ● **Respect and Tolerance**, ● **Rule of Law**

Sensory	Exploring foods Follows safe routines with adult support		<p>To handle, experience and taste healthy and unfamiliar foods</p> <p>To explore and experience a range of foods</p> <p>Will make a choice from known/like foods</p> <p>Is consistent with likes/dislike responses.</p> <p>Indicates more</p> <p>Dips spoon/fork etc into food</p> <p>Drinks with support</p> <p>Begins to accept help and support with toileting and personal care routines</p> <p>Begins to accept new hygiene routines</p> <p>Begins to explore materials relating to handwashing and toothbrushing</p>
Purposeful			<p>Shows reassurance through interactions with known adult</p> <p>Accepts change in a familiar environment</p> <p>Accepts parents absence</p> <p>Accepts waiting for attention to be given</p> <p>Looks to reaction of adults when they exhibit an emotion</p> <p>Uses voice/gestures to refuse</p>
Skill Development	Developing sharing skills Identifying simple differences Asking for help Learning acceptable behaviour	● ● ●	<p>Engages in shared activity</p> <p>Learn play skills - Identplay</p> <p>Identify simple differences such as skin colour, hair colour, eye colour and gender</p> <p>To learn to ask for help</p> <p>To recognise that behaviour that hurts others' bodies or feelings is wrong.</p>
Functional Skills	Initiating interactions Participating in games with others Identifying choices	● ●	<p>Initiates interaction with peers</p> <p>To identify good and bad choices in terms of interactions with others</p> <p>To identify appropriate and inappropriate choices for behaviour</p> <p>To learn about what is kind and unkind behaviour and how this can affect others</p> <p>Show attachment to familiar people</p> <p>Takes a lead in positive interactions with familiar people</p> <p>Take turns and learn how to participate in games together</p> <p>Engages in interactive play</p>
Enrichment	Understanding all aspects of safety in different environments with different people.	● ●	<p>Understand or recognise what is meant by "safe".</p> <p>To learn about the people whose job it is to help keep us safe</p> <p>Describe, identify or recognise some simple ways we can help keep ourselves physically safe in school</p> <p>To identify, sort or describe ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) inc. how to cross the road safely; Describe ways to help keep ourselves physically safe out of school, on the way to school and when out with family, carers or friends.</p> <p>To learn some simple rules for keeping safe near water, railways, roads and fire.</p> <p>To learn how to respond safely to adults they don't know</p> <p>To learn basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>To understand basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</p>

Appendix 1b:

How RSE - Changes at Puberty is covered for year 5 and year 6 pupils

The contents below will be highly differentiated to suit the individual pupil, with careful consideration to the pupils developmental age, age, cultural and religious backgrounds and communication level.

All pupils will:

- Children will learn about puberty and the physical and emotional changes which might happen when puberty takes place.
- Children will learn about the physical changes which will happen to their bodies (shape, size, hair growth, voice change, spots).
- Children will learn about the stages of underwear to be worn as they grow.
- Children will learn about pubic hair, body odour, hygiene methods and how to apply a roll on deodorant.
- Children will learn and use the correct vocabulary for male and female body parts (including external genital parts).
- Children will learn to identify which body parts are private and how to keep these covered.
- Girls will learn about the menstrual cycle, how to physically manage their menstrual cycle, breasts and appropriate underwear.
- Boys will learn about physical changes to their private parts e.g. erections.

If a child begins to touch their private area to meet their sensory needs, a discussion with the parent and class teacher will be had as to strategies to support the child with this. For example: Some children might need to be taught that sensory touching (or masturbation) is not appropriate in school, alternatively they will be supported to manage inappropriate touching in another manner through discussion with parents prior to teaching (or as incidents arise).

Richmond Hill School - PSHE Curriculum 2025



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British Values - ● **Democracy and Individual Liberty**, ● **Respect and Tolerance**, ● **Rule of Law**

Spring and Summer Term - RSE UKS2 ONLY

	Overarching Goal /Objective	British Values Links	Statements from Curriculum Map (smaller steps)
Sensory	Use toilets or follow personal care routines safely with support. Develop toileting and hygiene communication skills	● ●	Experiences a range of body awareness activities to develop an awareness of self Will co explore the environment and objects with a safe adult. To demonstrate safe toileting practices To accept help with my personal hygiene (at home and school) from a safe adult
Purposeful	Recognise body parts (private and otherwise) Recognise male and female people, signs and parts Follow hygiene routines Follow privacy routines Develop toileting and hygiene communication skills	● ●	To name body parts and know which parts should be private To recognise main body parts To know I am a boy/girl To recognise male/female/disabled toilet signs To point to private parts To recognise main facial parts To know what kind of underwear is appropriate for me To ask for help in relation to using the toilet To show some effort to cover private parts when changing/using the bathroom To follow routines for washing my hair To follow routines for washing my hands To follow routines for washing my face To follow routines for washing my body To follow routines for changing underwear To follow routines for applying deodorant
Skill Development	Develop understanding of privacy Recognise safe adults	● ●	To learn what personal belongings are and how to take care of them. To know that our bodies are private and understand The Underwear Rule. To understand and learn the PANTS rules To recognise safe adults they can talk to in school and at home if people are unkind. To recognise/identify appropriate physical contact with peers and adults at school To learn how to respond to physical contact they do not like. To know boys and girls have different body parts To know that I can say no to unwanted touch To know which private parts each gender has To know who are my safe adults To know who to tell if something feels wrong/unsafe/uncomfortable To communicate safe / unsafe To know how to ask for help with my private body / pain / discomfort To communicate "private" To communicate what we know about private parts To name/communicate which parts of my body are private
Functional Skills		● ●	To recognise underwear and where it goes To choose appropriate underwear To recognise breasts, nipples, bottom and vagina/vulva To recognise penis, testicles, nipples, bottom To recognise armpits / underarms To recognise facial hair To know that I need to wash my body every day. To know how to apply deodorant To know how to wash my face To know how to wash my body To know not to touch my private body unless I am alone
Intentional Applied		● ●	To learn about the importance of respecting others' belongings, privacy and feelings and how it might feel if our personal belongings are lost or damaged To recognise safe adults they can talk to in school and at home if people are unkind. To recognise/identify appropriate physical contact with peers and adults at school To learn how to respond to physical contact they do not like. To know I was a baby, I am a child, I will become a teenager, I will become an adult To name my private parts and know where they are To know my body will grow bigger and stronger To know my body will change size and shape To know what to do if someone shows me their private parts To know who outside of my family (other safe adults) might need to see/touch my private parts (Medical Professionals) To know my voice might change To know I will grow pubic hair and where To know I will grow more/thicker body hair / facial hair To know not to touch razors, clippers or shavers without support and to not remove body or facial hair without help To know how often to wash my body, face and hair To know that I need to wear clean underwear everyday To know which toilet I should use To know that hygiene means keeping myself clean To know that I might get spots or acne and this is ok
		● ●	To learn the difference between appropriate and inappropriate touch; To learn that they have the right to say "no" to unwanted touch To learn about how to respond if physical contact makes them feel uncomfortable or unsafe Begin to understand the concept of "consent" - Learning its ok to say no. To learn who to tell if they feel worried, unsafe or unhappy about something at home, school or somewhere else To know the word puberty means my body will change as I grow older. This happens to everyone. To name my private parts and know where they are To name the private parts of the opposite gender To know that as I grow my body will change and I will look different To know my feelings and likes/dislikes might change as I grow To recognise that only roll-on deodorants are safe To know that I will need to wash my hair more often as I grow
			To understand consent and respecting personal space To know how to manage spots or acne To know how to change discreetly and appropriately in different situations. To know about how to be safe online - what to do if I see private parts on the internet To know how to be safe online - what to do if someone speaks to me about my or their private parts. To understand that safe adults should always ask before they look at or touch my body

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW (based on the Government guidelines for all primary aged pupils - DFE)
Families and people who care about me	<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 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	<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	<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 cyberbullying), 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
Online relationships	<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	<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

These objectives will be taken into consideration but may not suit all learners at RHS based on their developmental levels- they will be incorporated into RSE and PSHE.

Each pupil will be assessed as an individual by teachers and with input from parents.

Appendix 3: Glossary

PSHE- Personal, Social, Health and Economic Education.

The lessons in which the curriculum delivers knowledge, skills and understanding to lead confident, healthy and independent lives.

RSE - Relationships and Sex education.

The lessons in which the curriculum delivers essential skills for building positive, enjoyable and respectful relationships and for staying safe both on and off line.

Relationships - how a pupil will interact with another person. This could be; strangers, family, a teacher, friends or a professional such as a doctor, etc.

HE- Health Education

The lessons in which the curriculum delivers information children need to make good decisions about their own health and wellbeing.

RE- Relationships Education

Masturbate/ Masturbation- stroking or touching their genitals.

The lessons in which the curriculum delivers information children need to help them develop healthy, nurturing relationships of all kinds.

Pathways- The groups RHS pupils work in based on an individual's emotional and developmental maturity.

Roots - Children working on a lower developmental assessment level based on the average assessment for the pupils attending RHS currently.

Shoots- Children working on an average developmental assessment level based on the average assessment for the pupils attending RHS currently.

Leaves - Children working above developmental assessment level based on the average assessment for the pupils attending RHS currently.

EYFS- reception to year 1

KS1- children from year 2 age to Year 3

KS2- children from Year 4 to Year 6

Appendix 4: Puberty - Changes to my body information

'Changes to my body' lessons are part of the statutory science delivery of RSE. Our overall aim is to prepare pupils for puberty and encourage responsible attitudes and behaviour. We aim to maximise parent involvement with these lessons to ensure continuity and reinforcement outside of school of the vocabulary and content which is taught. The children will be taught the following:

Male / female body parts - correct vocabulary / terminology for them (alternative vocabulary for body parts are also discussed).

Public / private - how to keep ourselves safe, our bodies private particularly as our bodies develop into adolescent bodies.

Physical contact - appropriate and inappropriate, safe and unsafe.

Changes to the body / puberty - hair growth, change of body shape, change of body size. Girls will also learn about menstruation, and practise sanitary routines. Boys will learn about involuntary physical reactions (erections), deepening of their voice and facial hair.

Hygiene - how to apply deodorant and keep clean (especially with increased body hair / spots).

Changing of emotions / interests.

Will boys and girls be taught together?

Lessons discussing general areas of physical changes, emotional changes and the correct vocabulary for both male and female body parts will be taught in mixed gender groups where developmentally appropriate. It is essential as part of safeguarding that children are aware of the vocabulary for both genders' body parts. Lessons focusing on further areas of change (such as menstruation) will *only* be taught in single gender groups.

Can children of different year groups attend the 'Growing Up and Changing' lessons?

If individual children from other year groups in KS2 require any aspect of the 'Changes at Puberty' curriculum, they can attend the upper KS2 ~~and year 7 lessons~~ or have them taught separately. This will require the request / permission of the child's parent / guardian and the class teacher. This is particularly important for female children who begin their menstrual cycle at a younger age - they will participate in the menstrual cycle lessons.

Who will teach the 'changes to my body' Lessons?

The lessons will be taught by individual class teachers or HLTA to ensure the pupils are comfortable, confident and familiar with the adult. The Teacher's rapport and relationship with pupils plays a crucial role in teaching the content of RSE.

How will parents be supported?

Parents will be invited to a workshop before the lessons commence to be informed of the lesson content, view the resources, ask questions and seek advice regarding their child and how to approach the onset of puberty. The workshop will be repeated on a yearly basis for those in year 5/6. Parents will have the opportunity to

discuss RSE during termly meetings such as parents evening when the class teacher will complete the My RSE Journey document in consultation with parents. Additional meetings can be arranged where necessary upon request.

Appendix 4: Pupil feedback examples:

Independent Prompt Support Initials: AMB

RSE - what do you want to learn? Sort the RSE topic areas into things you do and do not want to learn about. Add your own 'extras' to each box.

Things I do want to learn about...

Things I do not want to learn about...

How do you feel about the RSE topic?
I feel extremely happy to learn about my body

Independent Prompt Support Initials: A B

RSE - what do you want to learn? Sort the RSE topic areas into things you do and do not want to learn about. Add your own 'extras' to each box.

Things I do want to learn about...

Things I do not want to learn about...

How do you feel about the RSE topic?
I think I will be very frustrated

We talked about things we will learn about. Body changing size and shape, healthy deodorant is in the middle as Alice said we is not sure about them.

Appendix 5: RSE Assessment

2024 RSE assessment grids - Year 5/6

2024 RSE assessment grids - Year 5/6				
Name:		Key		
Class:		0	No or little understanding	
		1	Limited understanding / Evidenced	
		2	Can apply this skill / Maintained	
		3	Fully understood / Generalised	
Area of Understanding	Year 5		Year 6	
	Score	Notes	Score	Notes
Which parts of my body are private				
I know my gender; I know what puberty means; I know which parts of my body are private and can point, mark, show someone these areas; I know boys and girls have different body parts; I know which parts need to be covered				
Safe places and Safe adults				
I know where it is ok to be unclothed (bathroom, bedroom, changing room, toilet cubicle); I can follow routines for keeping myself private when using the toilet - door closed etc; I know who my safe adults at school are and can name demonstrate this; I know who my safe adults at home are and can name/demonstrate this; I know who should not see my private body; I know places where I need to keep my private body covered.				
Naming private body parts				
I can use the appropriate anatomical names for all of MY body parts; I can use the appropriate anatomical names for all of the opposite gender body parts; I can demonstrate my understanding of which parts are private				
Appropriate choices and placement of underwear				
I know where my underwear goes and what would be appropriate underwear for me; I know where someone else's underwear might go and that underwear is different for boys and girls, adults and children; I know that as I grow older I might need different underwear; I know that swimwear is the same as underwear and keeps me private; I know that underwear covers up my private body				
Changes - Hair growth				
I know the places where I will start to grow pubic hair during puberty; I can label this, draw this, point to these areas or discuss this. I know that my hair on my head may get greasy or need washing more regularly; I know that my eyebrows might grow more; I know that boys may develop facial hair (beards, mustaches)				
Changes - spots				
I know the places where I might get spots during puberty; I know that spots are normal; I know that washing my face every day can help with spots; I know that I need to use special soap; I know/can follow the routine for washing my face.				
Changes - Hygiene				
I know that I need to bath/shower/wash every day as I get older. I know that I need to wash my private parts, underarms and face every day; I know that I need to use different soaps on different parts of my body; I can follow routines for washing different parts of my body; I know that I will need to wear deodorant; I can follow routines for applying deodorant				
Changes - Growth of body parts				

I know that different parts of my body will grow as part of puberty. I know that my body will change shape. Girls: I know that my hips might widen, breasts grow; I might grow taller; I might change size, weight or height. Boys: I know that my voice will change, I know that my throat might change shape, I know that my penis and testicles might grow, I know that my shoulders might get broader, I know that I might get taller				
Changes - Emotions, Feelings				
I know the zones of regulation and the emotions that are within them; I know that I might feel bigger or more dramatic feelings; I know that I might feel sad or cross and not know why; I know who to ask for help; I know that if I feel different it is ok; I know how to ask for help from a safe adult.				
Safety - How, when and who to ask for help				
I know about appropriate and inappropriate touch and behaviour; I know who to tell if my body hurts; I know who to tell if I am not ok; I know who might be able to help; I know that doctors, nurses and people at school might be able to help me.				
Gender specific				
GIRLS: I know that I will start to have periods once a month; I know that periods are normal; I know that I am safe even if I am bleeding a little; I know who to ask for help; I can follow a routine for managing a period; I know that periods are private but my safe adults can help me				

Small steps to be considered in assessment - for reference

Girls
<i>Body Changes: I know...</i>
I was a baby, I am a child, I will become a teenager, I will become an adult
The word puberty means my body will change as I grow older. This happens to everyone
As I grow my body will change and I will look different
My feelings and likes / dislikes will change
I am a girl
Boys and girls have different body parts
My hips will grow wider (body shape change)
I will grow breasts (body shape change)
I will grow taller (body size change)
I will wear a crop top or a bra to support and cover my breasts
I will grow pubic hair under my arms and above my vagina
I will grow more / thicker hair (especially legs and arms)
I should not remove my own body hair without help from a safe adult.
I should never touch razors, clippers or shavers without at adult.

<i>I can recognise / point to (on myself, symbols or the doll)...</i>
Main facial parts
Main body parts
Breast/s, nipples, Vagina/Vulva, bottom
Penis, testicles
Under-arms / armpits
Pubic hair (underarms and around vagina/vulva)
Nappy, knickers/pants
Crop top / Bra
Private parts
<i>I can say / sign / communicate...</i>
Main facial parts
Main body parts
Breasts, nipples, vagina/vulva
Penis, testicles, bottom
Pubic hair (under arms, around vagina/vulva)
Body hair

Nappy, knickers/pants
Crop top / Bra
Private parts
Help
Safe
Dangerous / unsafe

Body Privacy and Safety: I know...

Who my safe adults are to tell if something unsafe happens
My bottom, penis and testicles must be kept private
Private body parts must not be seen or touched by others
Private body parts must be covered by underwear
I can look at or touch my own private body parts.
A Dr / nurse can look at my private body parts if they are hurting
A parent can look at my private body parts if they are hurting or if I need help cleaning/bathing
I must not see or touch another person's private body parts
Girl's private body parts are... (breasts, vagina/vulva, bottom)
Boy's private body parts are... (penis, testicles, bottom)
I can point to my own private body parts
I can point to the opposite gender's private body parts on a doll / symbols
I know what type of knickers are 'safe' and appropriate for my age
I shield my private body parts when changing my clothes
What to do if someone shows me or asks me to touch their private body parts
What to do if someone asks to see or touches my private body parts
What to do if I see private body parts on the internet or in the media (e-safety)
What to do if someone online speaks to me about private body parts / sends me photos (e-safety)
How to keep my body private when toileting (home and school)
Recognise the male/female/disabled toilet door signs
Which body parts are not private (I can see these)
Which body parts are ok to touch on another person
To always ask or be invited before I touch another person

Hygiene: I know...

Hygiene means keeping myself clean
I might get spots or acne and what spots look like.
Not to touch or pick my spots
How to clean my face if I have spots
Spots might feel sore or sting my face
That I might sweat more as I get older.
Sweating can cause body odour or an unpleasant smell
It is rude to tell someone they smell / have body odour
I must wash my full body every day
How to wash under my arms
How to apply a roll on deodorant myself
Spray deodorants can be dangerous so we use roll on at school
That I should wear clean clothes
I must wear clean underwear and socks everyday
I must always wear pants / knickers
I must wash my hair regularly
How to recognise if my hair is clean or dirty / greasy
How to recognise if my nails are clean/ dirty /too long

Menstrual Cycles: I know...

All girls will start to have periods
Period means small amounts of blood will come out of my vagina.
Girls start their period at different ages
You have periods once a month and your period lasts 5days - 1 week
I might see blood when I go to the toilet
I can tell my safe adults when it is my period time
What a sanitary pad is
What a sanitary bin is
How to find a ladies toilet (sign)

I need to wear a sanitary pad inside of my knickers or special underwear
I must only look at / change my sanitary pad / underwear in a private toilet
What a dirty / used /old sanitary pad looks like
I must wash my hands before/after changing my pad.
How to accept help with my pad / underwear
How to change my sanitary pad / underwear
That we might see that adults use tampons, but tampons are not safe for children (me)
My tummy might hurt before, and during my period
When there is no more blood then my period has ended
Menstrual Cycles: I can physically...
Tell a safe adult that I am bleeding / have my period / it has stopped
Tell an adult if my tummy hurts
Ask to go to the toilet
Ask for help
Know where to find and to take my personal care bag with me to the toilet
Find a girls toilet (sign) with a sanitary bin
Check and decide if my sanitary pad is clean or unclean
Find and unwrap a new sanitary pad
Remove my used sanitary pad and dispose of it
Place a new sanitary pad into my underwear
Wash my hands before and after changing my pad
Tell an adult if the sanitary pad feels uncomfortable

Boys
Body Changes: I know...
I was a baby, I am a child, I will become a teenager, I will become an adult
The word puberty means my body will change as I grow older. This happens to everyone
As I grow my body will change and I will look different
My feelings and likes / dislikes will change
I am a boy
Boys and girls have different body parts
My body will grow bigger and stronger
I will grow broader shoulders (body shape change)
I will grow taller (body size change)
My voice will change (deeper)
My 'Adam's Apple' will grow bigger
I will grow pubic hair under my arms, on my chest and above my penis
I will grow more / thicker body hair (especially legs and arms)
Hair might start to grow on my face (beard and moustache)
I should not remove my own body hair without help from a safe adult.
I should never touch razors, clippers or shavers without at adult.

I can recognise / point to (on myself, symbols or the doll)...
Main facial parts
Main body parts
Breasts, nipples, vagina/vulva
Penis, testicles, bottom
'Adam's apple' on throat
Under-arms / armpits
Pubic hair (under arms, above penis)
Body hair
Facial hair / beard / moustache
Nappy/pants/boxer shorts
Private parts
I can say / sign / communicate...
Main facial parts
Main body parts
Breasts, nipples, vagina/vulva
Penis, testicles, bottom
'Adam's apple' on throat

Belly button, under-arms
Pubic hair (under arms, above penis)
Body hair
Facial hair / beard / moustache
Nappy/pants/boxer shorts
Private
Help
Safe
Dangerous / unsafe

Body Privacy and Safety: I know...

Who my safe adults are to tell if something unsafe happens
My bottom, penis and testicles must be kept private
Private body parts must not be seen or touched by others
Private body parts must be covered by underwear
I can look at or touch my own private body parts.
A Dr / nurse can look at my private body parts if they are hurting
A parent can look at my private body parts if they are hurting or if I need help cleaning/bathing
I must not see or touch another person's private body parts
Girl's private body parts are... (breasts, vagina/vulva, bottom)
Boy's private body parts are... (penis, testicles, bottom)
I can point to my own private body parts
I can point to the opposite gender's private body parts on a doll / symbols
I shield my private body parts when changing my clothes
What to do if someone shows me or asks me to touch their private body parts
What to do if someone asks to see or touches my private body parts
What to do if I see private body parts on the internet or in the media (e-safety)
What to do if someone online speaks to me about private body parts / sends me photos (e-safety)
How to keep my body private when toileting (home and school)
Recognise the male/female/disabled toilet door signs
How to use a urinal safely
Which body parts are not private (I can see these)
Which body parts are ok to touch on another person
To always ask or be invited before I touch another person

Hygiene: I know...

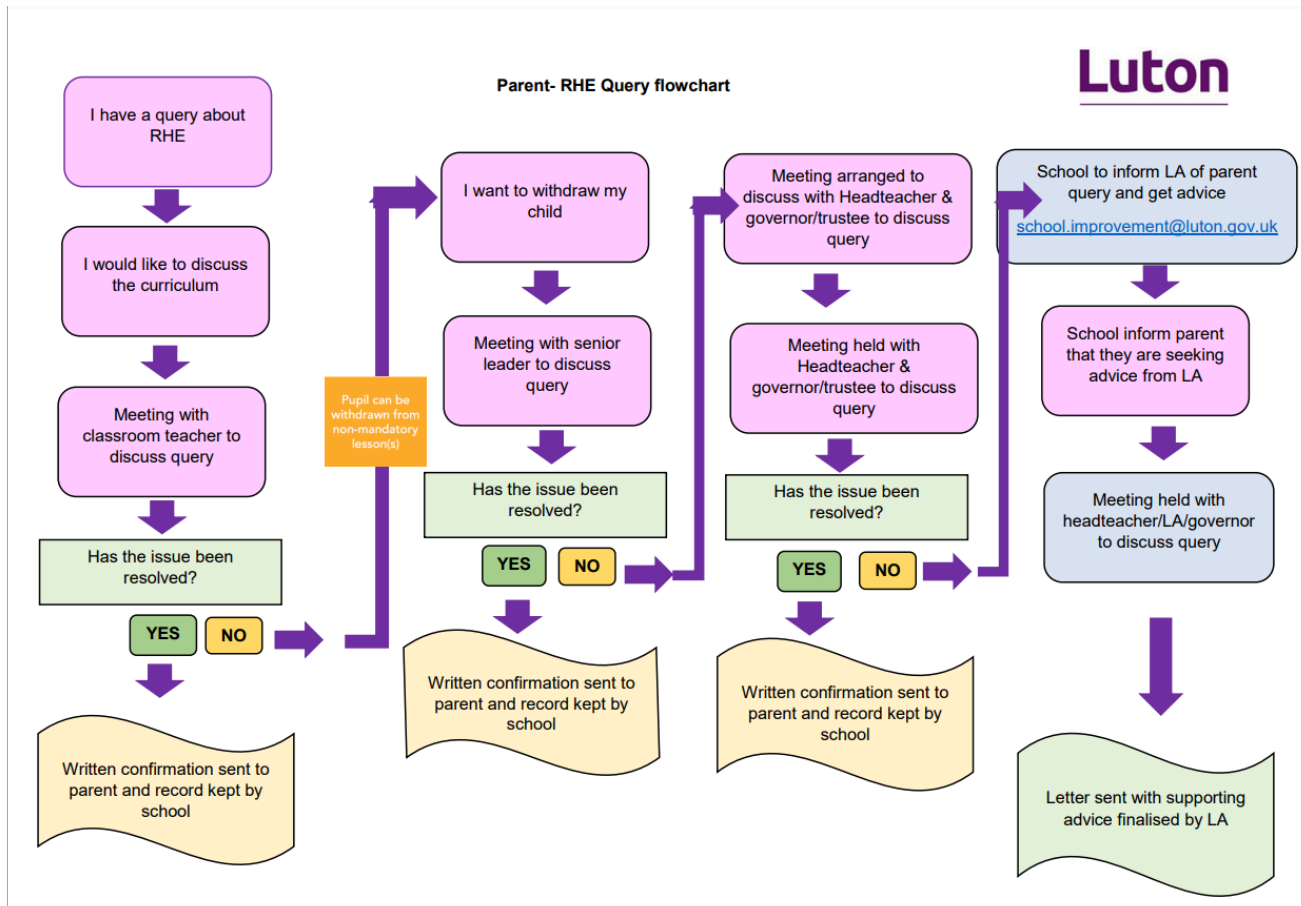
Hygiene means keeping myself clean
I might get spots or acne and what spots look like.
Not to touch or pick my spots
How to clean my face if I have spots
Spots might feel sore or sting my face
That I might sweat more as I get older.
Sweating can cause body odour or an unpleasant smell
It is rude to tell someone they smell / have body odour
I must wash my full body every day
How to wash under my arms
How to apply a roll on deodorant myself
Spray deodorants can be dangerous so we use roll on at school
That I should wear clean clothes
I must wear clean underwear and socks everyday
I must always wear pants / knickers
I must wash my hair regularly
How to recognise if my hair is clean or dirty / greasy
How to recognise if my nails are clean/ dirty /too long

Erections (if appropriate)

My penis is normally soft
My penis might feel hard and 'stand up' this is called an erection
Sometimes sticky liquid might come out of my penis this is called ejaculating/ejaculation
My erection will 'go' away

I must clean the sticky liquid (semen) with a tissue and flush the tissue down the toilet
I must wash my hands after cleaning myself
I might have an erection when I wake up in the morning
My erection will 'go down' (penis will become soft again) in a few minutes if I do not touch it
I might wake up and feel semen in my pants / pyjamas – this means I ejaculated whilst I was asleep - a wet dream
I must clean my penis after a wet dream and my pants / pyjamas will need washing
I know who to ask if I am worried about this (safe adults)

Appendix 6: LAC flowchart for RSE



Appendix 7: Understanding Relationships and Health Education in your child's primary school: a guide for parents (Department for Education)

Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



Department
for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.