



# Personal, Social, Health, Relationships Education (PSHRE) Policy

(Including sex and relationships)

Signed by:

H. Bide Headteacher Date: Nov 25

A. Butler Chair of governors Date: Nov 25

Next Review date: on or before Nov 2026

Version 1.4

## Version Control

Version	Page/Section	Date of Amendment	Amended by	Summary of amendments
1.2	1.1	June 24	H. Bide	Updated relevant documents
1.2	2.2	June 24	H. Bide	<ul style="list-style-type: none"> <li>•Knowing, understanding, and acting within the statutory frameworks which set out their professional duties and responsibilities.</li> <li>•Showing tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.</li> <li>•Upholding fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.</li> <li>•Ensuring a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.</li> <li>•Ensuring that PSHE teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of the subject.</li> </ul>
1.2	3	June 24	H. Bide	Entire New Section: Aims and Structure of the PSHE Curriculum
1.2	15	June 24	H. Bide	Entire New Section: Equality and accessibility
1.2	16	June 24	H. Bide	Entire New Section: Safeguarding
1.3	7.9	July 24	H. Bide	<p>Added additional text (<i>in italics</i>)</p> <ul style="list-style-type: none"> <li>•About menstrual wellbeing and key facts relating to the menstrual cycle <i>from the end of Year 3</i>.</li> </ul>
1.3	10.3	July 24	H. Bide	<p>Added:</p> <p>Throughout school pupils will be taught about the diverse nature of families and people through age appropriate stories.</p>
1.3	12.2	July 24	H. Bide	<p>Removed:</p> <ul style="list-style-type: none"> <li>• <b>Citizenship</b> – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.</li> </ul>
1.4	1.1	Nov 25	H.Bide	Updated to the latest version of KCSIE 25
1.4	2.1	Nov 25	H.Bide	Removed:

				<ul style="list-style-type: none"> <li>Ensuring all pupils make progress in achieving the expected educational outcomes.</li> <li>Ensuring the curriculum is well led, effectively managed and well planned.</li> <li>Evaluating the quality of provision through regular and effective self evaluation.</li> <li>Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.</li> <li>Providing clear information for parents on subject content and their rights to request that their children are withdrawn.</li> <li>Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.</li> </ul> <p>Replaced with:</p> <ul style="list-style-type: none"> <li>Ensuring the school's PSHE Policy is implemented effectively.</li> <li>Ensuring that the PSHE Policy, as written, does not discriminate on any grounds or protected characteristics.</li> </ul>
1.4	4.9	Nov 25	H. Bide	Updated the e-mail address
1.4	5.3	Nov 25	H. Bide	Update to reflect location on new website

## 1. Legal framework

1.1. This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2014) 'National curriculum in England: framework for key stages 1 to 4'
- DfE (2022) 'Personal, social, health and economic (PSHE) education'
- DfE (2021) DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2025) 'Keeping children safe in education 2025' (KCSIE)

1.2. This policy operates in conjunction with our other school policies.

## 2. Roles and responsibilities

2.1. The governing board is responsible for:

- Ensuring the school's PSHE Policy is implemented effectively.
- Ensuring that the PSHE Policy, as written, does not discriminate on any grounds or protected characteristics

The **headteacher** is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on a bi-annual basis.
- Knowing, understanding, and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Showing tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Upholding fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

- Ensuring a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Ensuring that PSHE teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of the subject.

2.2. The relationships, sex and health education subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher/Governors.

2.3. The appropriate teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

2.4. The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

### **3. Aims and structure of the PSHE curriculum**

3.1 The school will seek to use PSHE to build, where appropriate, on the statutory content outlined in curriculum guidance documents on:

- Drug education.
- Financial education.
- Sex and relationship education (SRE).
- The importance of physical activity and diet for a healthy lifestyle.

3.2 The school recognises that it is now a statutory requirement to teach much of PSHE education via the statutory content – often referred to as RSHE – covering relationships education at key stages 1 and 2, relationships and sex education (RSE) at key stages 3 and 4, and health education from key stages 1 to 4.

3.3 The school's PSHE curriculum will also cover economic wellbeing, careers and enterprise education, and personal safety, including assessing and managing risk, as vital parts of the school's PSHE curriculum.

3.4 PSHE complements several other curriculum subjects; therefore, where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

## 4. Organisation of the curriculum

- 4.1. Every primary school is required to deliver statutory relationships education and health education.
- 4.2. For the purpose of this policy, “**relationships and sex education**” is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.
- 4.3. For the purpose of this policy, “**health education**” is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- 4.4. The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school's PSHRE curriculum.
- 4.5. The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance.
- 4.6. The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.
- 4.7. The relationships and health curriculum will be informed, where necessary, by issues in the school and wider community to ensure it is tailored to pupils' needs.
- 4.8. We consult with parents, pupils and staff in the following ways:
  - Questionnaires and surveys

- Meetings
- Newsletters and letters

4.9. Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the class teacher/headteacher.
- Emailing: [enquiries@osbournby-cit.co.uk](mailto:enquiries@osbournby-cit.co.uk)

4.10. The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.

4.11. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

## 5. Consultation with parents

5.1. The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum.

5.2. The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum.

5.3. Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

This can be found on the school website (Curriculum, Subjects, PSHE / RSE)

5.4. The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

5.5. Parents were consulted in the writing of the curriculum and this policy, and are encouraged to provide their views at any time.

## 6. Relationships education overview

### Families and people who care for me

6.1. By the end of primary school, pupils will know:

- That families are important for them growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other

family members, the importance of spending time together and sharing each other's lives.

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

### **Caring friendships**

6.2. By the end of primary school, pupils will know:

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

### **Respectful relationships**

6.3. By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.

  

- The importance of self-respect and how this links to their own happiness.

- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

### **Online relationships**

6.4. By the end of primary school, pupils will know:

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

### **Being safe**

6.5. By the end of primary school, pupils will know:

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

## 7. Health education overview

7.1. The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

### **Mental wellbeing**

7.2. By the end of primary school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### **Internet safety and harms**

7.3. By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.

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

### **Physical health and fitness**

7.4. By the end of primary school, pupils will know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school if they are worried about their health.

### **Healthy eating**

7.5. By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

### **Drugs alcohol and tobacco**

7.6. By the end of primary school, pupils will know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### **Health and prevention**

7.7. By the end of primary school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

- About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

### **Basic first aid**

7.8. By the end of primary school, pupils will know:

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

### **Changing adolescent body**

7.9. By the end of primary school, pupils will know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle from the end of Year 3.

## **8. Sex education**

- 8.1. All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.
- 8.2. The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.
- 8.3. At our school, we do teach pupils sex education beyond what is required of the science curriculum.
- 8.4. Parents are fully consulted in the organisation and delivery of our sex education curriculum.
- 8.5. Parents are given the opportunity to advise on what should be taught through sex education.
- 8.6. The age and development of pupils is always considered when delivering sex education.

## **9. Curriculum by year group**

- 9.1. The school is free to determine, within the statutory curriculum content outlined above, what pupils are taught during each year group.
- 9.2. The school always considers the age and development of pupils when deciding what will be taught in each year group.

- 9.3. The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.
- 9.4. The Relationships, Personal, Social & Health Education taught in each key stage is outlined on our PSHRE document.
- 9.5. The sex education content that children may be withdrawn from is taught in upper key stage 2 (Year 5/6). *Pupils are taught about the reproductive organs and process - how babies are conceived and born and how they need to be cared for.*

## 10. Delivery of the curriculum

- 10.1. The relationships, sex and health curriculum will be delivered as part of our PSHRE curriculum. We use the KAPOW scheme of work.
- 10.2. Our PSHRE curriculum revolves around 3 core themes outlined in the PSHRE Association guidance: Health & Wellbeing, Relationships, and Living in the Wider World. The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.
- 10.3. Throughout school pupils will be taught about the diverse nature of families and people through age appropriate stories. Pupils will be taught about LGBTQ+ in Upper Key Stage 2; in relation to personal identity, however, we will always consider the development and maturity of pupils before teaching this topic.
- 10.4. The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.
- 10.5. Classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- 10.6. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 10.7. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.
- 10.8. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.
- 10.9. The programme will be designed to focus on boys as much as girls, and activities will be planned to ensure both are actively involved.
- 10.10. Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

10.11. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.

10.12. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

## 11. Working with external experts

11.1. External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.

11.2. The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.

11.3. Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.

11.4. The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

11.5. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

## 12. Curriculum links

12.1. The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.

12.2. Relationships, sex and health education will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

## 13. Withdrawing from the subjects

13.1. Relationships and health education are statutory at primary and parents **do not** have the right to withdraw their child from the subjects.

- 13.2. As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from all or part of the sex education curriculum. The sex education content that children may be withdrawn from is taught in upper key stage 2 (Year 5/6).
- 13.3. The headteacher will automatically grant withdrawal requests; however, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
- 13.4. The headteacher will discuss with the parent, the benefits or receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.
- 13.5. The headteacher will keep a record of the discussion between themselves, the pupil and the parent.
- 13.6. Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

## **14. Behaviour**

- 14.1. Any bullying incidents caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.
- 14.2. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil in line with our policies.

## **15. Equality and accessibility**

- 15.1 The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of any of the protected characteristics.
- 15.2 The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for some pupils based on their protected characteristics.
- 15.3 The school will design the PSHE curriculum to be inclusive of all pupils. The school will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. having SEND or being LGBTQ+.
- 15.4 Teachers will understand that they may need to liaise with the SENCO and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.
- 15.5 Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains

sensitive, age-appropriate and developmentally appropriate, and is delivered with reference to the law.

## **16. Safeguarding**

- 16.1 The school recognises the role it plays in preventative education and will ensure that pupils are taught about how to keep themselves and others safe, including online.
- 16.2 The school will implement a whole-school approach to PSHE that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny, misandry, homophobia, biphobia, transphobia, and sexual violence and harassment.
- 16.3 Teaching will be tailored to the specific needs and vulnerabilities of individual pupils, including pupils who are victims of abuse and pupils with SEND.
- 16.4 Confidentiality within the classroom will be an important component of PSHE, and teachers will be expected to respect the confidentiality of their pupils as far as is possible, in compliance with the school's Pupil Confidentiality Policy.
- 16.5 Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.
- 16.6 PSHE teachers will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.
- 16.7 The DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum.

## **17. Staff training**

- 17.1. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

## **18. Confidentiality**

- 18.1. Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL (Designated Safeguarding Lead) and handled in accordance with the Child Protection and Safeguarding Policy.

## **19. Monitoring quality**

- 19.1. The relationships, sex and health education subject leader is responsible for monitoring the quality of teaching and learning for the subjects and reporting to the Headteacher/Governors.
- 19.2. The relationships, sex and health education subject leader will monitor provision, which will include a mixture of the following:
  - Self-evaluations
  - Lesson observations
  - Topic feedback forms
  - Learning walks
  - Work scrutiny
  - Knowledge Organiser scrutiny

## **20. Monitoring and review**

- 20.1. This policy will be reviewed on a annual basis by the relationships, sex and health education subject leader and headteacher. The next scheduled review date for this policy is November 2026.
- 20.2. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.
- 20.3. The governing board is responsible for approving this policy.
- 20.4. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.