



LORDSHIP LANE
PRIMARY SCHOOL

Relationships & Sex Education and Health Education Policy

2025/27

Statutory or non-statutory	Haringey Policy adapted for LLPS	Date reviewed	Date of next review
Statutory	Yes	September 2025	September 2027

Relationships and Sex Education Policy incorporating PSHE and Health Education

Definition of Relationships, Sex and Health Education

Relationships & Sex Education (RSE) and Health Education are lifelong learning about physical, moral and emotional development. They are about understanding the characteristics of safe, positive and healthy relationships, which might be with friends, family or other adults. RSE provides pupils with the opportunity to learn about how to assess risks and keep themselves safe from harm. They develop the knowledge and skills to form positive, healthy choices, look after themselves and others, and importantly, to keep safe as they develop through life and into adulthood. It prepares pupils for the changes of adolescence and ensures they are equipped to manage these effectively. All of this is set within the morals and values of our school.

Why is RSE important to our school?

Values are the principles, beliefs and standards that guide our feelings, thinking and behaviour. These values underpin the school curriculum too, informing our sense of our relationships, our society and ourselves.

Our own set of values reflects and shapes our personal view of the world and how we interact with one another. These values are understood and practiced across the world. By thinking about and discussing values we are helping our pupils to both develop their own views and opinions and respect those of others.

We want to create the climate for a happy and successful school. We believe that positive values should underpin our curriculum and all of school life.

Together as a school community, we discussed over 100 different values. We worked in teams with staff, parents and pupils to decide on the 6 values we felt were the most important for the pupils in our wonderful school.

Our values are: Adventure, Respect, Inclusion, Perseverance, Aspiration, Empathy.

Aims

- To work in partnership with parents, staff, and governors to develop the knowledge and skills of pupils within PSHE.
- To offer all pupils a planned programme of education about human development, healthy relationships of all kinds, and family life that is developmental and appropriate to the age and maturity of the pupil.
- To teach about relationships in relation to the pupil's experiences and observations of the different families that they come across in our community and the world within a shared moral framework that emphasises stable relationships and family life.
- To encourage pupils to develop a positive view of themselves and to respect others.

- To help pupils understand that they have rights over their bodies.
- To help pupils recognise pressure in all its forms and have strategies to resist this.
- To give pupils the knowledge and skills to recognise and manage risks and keep themselves safe, in real life and online.
- To support pupils to understand what helps to keep their bodies and minds healthy and things they can do to improve their health and wellbeing.
- To provide opportunities for all pupils to learn in ways that are appropriate to their needs as individuals and as members of the local community.

Legislation

This policy has been written with regard to the Department for Education's guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' published in June 2019. This is a statutory guidance issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996. These regulations are made under sections 34 and 35 of the Children and Social Work Act 2017 and provide that pupils receiving primary education must be taught Relationships Education and Health Education. The policy is also influenced by a number of other statutory legislation, including the Equality Act 2010, Keeping Pupils Safe in Education (2020) the non-statutory guidance.

Policy Development, Responsibilities and Review

The RSE policy has been reviewed in consultation with staff and governors. It will be reviewed annually using the processes outlined below. Responsibilities regarding the policy are outlined below:

Governing Body

- Nominate PSHE/RSE lead in school
- Development and implementation of RSE policy outlining the rationale and organisation of the RSE programme, including information on parents' rights to withdraw from sex education and compliant with the Equalities legislation.
- Ensure that parents are informed about the RSE policy.
- Ensure that all staff comply with the policy.
- Ensure that the policy is available on the school website and to parents.
- Ensure that adequate resourcing is available for the subject
- Link governor to monitor PSHE/RSE
- Monitoring, review and evaluation of this policy

Head Teacher

- Consult with key stakeholders about the RSE policy
- Implement the RSE policy
- Monitor compliance to the policy
- Work closely with the link governor and PSHE/RSE lead (Yasemin Jemal)
- Provide leadership and vision in respect of equality

- Organise quality training for the teaching staff in order to ensure that they feel skilled and equipped to deliver effective RSE
- Monitor the effectiveness of this policy and periodically report to governors.

Co-ordinator/Leader

- Lead the development of this policy throughout the school
- Work closely with the Head Teacher and the nominated governor
- Provide guidance and support to all staff
- Provide training for all staff on induction and when the need arises;
- Keep up to date with new developments and resources
- Undertake risk assessments when required
- Review and monitor the RSE curriculum
- Monitor the effectiveness of this policy and report periodically to governors
- Provide information to parents on what will be covered and when.

Review

The policy will be reviewed annually. This review will be informed by staff, governors, parent and pupil feedback. Assessment data and evidence of delivery will be used to evaluate if the curriculum is meeting the intended outcomes. The review process will also take account of emerging legislation and national and local good practice.

Dissemination

We will raise awareness of this policy via:

- The school website
- Meetings with parents
- Meeting with school staff
- Communications with home such as newsletters or year group targeted letters, where necessary
- Head Teacher reports to governing body

Content of RSE

Each year group in Lordship Lane Primary School benefits from 3-6 lessons per year dedicated to RSE as part of our wider PSHE programme. The learning intentions and outcomes for these lessons are listed below:

Reception

<u>Lesson</u>	<u>Learning Intention</u>	<u>Learning Outcomes</u>	<u>Department for Education Statutory Requirements</u>
1 Caring Friendships	To recognise the importance of friendships	<ul style="list-style-type: none"> ▪ Know that friendships can make us feel happy ▪ Know some ways that we can make new friends feel welcome 	<p style="text-align: center;">Relationships Education</p> <ul style="list-style-type: none"> ▪ Caring Friendships (2a, 2c) <p style="text-align: center;">Health Education</p> <ul style="list-style-type: none"> ▪ Mental Wellbeing (1b, 1c, 1g)
2 Being Kind	To recognise the importance of saying sorry and forgiveness	<ul style="list-style-type: none"> ▪ Know that arguing with friends and then making up can make friendships stronger ▪ That resorting to violence is never right 	<p style="text-align: center;">Relationships Education</p> <ul style="list-style-type: none"> ▪ Caring Friendships (2d) <p style="text-align: center;">Health Education</p> <ul style="list-style-type: none"> ▪ Mental Wellbeing (1b, 1c)
3 Families	To recognise that all families are different	<ul style="list-style-type: none"> ▪ Identify different members of the family ▪ Understand how members of a family can help each other 	<p style="text-align: center;">Relationships Education</p> <ul style="list-style-type: none"> ▪ Families and People Who Care for Me (1a) ▪ Caring Friendships (2a) ▪ Respectful Relationships (3a)

Year 1

<u>Lesson</u>	<u>Learning Intention</u>	<u>Learning Outcomes</u>	<u>Department for Education Statutory Requirements</u>
1 Different Friends	To understand that we are all different but can still be friends	<ul style="list-style-type: none"> ▪ Know that we can be friends with people who are different to us 	<p style="text-align: center;">Relationships Education</p> <ul style="list-style-type: none"> ▪ Respectful Relationships (3a, 3e) <p style="text-align: center;">Health Education</p> <ul style="list-style-type: none"> ▪ Mental Wellbeing (1b, 1c)
2 Growing Changing	To discuss how children grow and change	<ul style="list-style-type: none"> ▪ Understand that babies need care and support ▪ Know that older children can do more by themselves 	<p style="text-align: center;">Key Stage 1 Science</p> <ul style="list-style-type: none"> ▪ Identify, name, draw and label the basic parts of the human body
3 Families and Care	<p>To explore different types of families and who to ask for help</p> <p>To identify who can help when families make use feel unhappy or safe</p>	<ul style="list-style-type: none"> ▪ Know there are different types of families ▪ Know which people we can ask for help 	<p style="text-align: center;">Relationships Education</p> <ul style="list-style-type: none"> ▪ Families and People Who Care for Me (1a, 1b, 1c, 1d, 1f) ▪ Caring Friendships (2e) ▪ Respectful Relationships (3a, 3e) ▪ Being Safe (5d, 5e) <p style="text-align: center;">Health Education</p> <ul style="list-style-type: none"> ▪ Mental Wellbeing (1b, 1c)

Year 2

<u>Lesson</u>	<u>Learning Intention</u>	<u>Learning Outcomes</u>	<u>Department for Education Statutory Requirements</u>
1 Differences	<p>To introduce the concept of gender stereotypes</p> <p>To identify differences between males and females</p>	<ul style="list-style-type: none"> ▪ Understand that some people have fixed ideas about what boys and girls can do ▪ Describe the difference between male and female babies 	<p style="text-align: center;">Relationships Education</p> <ul style="list-style-type: none"> ▪ Respectful Relationships (3a, 3g) <p style="text-align: center;">Key Stage 1 Science</p> <ul style="list-style-type: none"> ▪ Identify, name, draw and label the basic parts of the human body
2 Male & Female Animals	<p>To explore some of the differences between males and females and to understand how this is part of the lifecycle</p>	<ul style="list-style-type: none"> ▪ Describe some differences between male and female animals ▪ Understand that making a new life needs a male and female 	<p style="text-align: center;">Relationships Education</p> <ul style="list-style-type: none"> ▪ Respectful Relationships (3a) <p style="text-align: center;">Key Stage 1 Science</p> <ul style="list-style-type: none"> ▪ Notice that animals, including humans, have offspring that grow into adults
3 Naming Body Parts	<p>To focus on sexual difference and name body parts</p>	<ul style="list-style-type: none"> ▪ Describe the physical differences between males and females ▪ Name the different body parts 	<p style="text-align: center;">Key Stage 1 Science</p> <ul style="list-style-type: none"> ▪ Identify, name, draw and label the basic parts of the human body

Year 3

<u>Lesson</u>	<u>Learning Intention</u>	<u>Learning Outcomes</u>	<u>Department for Education Statutory Requirements</u>
1 Body Differences	<p>To identify that people are unique and to respect those differences</p> <p>To explore the differences between male and female bodies</p>	<ul style="list-style-type: none"> ▪ Know and respect the body differences between ourselves and others ▪ Name male and female body part using agreed words 	<p style="text-align: center;">Relationships Education</p> <ul style="list-style-type: none"> ▪ Respectful Relationships (3a)
2 Personal Space	<p>To consider appropriate and inappropriate physical contact and consent</p>	<ul style="list-style-type: none"> ▪ Understand that each person's body belongs to them ▪ Understand personal space and unwanted touch 	<p style="text-align: center;">Relationships Education</p> <ul style="list-style-type: none"> ▪ Caring friendships (2e) ▪ Respectful Relationships (3b, 3d, 3f) ▪ Being Safe (5a, 5b, 5c, 5d, 5f, 5g)
3 Help and Support	<p>To explore different type of families and who to go for help and support</p>	<ul style="list-style-type: none"> ▪ Understand that all families are different and have different family ▪ Identify who to go to for help and support 	<p style="text-align: center;">Relationships Education</p> <ul style="list-style-type: none"> ▪ Families and People Who Care for Me friendships (1a, 1b, 1c, 1d, 1f) ▪ Being Safe (5d, 5f, 5g, 5h)

Year 4

<u>Lesson</u>	<u>Learning Intention</u>	<u>Learning Outcomes</u>	<u>Department for Education Statutory Requirements</u>
1 Changes	To explore the human lifecycle To identify some basic facts about puberty	<ul style="list-style-type: none"> ▪ Understand that puberty is an important stage in the human lifecycle ▪ Know some changes that happen during puberty 	<p style="text-align: center; color: green;">Health Education</p> <ul style="list-style-type: none"> ▪ Changing Adolescent Body (3a) <p style="text-align: center; color: blue;">Key Stage 2 Science</p> <ul style="list-style-type: none"> ▪ Describe the life process of reproduction in some plants and animals
2 What is puberty?	To explore how puberty is linked to reproduction	<ul style="list-style-type: none"> ▪ Know about the physical and emotional changes that happen in puberty ▪ Understand that children change into adults to be able to reproduce if they choose to 	<p style="text-align: center; color: green;">Health Education</p> <ul style="list-style-type: none"> ▪ Mental Wellbeing (1a, 1b, 1c, 1d, 1f) ▪ Changing Adolescent Boy (3a, 3b) ▪ Menstruation (4a) <p style="text-align: center; color: blue;">Key Stage 2 Science</p> <ul style="list-style-type: none"> ▪ Describe the life process of reproduction in some plants and animals ▪ Describe the changes as humans develop to old age
3 Healthy Relationships	To explore respect in a range of relationships To discuss the characteristics of healthy relationships	<ul style="list-style-type: none"> ▪ Know that respect is important in all relationships including online ▪ Explain how friendships can make people feel unhappy or uncomfortable 	<p style="text-align: center; color: orange;">Relationships Education</p> <ul style="list-style-type: none"> ▪ Caring Friendships (2b, 2c, 2d, 2e) ▪ Respectful Relationships (3a, 3b, 3d, 3e, 3f, 3h) ▪ Online Relationships (4b, 4d)

Year 5

<u>Lesson</u>	<u>Learning Intention</u>	<u>Learning Outcomes</u>	<u>Department for Education Statutory Requirements</u>
1 Talking About Puberty	To explore the emotional and physical changes occurring in puberty	<ul style="list-style-type: none"> ▪ Explain the main physical and emotional changes that happen during puberty ▪ Ask questions about puberty with confidence 	<p style="text-align: center; color: green;">Health Education</p> <ul style="list-style-type: none"> ▪ Mental Wellbeing (1c, 1d, 1f) ▪ Changing Adolescent Body (3a, 3b) ▪ Menstruation (4a)
2 The Reproduction System	To understand male and female puberty changes in more detail	<ul style="list-style-type: none"> ▪ Understand how puberty affects the reproductive organs ▪ Describe what happens during menstruation and sperm production 	<p style="text-align: center; color: green;">Health Education</p> <ul style="list-style-type: none"> ▪ Changing Adolescent Body (3a, 3b) ▪ Menstruation (4a)
3 Puberty Help and Support	<p>To explore the impact of puberty on the body and the importance of physical hygiene</p> <p>The explore ways to get support during puberty</p>	<ul style="list-style-type: none"> ▪ Explain how to keep clean during puberty ▪ Explain how emotions/relationships change during puberty ▪ Know how to get help and support during puberty 	<p style="text-align: center; color: green;">Health Education</p> <ul style="list-style-type: none"> ▪ Mental Wellbeing (1a, 1b, 1c, 1d, 1e, 1f) ▪ Changing Adolescent Body (3a, 3b) ▪ Menstruation (4a)

<p style="text-align: center;">4 Respect and Equality</p>	<p>Explore practical steps that could be taken in a range of contexts to support respectful relationships</p>	<ul style="list-style-type: none"> ▪ Explain the importance of respecting others, even when they are very different to us ▪ Know that we can all take positive steps to support equality 	<p style="text-align: center;">Relationships Education</p> <ul style="list-style-type: none"> ▪ Families and People Who Care for Us (1c) ▪ Caring Friendships (2c. 2e) ▪ Respectful Relationships (3a, 3b, 3d, 3g)
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Year 6

<u>Lesson</u>	<u>Learning Intention</u>	<u>Learning Outcomes</u>	<u>Department for Education Statutory Requirements</u>
1 Puberty and Reproduction	To consider puberty and reproduction	<ul style="list-style-type: none"> ▪ Describe how and why the body changes during puberty in preparation for reproduction ▪ Talk about puberty and reproduction with confidence 	<p style="text-align: center; color: green;">Health Education</p> <ul style="list-style-type: none"> ▪ Mental Wellbeing (1c, 1d, 1f, 1g, 1i, 1j) ▪ Changing Adolescent Body (3a, 3b)
2 Communication in Relationships	Exploring the importance of communication and respect in relationships	<ul style="list-style-type: none"> ▪ Explain difference between healthy and unhealthy relationships ▪ Know that communication and permission-seeking are important 	<p style="text-align: center; color: orange;">Relationships Education</p> <ul style="list-style-type: none"> ▪ Families and People Who Care for Us (1a, 1b, 1d, 1f) ▪ Caring Friendships (2a, 2b, 2c) ▪ Respectful Relationships (3b, 3d, 3h) ▪ Being Safe (5a, 5b, 5c, 5d, 5e) ▪
3 Families, Conception and Pregnancy	To consider different ways people might start a family	<ul style="list-style-type: none"> ▪ Describe the decisions that have to be made before having children ▪ Know some basic facts about conception and pregnancy 	<p style="text-align: center; color: orange;">Relationships Education</p> <ul style="list-style-type: none"> ▪ Families and People Who Care for Us (1c, 1d, 1e) <p style="text-align: center; color: lightblue;">Key Stage 2 Science</p> <ul style="list-style-type: none"> ▪ Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents

<p style="text-align: center;">4 Online Relationships</p>	<p>To explore positive and negative ways of communicating in a relationship</p>	<ul style="list-style-type: none"> ▪ To have considered when it is appropriate to share personal/private information in a relationship ▪ To know how and where to get support if an online relationship goes wrong 	<p style="text-align: center;">Relationships Education</p> <ul style="list-style-type: none"> ▪ Online Relationships (4a, 4b, 4c, 4d, 4e) ▪ Being Safe (5a, 5b, 5d, 5e, 5g, 5h) <p style="text-align: center;">Health Education</p> <ul style="list-style-type: none"> ▪ Mental Wellbeing (1h, 1i)
<p style="text-align: center;">5 FGM</p>	<p>To know we all have the right to be safe</p>	<ul style="list-style-type: none"> ▪ To know how someone can be safe and in control of their body ▪ To understand what FGM stands for ▪ To know where to go for help 	<p style="text-align: center;">Relationships Education</p> <ul style="list-style-type: none"> ▪ Families and People Who Care for Us (1f) ▪ Being Safe (5b, 5c, 5e, 5f, 5g, 5h)

The RSE curriculum that is delivered to pupils complies with the statutory requirements stated in the guidance for Relationships and Sex Education (RSE) and Health Education document, released from the Department for Education. As seen in the table above, the learning intention and outcome for each RSE lesson adheres to the statutory requirements and must be delivered as part of the curriculum. With this said, parents do have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE and Health Education. This relates directly to the teaching of *reproduction* along with the *conception* and *pregnancy* elements delivered in **Year 6: Lesson 1 and 3**. If you decide to withdraw your child from either some or all of the sex education aspects of these lessons, please arrange for an appointment with Miss Jemal (PSHE Lead) in order to discuss this further.

If needed, a meeting with the Headteacher may be arranged between the school and parents to ensure children are learning the statutory curriculum and to ensure that parents only choose to remove their child from lessons 1 and 3 in exceptional circumstances.

Sex Education

Our provision of Sex Education in Year 6 meets the developing needs of our pupils. With this said, where there may be a safeguarding concern regarding a particular pupil or pupils, parents and carers will be informed of the appropriate course of action taken. Furthermore, the Sex Education delivered to pupils aims to provide a balanced and factual approach, through exploring healthy relationships, boundaries, consent, reproduction, pregnancy and childbirth delivered in the context that is age appropriate.

As stated above, parents do have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE and Health Education. This relates directly to the teaching of *reproduction* along with the *conception* and *pregnancy* elements delivered in **Year 6: Lesson 1 and 3**. If you decide to withdraw your child from either some or all of the sex education aspects of these lessons, please arrange for an appointment with Miss Jemal (PSHE Lead) in order to discuss this further. Moreover, if you do decide to withdraw your child from any aspect of Sex Education, your child will be provided with an appropriate activity to complete in a separate classroom.

Sex Education is the only part of the RSE curriculum that parents can withdraw a pupil from. Sex Education is not taught in Early Years or in KS1. Therefore, pupils cannot be withdrawn from lessons in EYFS and KS1.

Inclusion

PSHE and RSE should be accessible for all pupils. As a school we promote inclusion for all and celebration of difference. Every pupil and family have a right to feel included and valued in our school community. Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. The Act requires schools to take positive action to deal with particular disadvantages affecting one group because of one of the characteristics listed above. An example of this in relation to PSHE and RSE in our school is that we may need to provide additional learning opportunities for pupils with additional needs or vulnerabilities.

Pupils with Special Educational Needs and Disabilities

As with other subjects, pupil with SEND may need additional support to access the PSHE and RSE curriculum. Teachers will assess the needs of each pupil and ensure that appropriate support is put into practice. This may involve individual work with a TA or Learning Mentor and/or small group work. As a school, we will liaise with parents to ensure that each pupil's needs are met. Some pupils, for example those with Autistic Spectrum Disorders, may need a more explicit approach to some of the key concepts of PSHE and RSE – this will be discussed with parents/carers to ensure a plan is put in practice to support learning both at school and at home.

Diverse families

In our provision of PSHE and RSE, we will explore the diverse families that are represented in our school and in wider society, including same sex parents, single parents, adopted families, fostering, pupils living with grandparents and so on. We recognise that under informal and international religious laws, other family arrangements exist, which pupils may be aware of. Where relevant, this will be discussed sensitively while ensuring teachers are still able to uphold British Values. Our resources and teaching will reflect this diversity to ensure every pupil feels included and valued.

Equality and Identity

We actively challenge stereotypes around disability, race, gender, sexual orientation, maternity, pregnancy, age, religion and language through RSE, PSHE and our wider curriculum and school ethos. Our aim is for pupils to be respectful of everyone's identity and recognise the equality of all.

Delivery

The planning and delivery of the programme is undertaken by the RSE Lead and class teachers. Teachers are required to take a balanced, non-judgmental approach to delivery acknowledging that there are many different views and values around relationships, sex, drugs and other issues. We carry out the main RSE teaching through our wider Personal, Social, Health and Citizenship Education curriculum.

Teachers will use a range of teaching methods and age-appropriate resources to deliver PSHE and RSE that best meets the intended learning outcomes for each year group. Each year group's cohort varies; therefore teachers will use their knowledge of the class and their professional expertise to select resources and activities that are most suitable.

Periodic training will be organised for all school staff, particularly teachers, in order to ensure that they are kept up to date with new information and guidelines concerning RSE, PSHE and related issues.

All teachers will deliver PSHE and RSE in a safe manner, ensuring that all pupils feel able to participate and contribute. To support this each class will create a group agreement outlining expected behaviour, rights and responsibilities within PSHE and RSE sessions.

Please find below the overview of the PSHE curriculum delivered:

		Autumn Term – Health and Wellbeing			Spring Term – Relationships			Summer Term – Living in the Wider World		
		Physical Health and Mental Wellbeing	Growing and Changing	Keeping Safe	Families and Friendships	Safe Relationships	Respecting Ourselves and Others	Belonging to a Community	Media Literacy and Digital Resilience	Money and Work
Year 1	Keeping healthy; food and exercise, hygiene routines; sun safety.	Recognising what makes them unique and special; feelings; managing when things go wrong.	How rules and age restrictions help us; keeping safe online.	Roles of different people; families; feeling cared for.	Recognising privacy; staying safe; seeking permission.	How behaviour affects others; being polite and respectful.	What rules are; caring for others' needs; looking after the environment.	Using the internet and digital devices; communicating online.	Strengths and interests; jobs in the community.	
Year 2	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help.	Growing older; naming body parts; moving class or year.	Safety in different environments; risk and safety at home; emergencies.	Making friends; feeling lonely and getting help.	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour.	Recognising things in common and differences; playing and working cooperatively; sharing opinions.	Belonging to a group; roles and responsibilities; being the same and different in the community.	The internet in everyday life; online content and information.	What money is; needs and wants; looking after money.	

Year 3	Health choices and habits; what affects feelings; expressing feelings.	Personal strengths and achievements; managing and reframing setbacks.	Risks and hazards; safety in the local environment and unfamiliar places.	What makes a family; features of family life.	Personal boundaries; safely responding to others; the impact of hurtful behaviour.	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite.	The value of rules and laws; rights, freedoms and responsibilities.	How the internet is used; assessing information online.	Different jobs and skills; job stereotypes; setting personal goals.
Year 4	Maintaining a balanced lifestyle; oral hygiene and dental care.	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty.	Medicines and household products; drugs common to everyday life	Positive friendships, including online.	Responding to hurtful behaviour; managing confidentiality ; recognising risks online.	Respecting differences and similarities; discussing difference sensitively.	What makes a community; shared responsibilities.	How data is shared and used.	Making decisions about money; using and keeping money safe.
Year 5	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies.	Personal identity; recognising individuality and different qualities; mental wellbeing.	Keeping safe in different situations, including responding in emergencies, first aid and FGM.	Managing friendships and peer influence.	Physical contact and feeling safe.	Responding respectfully to a wide range of people; recognising prejudice and discrimination.	Protecting the environment; compassion towards others.	How information online is targeted; different media types, their role and impact.	Identifying job interests and aspirations; what influences career choices; workplace stereotypes.

Year 6	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online.	Human reproduction and birth; increasing independence; managing transition.	Keeping personal Information safe; regulations and choices; drug use and the law; drug use and the media.	Attraction to others; romantic relationships; civil partnership and marriage.	Recognising and managing pressure; consent in different situations.	Expressing opinions and respecting other points of view, including discussing topical issues.	Valuing diversity; challenging discrimination and stereotypes.	Evaluating media sources; sharing things online.	Influences and attitudes to money; money and financial risks.
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RSE is most effectively taught as an integral part of a broader PSHE curriculum. In order for RSE to be effective, pupils will be taught these lessons consecutively during the Summer Term to ensure continuity and progression, and the ability to assess progress and impact.

Answering questions

As with any topic, pupils are likely to be inquisitive and ask questions to further their knowledge and understanding. Questions asked by pupils may be outside the planned teaching content. To manage questions effectively with older pupils, teachers will use a question box strategy in sessions exploring more sensitive content. Each class will use a Wonder/Worry box so they can safely ask questions.

Any questions will be written down and placed inside the box. When choosing how to answer questions staff will consider age-appropriateness, whether to answer individually or as a group, rather than as a whole class and how to involve parents.

Assessment

As with all curriculum areas there will be assessment in PSHE and RSE to ensure that pupils are achieving the intended learning outcomes. Teachers will assess pupils' learning on an on-going basis. This assessment will be in different forms and may involve quizzes, work samples, observation of role-play, pictures, and so on.

Confidentiality and safeguarding

Due to the content of PSHE and RSE where pupils are exploring sensitive issues, this may lead to disclosures of a child protection concern. The boundaries around confidentiality will be explained to pupils through the group agreement. Pupils will be told that teaching staff will respect a pupil's confidence unless they consider them or another child to be at risk. Where confidentiality has to be breached this will be explained to the pupil. Teachers cannot promise a pupil that they will 'keep a secret'.

Partnership with parents

We see parents as key partners in our provision of PSHE and RSE. To support the important role of parents we provide periodic information about the content of our curriculum and when topics are delivered. Parents are encouraged to talk with their child about the PSHE and RSE they receive at school in order to put this in the context of their family's own values and beliefs.

Our programme is regularly reviewed and is planned to meet the needs of all pupils. If a parent has questions about any aspect of the programme, we ask that they speak with their child's class teacher in the first instance.

Complaints

If you have a complaint about the PSHE or RSE policy or provision, please follow the school's existing complaints procedure which can be found here: <https://www.lordshiplanepprimary.co.uk/policies/>

Policy links

Anti-bullying policy

Equality policy

Safeguarding policy

PSHE policy