



## Relationships Education, Relationships and Sex Education and Physical Health and Mental Well-being policy

Policy Tracker			
<b>Responsibility for monitoring this policy:</b> Executive Headteacher and Subject Leader <b>Review period:</b> This policy will be reviewed annually or earlier if guidance is updated.			
Date	Reviewed by	Role	Date approved by the Executive Team
September 2024	Sam Griffiths Hannah Daniels	Head of School Assistant Head	
September 2025	Hannah Daniels	Assistant Head	

## **Gig Mill Primary RSHE Policy**

### **1. Context**

This policy has been developed in line with the new statutory framework: *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (2019). This policy is also in conjunction with the *Keeping Children Safe in Education* (2025) and the *Equality Act* (2010).

Relationship and health education will be taught at Gig Mill as part of our RHW curriculum. (Relationships, Health & Wellbeing) As a primary school, we are not required to provide sex education apart from the elements included in the primary science curriculum. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

As part of their RHW education, pupils in Years 4, 5 and 6 will receive stand-alone puberty and relationships sessions, delivered by a trained health professional. We ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human lifecycle set out in the national curriculum for science – how a baby is conceived and born. Gig Mill Primary sessions will only cover the KS2 requirements within science and RSE and will not cover any KS3 curriculum content.

### **2. Intent**

Gig Mill's Relationships, Health and Wellbeing curriculum aims to equip children with essential skills for life. It intends to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Through these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships, and become active citizens responsibly participating in society around them. These lessons are strongly rooted in the core British Values. The themes used in our programme of study develop social, moral, spiritual and cultural awareness – developing the children's understanding of themselves and others in society. Through this, children will understand how to become resilient and know where to seek help when needed. Woven into our curriculum are opportunities to support the development of key from our skills builder programme: speaking, listening, creativity, problem solving, adapting, planning, leadership and teamwork.

### **3. Implementation**

3.1 Through dedicated RHW curriculum time, the lessons will be delivered using thematic units based on a spiral curriculum, where themes will be revisited throughout a child's journey through school.

3.2 The curriculum will be taught using a combination of the following:

- class teachers
- school nurse
- school leaders and visiting speakers in assemblies
- theme weeks / focus days
- school council / junior leader roles

Our children will be taught in a safe and supportive learning environment. Children will be given time for discussion, use high quality resources and pupils' work will be regularly recorded in a class floor book to enable ideas to be revisited throughout the year. Lessons will also signpost key words & phrases, building a rich vocabulary to develop understanding.

3.3 Our curriculum content covers everything that primary schools should teach about Relationships and Health education, including puberty. The National Curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. We strongly believe that children should be taught the correct anatomical names for their body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use. This is taught from a safeguarding point of view. We feel that children need to know how to express themselves appropriately and confidently, should they ever need to.

3.4 Where a child indicates that they may be vulnerable and at risk, they will receive appropriate intervention by staff members in accordance with the school's Safeguarding policy.

#### **4. RSE, Relationships and Health Education: Curriculum and outcomes**

4.1 The Programme of Study that has been developed sets out learning opportunities for key stages EYFS, 1 and 2, in three core themes: *Health and Wellbeing, Relationships, and Living in the Wider World*. All learning builds from the Early Years Framework and links are made in Y1 to units taught in YR. The thematic approach that we have adopted, covers three units during a term and allows different year groups to work on similar themes using a spiral curriculum. These units cover the statutory requirements (set by the DfE -see Appendix 1) whilst also taking into account areas that are unique to our school context resulting in a programme tailored to the needs of the children at Gig Mill.

#### **4.2 Programme of Study for EYFS, Key Stage 1 and 2 – (see appendix 2)**

##### **Autumn term**

1. Keeping Safe (Health and Wellbeing)
2. Families and Friendships (Relationships)
3. Belonging to a community (Living in the Wider World)

##### **Spring term**

4. Physical health and mental wellbeing (Health and Wellbeing)
5. Media literacy and digital resilience (Living in the Wider World)
6. Respecting ourselves and others (Relationships)

##### **Summer term**

7. Safe relationships (Relationships)
8. Money and work (Living in the Wider World)
9. Growing and changing (Health and Wellbeing)

4.3 Alongside this, we will actively promote Fundamental British Values and Protected Characteristics by explicitly linking them to lessons taught throughout each key stage and discussion during assemblies and focus days.

## **5. Roles and Responsibilities**

All members of the school community are expected to follow this policy. Roles, responsibilities and expectations of each section of the School and Trust community are set out in detail below.

### **5.1 The Chief Executive Officer**

The CEO will ensure that RSE, Relationships and Health Education is taught consistently across the schools within the Trust and will report back to the Board of Trustees on educational outcomes. They will ensure that senior staff receive regular professional development training in how to deliver RSE.

### **5.2 Trustees**

The Board of Trustees will review and monitor the application and implementation of this policy by receiving regular reports from the Executive Headteacher on educational outcomes. Trustees will review any issues that might arise and act as a point of challenge for decisions taken by the Executive Headteacher.

### **5.3 Executive Headteacher**

The Executive Headteacher, with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that RSHE is well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The Executive Headteacher will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND and that the subjects are resourced, staffed and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for pupils and will liaise with parents regarding any concerns or opinions regarding RSE, Relationships and Health Education provision and will manage parental requests for withdrawal of pupils from non-statutory, non-science components of RSE.

### **5.4 Staff**

Teachers of RSE, Relationships and Health Education will ensure that they are up to date with school policy and curriculum requirements and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they will take this concern to their line-manager.

### **5.5 Parents**

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. The school hopes to build a positive and supporting relationship with parents through mutual understanding, cooperation and trust. Parents are expected to share the responsibility of sex education and support their children's

personal, social and emotional development. The school hopes parents will create an open home environment, where pupils can engage, discuss and continue to learn about matters that have been raised through school. Parents are also encouraged to seek additional support in this from the school where they feel it is needed.

## **5.6 Pupils**

Pupils are expected to take RSE, Relationships and Health Education seriously. Pupils are expected to listen, be considerate of other pupils' feelings and beliefs, comply with class-set confidentiality rules and support one another with issues that arise during class. Pupils who fail to follow these standards of behaviour will be dealt with under the school's behaviour policy

## **6. Request to withdraw from sex education**

6.1 The Trust hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children described in this policy. Parents **cannot** withdraw their child from Relationships or Health Education or the elements on human growth and reproduction. **As all sex education taught at Gig Mill is wholly based on the National Curriculum Science units for Key Stages 1 and 2, there are no aspects which children can be withdrawn from.**

## **7. Equality and Diversity**

7.1 At Gig Mill Primary School, RHW education is accessible to every pupil. Teaching will take into account the age, religious and cultural backgrounds of each child in accordance with the Equality Act (2010). This will ensure that topics are carefully planned and appropriately handled. The Gig Mill RHW curriculum is deliberately inclusive of all pupils and their families – pupils will learn that families in our school community can all look a little different to each other; but that they are still families. Pupils will also learn about healthy relationships which will include reference to LGBTQIA+ relationships (in line with statutory guidance- see appendix 1 and 2.) Protected characteristics are taught through our school curriculum, use of Picture News and reinforced through assemblies. A strong positive relationship between our school and the local community helps to create a constructive context for the teaching of the RHW curriculum.

7.2 RSE, Relationships Education and Health Education will be delivered equally to both genders, normally in mixed classed. There are, however, certain topics that may be delivered in single sex groupings (e.g. menstruation in Years 4, 5 and 6)

7.3 Gig Mill Primary has a commitment to ensure that RSE, Relationships Education and Health Education is relevant to all pupils and is taught in a way that is age and stage appropriate. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously in accordance with the school's behaviour policy.

## **8. How 'off script' questions from pupils will be handled**

8.1 Teachers will establish ground rules with the class at the beginning of the programme. On occasions, when an explicit or difficult question is asked in the classroom, the question does not have to be answered directly. It may be answered individually at a later point or not at all if deemed

inappropriate for the age of the child. Teachers will be asked to use their professional judgement and seek guidance/advice from a member of the leadership team if uncertain.

### **9. Safeguarding, reports of abuse and confidentiality**

9.1 At the heart of these subjects there is a focus on keeping children safe, and schools can play an important role in preventative education. Keeping Children Safe in Education (KCSIE 2025) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

9.2 Gig Mill Primary hopes to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. All teachers receive training around confidentiality and safeguarding and should ensure that pupils understand that they cannot offer unconditional confidentiality. If a child protection issue is disclosed to a member of staff, that member of staff should follow the schools Child Protection and Safeguarding procedures.

9.3 Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Leads to decide what is in the best interest of the child.

### **10. Children with SEND**

RSE and Health Education must be accessible for all pupils. The school will ensure that the needs of all pupils are met. This may mean additional support within some lessons, small groups or adapting resources to enable access. When teaching RHW at Gig Mill, consideration will be given to the individual targets on Education Health and Care plans (EHCP) which may address specific RHW targets. For pupils who are gifted and talented, provision will be made for additional opportunities to take responsibility, develop leadership skills and to be proactive within the wider community.

### **11. Consultation with parents**

11. 1 Gig Mill Primary is committed to working in partnership with parents. This policy is available to parents and the whole school curriculum overview can be viewed in appendix 2. Our school nurse is available for parents to speak to about the specific health-professional led sessions for Years 4,5 & 6 and is also available for all parents to speak to for help and advice.

11.2 In the development of the curriculum, parents will be invited to review the curriculum, sharing their opinions and views as part of the annual consultation process.

### **12. Monitoring and Assessment**

12. 1 Pupils' knowledge and understanding is assessed through formative assessment via produced written work, question responses, discussion and quizzes. Monitoring for the deliverance of RSHE

will be conducted by the Subject leader/SLT. Feedback will be given collectively (via phase leader) and on an individual basis where required.

12.2 The following will also be used to inform monitoring and assessment;

- Subject leader monitoring that includes; book monitoring, pupil discussions, planning reviews, lesson observations (Science/PE/Food technology/Computing and Online Safety/PSHE & RHW)
- Lifestyles Survey Data
- Phase team meetings
- Parental consultation
- Pupils' responses
- Staff, parent and pupil surveys
- Updates to e-safety and safeguarding legislation
- CEOP recommendations

### **13. Working with external agencies**

13.1 Working with external organisations can enhance delivery of RSHE, bringing in specialist knowledge and different ways of engaging with young people. As with any visitor, schools are responsible for ensuring that they check the visitor or visiting organisation's credentials. Schools should also ensure that the teaching delivered by the visitor fits with their planned programme and their published policy. It is important that schools discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils. Schools should ask to see the materials visitors will use as well as a lesson plan in advance, so that they can ensure it meets the full range of pupils' needs (e.g. special educational needs).

13.2 It is important to agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy.

13.3 Use of visitors should be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.

## **Appendix 1 – DfE Statutory Requirements (2019)**

### **By the end of Primary school:**

#### **Relationships Education**

##### **Families and people who care for me**

Pupils should know:

- 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**

Pupils should 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, 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**

Pupils should know:

- 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**

Pupils should know:

- 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**

Pupils should 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; 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.

### **Physical health and mental wellbeing**

#### **Mental wellbeing**

Pupils should 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, nervousness) and scale of emotions that all humans experience in relation 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, 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.
- isolation and loneliness can affect children and that it is very important for children to 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), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
  - it is common for people to experience mental ill health. For 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**

Pupils should 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 and 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 and know how to recognise and display respectful behaviour online and 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, including 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**

Pupils should 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 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**

Pupils should know:

- what constitutes a healthy diet (including understanding 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, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

### **Drugs, alcohol and tobacco**

Pupils should know:

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

### **Health and prevention**

Pupils should 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, viruses, how they are spread and treated, and the importance of hand-washing.
- the facts and science relating to allergies, immunisation and vaccination.

### **Basic first aid**

Pupils should 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**

Pupils should 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 including the key facts about the menstrual cycle.

## Appendix 2 – Gig Mill Primary Curriculum coverage – linked to 2019 DfE Statutory requirements

 Together we learn, together we succeed	Autumn Term			Spring Term			Summer Term		
	Themes [Health and Wellbeing]	Families and friendships [Relationships]	Belonging to a community [Living in the wider world]	Physical health and mental wellbeing [Health and Wellbeing]	Media literacy and digital resilience [Living in the wider world]	Respecting ourselves and others [Relationships]	Safe Relationships [Relationships]	Money and Work [Living in the wider world]	Growing and Changing [Health and Wellbeing]
<b>EYFS</b>	*Keeping Safe – (in the dark, bonfire safety)	*Relationships- Emotions Understanding what a family means	Finding out about people who can help us at school and near home	*Healthy lifestyles – basic hygiene, dressing and going to toilet	Technology use and simple online safety rules	Self-confidence Valuing differences	Keeping Safe – seeking help from trusted adults	Jobs in familiar environments e.g. school, shops	Hygiene Transition to Year 1
<b>1</b>	How rules and age restrictions help us; keeping safe online	Roles of different people; families; feeling cared for	What rules are; caring for others' needs; looking after the environment	Keeping healthy; food and exercise, hygiene routines; sun safety	Using the internet and digital devices; communicating online	How behaviour affects others; being polite and respectful	Recognising privacy; staying safe; seeking permission	Strengths and interests; jobs in the community	Recognising what makes them unique and special; feelings; managing when things go wrong
<b>2</b>	Safety in different environments; risk and safety at home; emergencies	Making friends; feeling lonely and getting help	Belonging to a group; roles and responsibilities; being the same and different in the community	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	The internet in everyday life; online content and information	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	What money is; needs and wants; looking after money	Growing older; naming body parts; moving class or year
<b>3</b>	Risks and hazards; safety in the local environment and unfamiliar place	What makes a family; features of family life	The value of rules and laws; rights, freedoms and responsibilities	Health choices and habits; what affects feelings; expressing feelings	How the internet is used; assessing information online	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Different jobs and skills; job stereotypes; setting personal goals	Personal strengths and achievements; managing and reframing setbacks
<b>4</b>	Medicines and household products; drugs common to everyday life	Positive friendships, including online	What makes a community; shared responsibilities	Maintaining a balanced lifestyle; oral hygiene and dental care	How data is shared and used	Respecting differences and similarities; discussing difference sensitively	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Making decisions about money; using and keeping money safe	Personal identity; recognising individuality and different qualities; mental wellbeing
<b>5</b>	Keeping safe in different situations, including responding in emergencies, first aid	Managing friendships and peer influence	Protecting the environment; compassion towards others	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	How information online is targeted; different media types, their role and impact	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Physical contact and feeling safe FGM	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty
<b>6</b>	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	Valuing diversity; challenging discrimination and stereotypes	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Evaluating media sources; sharing things online	Expressing opinions and respecting other points of view, including discussing topical issues	Recognising and managing pressure; consent in different situations	Influences and attitudes to money; money and financial risks	Human reproduction and birth; increasing independence; managing transition