EPWORTH
EDUCATION TRUST

Relationships, Sex and Health Education Policy

Reviewed by:	J Whittaker
Approved by Education & Ethos Committee:	
Next Review Date:	Summer 2027

Version Control

Change Record

Date	Author	Version	Reason for Change
March 2020	A Burkes	1	
May 2021	J Buckley	2	Acorn trust updated to EET. New DFE guidance. Additions to delivery of curriculum – 3.15, 3.24, 3.27, 3.28, 3.30 Additions to Equality & Accessibility – 14.1, 14.6, 14.9 Additions to Confidentiality – 15.4 New approval board – 19.3 Removal of appendices – Education Curriculum Map. Individual schools to provide their own. Replace "gender-segregated" groups with smaller groups Removal of example letters to parents
September 2022	A Burkes	3	3.16 parents do not have the right to withdraw children from lessons regarding LGBTQ+ issues.
January 2024	A Burkes	4	Reference made to 2021 statutory guidance 'Relationship and sex education (RSE) and health education.' 3.22 – reference to filtering and monitoring systems 3.31 – moved to before 3.22 Removed 3.32 – repeat of 3.27 Annex B added into appendix 2 'Teaching training model on drugs, alcohol and tobacco.'
April 2025	A Burkes	5	3.32 – parents consulted, and views valued. Section 9: Removal of year group coverage as this will be determined by the contextual and cohort needs of school and mapped out by the school.
July 2026	J Whittaker	6	Updated to reflect the statutory changes that came into effect 1st Sept 2026. Intent – greater emphasis on knowledge, skills and vocabulary, developmental appropriateness, online safety, partnership with parents, and factual, respectful teaching of sensitive topics. Legislation - updated to reflect the revised 2026 RSHE statutory guidance and current safeguarding, SEND and

			curriculum guidance; removed outdated references. Roles and Responsibilities - minor updates to clarify responsibilities under the revised 2026 statutory guidance, including curriculum sequencing, staff training, parental information, SEND accessibility and the teaching of sensitive topics. Organisation & Delivery of the Curriculum - minor changes relating to curriculum sequencing, emerging issues, sensitive and contested topics, safeguarding and inclusive delivery. Relationships Education Content - Updated to align with the revised 2026 DfE statutory content, including strengthened expectations around caring friendships, loneliness, respectful and kind relationships, healthy boundaries, assertiveness, self-esteem, stereotypes, online safety and harmful content, privacy and location settings, social media age limits, and recognising and reporting unsafe or harmful relationships. Health Education Overview - updated to reflect the revised 2026 DfE statutory content, including online wellbeing, safety and support. Withdrawing from the Subjects - clarified parental withdrawal rights and the distinction between additional sex education and statutory Science. New term.

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Statement of intent

At the Epworth Education Trust and the schools within it, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary aged pupil.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

The Epworth Education Trust and the schools within it understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

The curriculum is designed to develop pupils' knowledge, skills, vocabulary, attitudes and understanding so that they are able to build healthy and respectful relationships, make informed and safe choices, recognise and manage risk, and seek appropriate help and support when needed.

The curriculum will be carefully sequenced and developmentally appropriate, taking account of pupils' age, maturity, prior learning, individual needs and the context in which they live. It will respond appropriately to emerging issues and risks affecting children and young people, including those arising in online environments.

The Trust recognises parents and carers as the primary educators of their children and is committed to working in partnership with families. Schools will provide clear information about the content and purpose of the RSHE curriculum and create appropriate opportunities for parents and carers to understand and discuss the school's approach.

Teaching will be factual, age-appropriate, inclusive and respectful. Where topics are sensitive or contested, pupils will be supported to understand the relevant facts, evidence and legal framework without teachers promoting their own personal views or beliefs.

Each faith school within the Trust will consult with its national religious authority to ensure the school's offer is age appropriate and coherent and that relationships and sex education reflects the school's Christian vision and values, whilst meeting statutory requirements.

1. Legislation

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

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2026) 'Relationships Education, Relationships and Sex Education and Health Education' statutory guidance
- DfE (2026) 'Plan your relationships, sex and health curriculum' guidance
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2026) 'Keeping Children Safe in Education'
- DfE (2026) 'Working Together to Safeguard Children'
- DfE 'SEND Code of Practice: 0 to 25 years'

1.2. This policy operates in conjunction with the following Trust and school policies:

- Child Protection and Safeguarding Policy
- Positive Behaviour Policy
- Inclusion Policy
- Science Policy
- PSHE Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Online safety Policy
- Visitor Policy

2. Roles and responsibilities

2.1. The Local Advisory Board at each school within the Epworth Education Trust is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned, including being appropriately sequenced and in line with the revised statutory guidance.
- Evaluating the quality of provision through regular and effective self-evaluation.

- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND, with appropriate adaptations and reasonable adjustments made where necessary.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn from additional sex education, where applicable.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- [Faith schools only within the Trust] Ensuring the religious ethos of the school is maintained and developed through the subjects and that the school has consulted its national religious authority to ensure the policy reflects the school's Christian values.

2.2. The headteacher is responsible for:

- The overall implementation of this policy and ensuring that it reflects current statutory guidance.
- Ensuring staff are suitably trained to deliver the subjects and are confident in teaching sensitive and age-appropriate content.
- Ensuring that parents are fully informed of this policy and have clear information about the content of the curriculum.
- Reviewing requests from parents to withdraw their children from additional sex education where applicable.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the local advisory board on the effectiveness of this policy and the quality of provision.

2.3. The subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality and appropriately sequenced.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects and that resources are accurate, age-appropriate and inclusive.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum and the revised 2026 statutory guidance.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils , including making appropriate adaptations for pupils with SEND.

- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher and local advisory board as appropriate.
- Keeping up to date with relevant statutory guidance and developments relating to relationships, sex and health education.

2.4. 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 and that sensitive or contested topics are taught factually, respectfully and in an age-appropriate way.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Trust's Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the school's Inclusion Manager/SENCO to identify and respond to individual needs of pupils with SEND and make appropriate adaptations and reasonable adjustments where necessary.
- Working with the subject leader to evaluate the quality of provision.

2.5. The Inclusion Manager/Senco is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on how best to meet pupils' individual needs, including appropriate adaptations and reasonable adjustments to ensure pupils with SEND can access the curriculum.

3. Organisation & Delivery of the curriculum

3.1. Every primary school is required to deliver statutory relationships education and health education.

3.2. 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.

3.3. 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.

3.4. The delivery of the relationships and health and sex education will be through Personal, Social, Health and Economic (PSHE), Physical Education (PE) and Science.

3.5. The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2026) 'Relationships Education, Relationships and Sex Education and Health Education' statutory guidance.

3.6. The relationships and health curriculum takes into account the views of teachers, pupils and parents. The Trust is dedicated to ensuring its schools' curriculums meet the needs of their whole-school community.

3.7. The relationships and health curriculum is informed by issues pertinent to individual schools and their wider community to ensure it is tailored to pupils' needs and responds appropriately to emerging issues affecting children and young people.

3.8. We consult with parents, pupils and staff in the following ways:

- Meetings
- Training sessions
- Newsletters and letters
- Questionnaires & surveys

3.9. Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by speaking to the Headteacher or member of SLT.

3.10. Each school within the Trust has organised a curriculum that is age-appropriate for pupils within each year group and appropriately sequenced to build on prior learning.

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

3.12. Through effective organisation and delivery of the subject, the Epworth Education Trust and schools within it will ensure that:

- Core knowledge is sectioned into units of manageable size.

- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

3.13. 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 and the needs of the pupils.

3.14. Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

3.15. Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate, inclusive and respectful way. Where topics are contested, teaching will be factual, respectful and consistent with the law, without promoting a particular view. We will endeavour to support all pupils to feel that the content is relevant to them and their developing understanding of relationships and health.

3.16. LGBTQ+ identities are fully integrated into the curriculum rather than delivered as stand-alone units or lessons. Schools will always consider the development and maturity of pupils before teaching this topic. The school will ensure it is communicated to parents they do not have the right to withdraw their children specifically from lessons regarding LGBTQ+ issues.

3.17. The school ensures that all teaching and materials are appropriate for the ages of the pupils, their developmental stages and any additional needs, such as SEND.

3.18. Lesson plans will provide appropriate challenge for pupils and be differentiated or adapted for pupils' needs.

3.19. Classes may be taught in smaller groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where this is considered appropriate. Schools will not routinely teach pupils in single-sex groups and will consider the educational purpose and individual needs of pupils when organising smaller groups.

3.20. 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.

3.21. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

3.22. Any resources or materials used to support learning will be formally assessed by the subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.

3.23. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age, development stage and cultural background of pupils.

3.24. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning through schools' filtering and monitoring systems. The prevention measures taken to ensure this, are outlined in the Online Safety Policy, and Acceptable Terms of Use Agreement.

3.25. Teachers will establish what is appropriate for one-to-one and whole-class settings and alter their teaching of the programme accordingly. 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. 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.

3.26. 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 in a manner appropriate to the pupil's age and level of understanding.

3.27. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative and will follow safeguarding procedures where concerns are raised.

3.28. Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.

3.29. Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

3.30. The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

3.31. Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given so as not stigmatise pupils based on their home circumstances.

3.32. At all points of delivery of this programme, parents will be consulted, and their views will be valued and taken into consideration when reviewing the curriculum.

3.33. Whilst there are no formal examinations for the relationships, sex and health curriculum, the school will undertake informal assessments to determine pupil progress.

4. Consultation with Parents

4.1. The Epworth Education Trust and the schools within it, understand the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we understand how important parents' views are in shaping each school's curriculum. The schools work closely with parents by establishing open communication. This will include providing parents with frequent opportunities to understand and ask questions about the school's approach to relationships and health education and to access clear information about what their child will be taught..

4.2. In each school, 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 subject
- Content of resources that will be used to support the curriculum

4.3. The schools aim 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.

4.4. Parents are consulted in the review of each school's curriculum and this policy, and are encouraged to provide their views at any time. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all decisions will be the school's to make.

5. Relationships education content:

Below is an overview of the content all children within schools in the Epworth Education Trust will have covered by the end of primary school.

Families and people who care for me

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

- 1. That families are important for children growing up safe and happy because they can provide love, security and stability.
- 2. The characteristics of safe and happy family life, such as 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.
- 3. That the families of other children, 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.
- 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
- 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- 6. 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

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

- 1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
- 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
- 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
- 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.

- 6. How to manage conflict, and that resorting to violence is never right.
- 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

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

- 1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
- 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
- 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
- 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
- 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
- 7. The conventions of courtesy and manners.
- 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
- 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
- 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
- 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

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

- 1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
- 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
- 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
- 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
- 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
- 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being safe

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

- 1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
- 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.

- 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
- 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

6. Relationships education per year group

6.1. Each school within the Epworth Education Trust is free to determine, within the statutory curriculum content outlined in section 5, what pupils are taught during each year group, taking account of the needs of their pupils and the context of the school.

6.2. The schools will always consider the age and development of pupils when deciding what will be taught in each year group and ensure that content is developmentally appropriate.

6.3. 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 high school.

Further information available in each school's Relationship Education Curriculum Map.

7. Health education overview

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

General wellbeing

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

- 1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
- 2. The importance of promoting general wellbeing and physical health.
- 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down

are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.

- 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
- 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- 6. That isolation and loneliness can affect children, and the benefits of seeking support.
- 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
- 8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
- 9. Where and how to seek support (including recognising the triggers for seeking support), including who 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).
- 10. That it is common to experience mental health problems, and early support can help.

Wellbeing Online

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

- 1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
- 2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
- 3. The benefits of limiting 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.
- 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
- 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
- 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.

- 7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
- 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
- 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
- 10. That they have rights in relation to sharing personal data, privacy and consent. 11. 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:

- 1. The characteristics and mental and physical benefits of an active lifestyle.
- 2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity.
- 3. The risks associated with an inactive lifestyle, including obesity.
- 4. 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:

- 1. What constitutes a healthy diet (including understanding calories and other nutritional content).
- 2. Understanding the importance of a healthy relationship with food.
- 3. The principles of planning and preparing a range of healthy meals.
- 4. 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

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

- 1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health and prevention

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

- 1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- 3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
- 4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check ups at the dentist.
- 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- 6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal Safety

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

- About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
- 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

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

- 1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
- 2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing Bodies

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

- 1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.

- 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
- 3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

8. Health education per year group

8.1. Each school within the Epworth Education Trust is free to determine, within the statutory curriculum content outlined in outlined in section 7, what pupils are taught during each year group, taking account of the needs of their pupils and the context of the school.

8.2. The school always considers the age and development of pupils when deciding what will be taught in each year group and ensures that content is developmentally appropriate.

8.3. 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.

Further information available in each school's Health Education Curriculum Map

9. Sex Education content:

9.1. To support pupils' transition from primary to high school, the DfE recommends that primary schools should consider whether they need to have a sex education programme in place, tailored to the age and physical and emotional maturity of their pupils, and ensuring that pupils are prepared for the changes that adolescence brings. This should draw on knowledge of the human life cycle set out in the national curriculum for science, including how a baby is conceived and born.

9.2. For schools within the Epworth Education Trust, sex education which is beyond what is required of the science curriculum is taught in Years 5 and 6. Parents are fully consulted before the lessons take place to discuss content and delivery. The age and development of pupils is always considered when delivering sex education. The school will clearly identify which elements of the curriculum are designated as additional sex education and will make this information available to parents.

During these lessons, pupils may be taught in smaller groups where this is appropriate to the nature of the topic and the needs of the pupils.

9.3. It is statutory that all pupils must be taught the aspects of sex education outlined within the primary science curriculum – see appendix 1. 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.

9.4. Parents do not have the right to withdraw their children from content taught as part of the national curriculum for science, including science content relating to puberty and sexual reproduction. Parents do have the right to request that their child is withdrawn from additional sex education provided by the school.

10. Working with External Experts

10.1. 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 and relevant statutory guidance.

10.2. The schools will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy and appropriate safeguarding requirements..

10.3. The schools will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy and is consistent with the school's approach and statutory requirements.

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

10.5. The schools will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.

10.6. The schools 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.

10.7. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers and the school retains responsibility for the content and quality of the curriculum delivered.

11. Curriculum links

11.1. The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning and ensure that learning is coherent and complementary.

11.2. 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 online-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to recognise and respond to online risks and 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.

Citizenship – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.

PSHE – pupils learn about respect and difference, values and characteristics of individuals.

12. Training of staff

12.1. All staff members in the Trust will undergo training on a regular basis to ensure they are up-to-date with the relationships, sex and health education programme and associated issues.

12.2. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as online safety, sharing of intimate images and emerging risks, which may need to be addressed in relation to the programme , as well as responding appropriately to sensitive questions, disclosures and safeguarding concerns.

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 additional sex education curriculum.

13.3. The headteacher will grant withdrawal requests in accordance with point 13.2 for additional sex education; 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 of 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. The headteacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.

13.7. The parent will be informed in writing of the headteacher's decision.

13.8. Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education where appropriate.

13.9. Parents cannot withdraw their child from statutory Science content, including content relating to the human body, puberty and reproduction.

14. Equality and accessibility

14.1. The Trust and the schools within it understand their responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:

- Age
- Sex
- Sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

14.2. The Trust and the schools within it, is dedicated to delivering the sex and relationship education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence or amount to discrimination or harassment.

14.3. The Trust and the schools within it, is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

14.4. The Trust and the schools within it, understand that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.

14.5. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

14.6. Provisions under the Equality Act 2010 allow our schools to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

14.7. When deciding whether support is necessary to support pupils with a particular protected characteristic, the school will consider pupils' needs, including the gender and age range of the pupils.

14.8. In order to foster healthy and respectful child-to-child communication and behaviour between boys and girls, the Trust and the schools within it, implement a robust Positive Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

14.9. The Trust and its schools understands that relationships, sex, and health education may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, we encourage staff to approach their line manager or the school's designated wellbeing lead to discuss this.

15. Confidentiality

15.1. 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.

15.2. Teachers will, however, alert the Headteacher or other Designated Safeguarding Leaders (DSL) about any suspicions of inappropriate behaviour or potential abuse as per the Trust's Child Protection and Safeguarding Policy.

15.3. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Trust's Child Protection and Safeguarding Policy.

15.4. Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware that information cannot always be kept confidential where there is a concern about their safety or the safety of others, and what action may be taken if they choose to report a concern or make a disclosure.

16. Behaviour

16.1. The Trust has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.

16.2. Any bullying incidents caused as a result of the sex and relationship education programme, such as those relating to sexual orientation, sex, gender reassignment, race, religion or belief, disability or other protected characteristics, will be dealt with as seriously as other bullying incidents within the schools

16.3. Any occurrence of these incidents should be reported to a member of school staff. These incidents will be dealt with following the processes in the school's Positive Behaviour Policy and Anti-Bullying Policy.

16.4. The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

17. Monitoring and review

17.1. The subject leader is responsible for monitoring the quality of teaching and learning. This may include:

- Self-evaluations
- Lesson drop-ins
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

17.2. The subject leader will report to the headteacher and local advisory board on the quality of the subjects.

17.3. This policy will be reviewed by the Trust in conjunction with the Headteachers on an annual basis. This policy will also be reviewed in light

of any changes to statutory guidance or national or local issues that arise and need addressing.

17.4. The Trustees Education and Ethos Committee is responsible for approving this policy

17.5. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Appendix 1 – Science national curriculum

In accordance with the DfE's 'RSE and Health Education Guidance' 2021, there are certain aspects of sex and relationship education which are compulsory for pupils to learn as they progress through the key stages.

Key stage	Pupils must be taught:
Key stage 1	• That animals, including humans, move, feed, grow, use their senses and reproduce. • To recognise and compare the main external parts of the bodies of humans. • That humans and animals can produce offspring, and they grow into adults. • To recognise similarities and differences between themselves and others. • To treat others with sensitivity.
Key stage 2	• That nutrition, growth and reproduction are common life processes for humans and other animals. • About the main stages of the human life cycle.
Key stage 3	• That fertilisation in humans is the fusion between the egg and sperm. • About the physical and emotional changes that take place during adolescence. • How the foetus grows and develops. • How the growth and reproduction of bacteria and viruses can affect health.
Key stage 4	• The way in which hormonal control occurs, including the effects of sex hormones. • The medical uses of some hormones, including the control of fertility. • The defence mechanisms of the body. • How sex is determined in humans.

Appendix 2 – Useful Resources

DfE RSHE Curriculum

Teacher Training - Teaching Respectful Relationships

Plan your RSHE curriculum

Teacher Training Modules

Dfe RSHE Curriculum (Education recovery)

Annex B - teacher-training-drugs-alcohol-and-tobacco