



West View Primary School

Relationships, Sex and Health Education (RSHE) Policy

Approved by Local Academy Committee: October 2024
Date for Review: October 2026

Statement of Intent

At West View Primary School, we will provide age-appropriate Relationships, Sex and Health education (RSHE) to all pupils as part of the statutory curriculum. As a school, we aim to assure that all aspects of RSHE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to RSHE will be delivered in a sensitive manner as part of a whole-school approach where families and schools work in partnership.

RSHE is compulsory in all primary schools in England. The key topics applicable for all key stages have been carefully planned in consultation with responses from parents, young people, schools and experts. Parents and carers are given the opportunity to discuss this policy at any time and staff will be provided with accurate training and further resources to deliver lessons to pupils.

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 education, which is required to be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationship education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing and health and relationships, and it ensures that they can talk to a trusted adult if there is anything worrying them. Health education focuses on equipping pupils with the knowledge they need to make informed decisions about their own health and ensures they receive factual information about the changes they will experience emotionally and physically during puberty.

We understand our responsibility to deliver high-quality, age-appropriate and evidence-based Relationships, Sex and Health Education (RSHE) for all of our pupils. This policy sets out the framework for our RSHE curriculum, providing clarity on how it is informed, organised and delivered.

Any sex education included within the curriculum consists of age-appropriate content which covers how babies are conceived and how they are born. Sex education does not go above and beyond the focus of reproduction.

Legal Framework

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

- [Education Act 2002 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2002/26)
- [Equality Act 2010 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2010/15)
- [Children and Social Work Act 2017 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2017/6)
- [The Relationships Education, Relationships and Sex Education and Health Education \(England\) Regulations 2019 \(legislation.gov.uk\)](https://www.legislation.gov.uk/uksi/2019/1246)
- [National curriculum in England: science programmes of study - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study)
- [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/relationships-and-sex-education-rse-and-health-education)
- [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/714441/Relationships_Education_Relationships_and_Sex_Education_and_Health_Education_guidance.pdf)
- [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/714441/Keeping_children_safe_in_education_2024.pdf)

This policy operates in conjunction with the following school documents:

- Accessibility Plan
- Anti-Bullying Policy
- Behaviour Policy
- Computing Policy
- Disciplinary Procedure
- Mental Health and Wellbeing Policy

- Online Safety Policy
- Physical Education, School Sport and Physical Activity (PESSPA) Policy
- PSHE Policy
- Safeguarding and Child Protection Policy
- Spiritual, Moral, Social and Cultural (SMSC) Policy
- Special Educational Needs and Disabilities (SEND) Policy

Roles and Responsibilities

The Local Academy Committee is responsible for:

- Playing an active role in monitoring, developing and reviewing the policy and its implementation in school
- Ensuring that all pupils make progress in achieving the expected educational outcomes
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it
- Ensuring that all staff are up to date with policy changes, and familiar with policy and guidance relating to RSHE

The Headteacher is responsible for:

- The overall implementation of this policy
- Ensuring adequate time on the school timetable is dedicated to the delivery of RSHE as a statutory curriculum subject
- Providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSHE to pupils; for example, if staff do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs
- Ensuring that parents and carers are fully informed of this policy and the RSHE resources are available beforehand
- Reviewing and discussing requests from parents and carers to withdraw their children from the subjects
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful
- Reporting to the Local Academy Committee on the effectiveness of this policy

The Curriculum Lead is responsible for:

- Overseeing the delivery of the subject
- Ensuring that staff values and attitudes will not prevent them from providing a balanced RSHE in school
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach
- Ensuring that the subjects are age-appropriate, high-quality and up-to-date
- Ensuring that teachers are provided with adequate resources to support the teaching of the subjects
- Ensuring that the school meets its statutory requirements in relation to RSHE
- Ensuring that the relationships and health curriculum, as well as any optional sex education, is inclusive and accessible for all pupils
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs

- Ensuring that the needs of vulnerable pupils are taken into consideration in designing and teaching these subjects

All Classroom Teachers are responsible for:

- Delivering high-quality and age-appropriate RSHE in line with statutory requirements
- Using a variety of teaching methods and resources to provide an engaging curriculum
- Ensuring that they do not express personal views or beliefs when delivering the programme
- Modelling positive attitudes to relationships, sex and health
- Responding to any safeguarding concerns in line with the Safeguarding and Child Protection Policy
- Acting in accordance with planning, monitoring and assessment requirements for the subjects
- Working with the Curriculum Lead to evaluate the quality of provision

Parents and carers are responsible for:

- Enabling their children to grow, mature and to form healthy relationships
- Supporting their children through their personal development and the emotional and physical aspects of growing up
- Ensuring that they are aware of aspects of the curriculum, including when it is going to be delivered and the content
- Supporting their children's personal, social and emotional development, by working with the school to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE and RSHE work
- Seeking additional support from the school where they feel it is needed

Curriculum Organisation

Every primary school is required to deliver statutory relationships education and health education. The delivery of the relationships education and of health education coincide with one another and will be delivered as part of our school's PSHE curriculum, and other aspects are included in Religious Education (RE).

For the purpose of this policy:

Relationship Education (RE) is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online

Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices

Sex Education is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort

As a school, we have organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

At West View Primary School, we are dedicated to ensuring that our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.

Parental Consultation

As a school, we understand the important role that parents and carers play in enhancing their children's understanding of relationships and health and how important their views are in shaping the curriculum. We will provide parents with frequent opportunities to understand and ask questions about our approach to RSHE.

We will consult closely with parents and carers when reviewing the content of our RSHE curriculum and will give regular opportunities to voice their opinions. We will use the views of parents and carers to inform decisions made about the curriculum content and delivery; however, parents and carers are not granted a 'veto' on curriculum content and all final decisions will be made by school. We will permit parents/carers access to all curriculum materials and will not enter into contracts with outside providers that seek to prevent parents/carers from seeing materials.

Parents/carers will be provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects

At West View Primary School, we aim to build positive relationships with our parents and carers by inviting them into school to discuss what will be taught, address any concerns, and provide support in managing conversations with their children on the issues covered by the curriculum. Parents and carers will also be consulted in the review of this policy and are encouraged to provide their views at any time.

Curriculum Overview

myHappymind

As a school, we follow the myHappymind programme to enhance our teaching of the RSHE curriculum. myHappymind covers 100% of the mandatory Relationship and Health Education guidelines.

For further information please refer to the schools Mental Health and Wellbeing and PSHE Policies.



Relationship Education

[Relationships education \(Primary\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/relationships-education-primary)

The Relationship Education element of RSHE can be broken down into 5 main themes, which outline what children will learn by the end of their time in primary school:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Families and people who care for me

By the end of primary school, pupils will know:

- That families are important for them growing up because they can give love, security and stability

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

Caring friendships

By the end of primary school, pupils will know:

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

Respectful relationships

By the end of primary school, pupils will know:

- The importance of respecting others - even when they are very different from them, make different choices, or have different preferences or beliefs
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- That in school and wider society they can expect to be treated with respect by others, and that in turn, they should show due respect to others, including those in positions of authority
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help
- What a stereotype is, and how they can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including pretending to be someone they are not
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous
- The rules and principles for keeping safe online

- How to recognise harmful content and contact online, and how to report these
- How to critically consider their online friendships and sources of information
- The risks associated with people they have never met
- How information and data is shared and used online

Being safe

By the end of primary school, pupils will know:

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

As a school, we are free to determine, within the statutory curriculum content outlined above, what pupils are taught during each year group. We always consider the age and development of pupils when deciding what will be taught in each year group.

At West View Primary School, we implement a progressive curriculum, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school- *see Appendix 1 for West View's PSHE curriculum.*

Health Education

[Physical health and mental wellbeing \(Primary and secondary\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

Health Education at a primary level focuses on teaching the characteristic of good physical health and mental wellbeing. **It is compulsory for all state-funded primary schools.** It can be broken down into 8 main categories which outline what children will learn by the end of their time in primary school:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Mental wellbeing

By the end of primary school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health

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

Internet safety and harms

By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits
- About the benefits of rationing time spent online
- The risks of excessive time spent on electronic devices
- The impact of positive and negative content online on their own and others' mental and physical wellbeing
- How to consider the effect of their online actions on others
- How to recognise and display respectful behaviour online
- The importance of keeping personal information private
- Why some social media, some computer games and online gaming are age-restricted
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- How to be a discerning consumer of information online, including understanding that information, inclusive of that from search engines, is ranked, selected and targeted
- Where and how to report concerns and get support with issues online

Physical health and fitness

By the end of primary school, pupils will know:

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

Healthy eating

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content

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

Drugs, alcohol and tobacco

By the end of primary school, pupils will know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

By the end of primary school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing
- The facts and science relating to immunisation and vaccination

Basic first aid

By the end of primary school, pupils will know:

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

Changing adolescent body

By the end of primary school, pupils will know:

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

As a school, we are free to determine, within the statutory curriculum content outlined above, what pupils are taught during each year group. We always consider the age and development of pupils when deciding what will be taught in each year group.

At West View Primary School, we implement a progressive curriculum, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school- *see Appendix 1 for West View's curriculum.*

Sex Education

Although it is not statutory to deliver sex education outside of the science curriculum at primary level, ***the DfE recommends that all primary schools should have a sex education programme in place.*** This should be tailored to the age and physical and emotional maturity of pupils and should ensure that pupils are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

All pupils must be taught the aspects of sex education outlined in the primary science curriculum - this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

[National curriculum in England: science programmes of study - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/national-curriculum-in-england/science-programmes-of-study)

Parents and carers are fully consulted in the organisation and delivery of our sex education

curriculum. The age and development of pupils is always considered when delivering sex education.

Curriculum Delivery

The Relationships and Health curriculum will be delivered as part of our PSHE curriculum. At West View, we have created a bespoke curriculum which covers all statutory knowledge through our own lessons and the use of the myHappymind programme. We will ensure that preventative education and keeping children safe remain at the heart of our PSHE teaching and learning. Sex education will be delivered through the science and PSHE curriculums as well as through external agencies such as the School Nursing service.

Through effective organisation and delivery, we 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
- The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical and emotional development.
- All teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND
- Lesson plans will provide appropriate challenge for pupils and will be differentiated for pupils' needs

Curriculum Organisation

The RSHE programme is delivered through a variety of opportunities including:

- Designated lessons
- Circle time
- myHappymind
- Use of external agencies and/or services
- School ethos
- Small group work
- Cross curricular links
- Assemblies
- Enrichment activities

Terminology

In recognition of the fact that the use of code names for body parts can facilitate the normalisation of child sexual abuse, teaching staff will use and teach pupils the anatomically correct names for body parts.

Difficult Questions

West View Primary School will support teaching staff to feel comfortable to answer questions from pupils, by providing training in how to deliver sex education, including sessions on confidentiality, setting ground rules, handling controversial issues, responding to 'awkward' questions and an introduction to the rationale of why teaching RSHE is so important. As a school, we will encourage teaching staff to refer questions they feel ill-equipped to answer to the Curriculum Lead or Headteacher for advice or support.

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 set out in the Safeguarding and Child Protection Policy.

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

External Experts

West View Primary School may invite guest speakers into school to talk about issues related to RSHE, e.g. an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it. All resources used by guest speakers will be available to parents and carers to view prior to lesson delivery.

Before delivering the session, we will:

- Ensure the lesson that has been planned fits with our planned curriculum and this policy
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils
- 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
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Safeguarding and Child Protection Policy

Equality and Accessibility

West View Primary School understands its responsibilities in relation to the [Equality Act 2010](#) specifically, that it must not unlawfully discriminate against any pupil based on their protected characteristics.

As a school, we are committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. We will ensure that our RSHE programme is inclusive, and caters to the needs of pupils with SEND or other support needs, such as those with SEMH needs.

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

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behaviour Policy, as well as a Safeguarding and Child Protection Policy, which sets out expectations of pupils.

West View Primary School understands that RSHE may include topics which are triggers for teaching staff, and could relate to historic, recent or current trauma. If this is the case, we actively encourage staff to approach their line manager or the Headteacher to discuss this directly.

Curriculum Links

We will draw links between RSHE and other curriculum subjects wherever possible to enhance pupils' learning. RSHE will be linked to the following subjects in particular:

Computing - *pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support*

PE - *pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles*

PSHE and myHappymind - *pupils learn about respect and difference, values and characteristics of individuals*

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

Request to Withdraw

Relationships and Health Education (RHE) is statutory at primary and parents and carers do not have the right to withdraw their child from the subjects.

As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents and carers do have the right to request to withdraw their child from all or part of the sex education curriculum.

The Headteacher will automatically 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; however, they will discuss the request with the parent/carer first and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Headteacher will discuss 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.

The Headteacher will keep a record of the discussion between themselves, the pupil and the parent/carer on CPOMS as this is the school's online record keeping system. The parent/carer will be informed in writing of the Headteacher's decision.

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

Behaviour

West View Primary School aims to foster a culture based on mutual respect and understanding for one another. Any bullying incidents caused as a result of the RSHE programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. These incidents will be dealt with following the processes in our Anti-Bullying and Behaviour Policies.

The Headteacher will decide whether it is appropriate to notify the Police or the Local Authority of the action taken against a pupil.

Staff Training

All staff members will undergo training to ensure that they are up-to-date with the RSHE programme and associated issues and to ensure that they are fully equipped to teach the subjects effectively.

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

Confidentiality

West View Primary School will aim 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 at school or at home. Training around confidentiality will be provided to all teachers. It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's Safeguarding and Child Protection Policy should be followed.

Pupils will be informed prior to delivery of RSHE lessons that confidentiality will remain unless school staff feel that a child is at risk of harm. This information will need to be passed on to the DSL or DDSL and the pupils will be informed of the procedure. Staff who breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's Disciplinary Policy and Procedure.

Monitoring and Review

This policy will be reviewed every two years by Miss K. Tailford as the Deputy Headteacher with responsibility for teaching, learning and assessment across the curriculum. Support will be provided by the Headteacher, where necessary.

The next scheduled review date for this policy is October 2026. A review will take place sooner if there are updates to government or curriculum guidance or if updates are received as to how this policy and/or practice could be improved. All changes to this policy will be communicated to all relevant stakeholders following approval by the Local Academy Committee.

Appendix 1

West View Primary School's PSHE and RSHE lesson overview

PSHE

My happy mind
RSE

RSE

My Happy Mind

Autumn 1								
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Reception	Meet your Brain- lesson 1	Meet your Brain- lesson 2	Meet your Brain- lesson 3	Explain the reasons why we have rules	To know the difference between right and wrong			
Year 1	Meet your Brain- lesson 1	Meet your Brain- lesson 2	Meet your Brain- lesson 3	Meet your Brain- lesson 4	Meet your Brain- lesson 5	Lesson 1: My family and me	To learn about foods that support good health	To learn about how physical activity helps us to stay healthy
Year 2	Meet your Brain- lesson 1	Meet your Brain- lesson 2	Meet your Brain- lesson 3	Meet your Brain- lesson 4	Meet your Brain- lesson 5	Lesson 1: My family and me	To find out about the risks of eating too much sugar	To discover ways we can be physically healthy everyday
Year 3	Meet your Brain- lesson 1	Meet your Brain- lesson 2	Meet your Brain- lesson 3	Meet your Brain- lesson 4	Meet your Brain- lesson 5	Lesson 1: Families in the wider world	To learn about hazards and risks in the home and how they can be reduced	To learn about good health and to recognise signs of an early illness
Year 4	Meet your Brain- lesson 1	Meet your Brain- lesson 2	Meet your Brain- lesson 3	Meet your Brain- lesson 4	Meet your Brain- lesson 5	Lesson 1: Families in the wider world	To recognise the importance of using medicines and household products safely	What makes a healthy diet and how to plan healthy meals
Year 5	Meet your Brain- lesson 1	Meet your Brain- lesson 2	Meet your Brain- lesson 3	Meet your Brain- lesson 4	Meet your Brain- lesson 5	Lesson 1: Friendships on and offline	The importance of keeping safe in local environments and using devices out and about	To learn about the benefits of eating a nutritious diet and how this can affect wellbeing
Year 6	Meet your Brain- lesson 1	Meet your Brain- lesson 2	Meet your Brain- lesson 3	To learn about gang culture in the local environment	The importance of respecting our local environment (anti-social behaviour)	Lesson 1: Friendships on and offline	To recognise the risks associated with an inactive lifestyle	To discover the risks associated with not eating a healthy diet

Autumn 2							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Reception	Celebrate- lesson 1	Celebrate- lesson 2	Celebrate- lesson 3	To find out about healthy eating			
Year 1	Celebrate- lesson 1	Celebrate- lesson 2	Celebrate- lesson 3	Celebrate- lesson 4	Lesson 2- exploring feelings	To find out how we can be safe in familiar and unfamiliar places	To find out what to do if there is an accident
Year 2	Celebrate- lesson 1	Celebrate- lesson 2	Celebrate- lesson 3	Celebrate- lesson 4	Lesson 2- exploring feelings	To learn about the people who keep us safe and how they keep us safe	To discover how to get help in an emergency (what to say during a 999 call)
Year 3	Celebrate- lesson 1	Celebrate- lesson 2	Celebrate- lesson 3	Celebrate- lesson 4	Lesson 2- All about me	To learn that bacteria and virus' can affect health	To learn about the importance of dental hygiene and how lifestyle can impact this
Year 4	Celebrate- lesson 1	Celebrate- lesson 2	Celebrate- lesson 3	Celebrate- lesson 4	Lesson 2- All about me	To discover how personal hygiene can limit the spread of infection	To learn about what to do if you are worried about your health
Year 5	Celebrate- lesson 1	Celebrate- lesson 2	Celebrate- lesson 3	Celebrate- lesson 4	Celebrate- lesson 5	Lesson 2- Friendships and secrets	To learn about diversity and what it means in our community
Year 6	Celebrate- lesson 1	Celebrate- lesson 2	Celebrate- lesson 3	To learn about the importance of personal hygiene and how to maintain it	How to react in an emergency situation and basic first aid	Lesson 2- Friendships and secrets	To discover the benefits of living in a diverse community

Spring 1							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Reception	Appreciate-lesson 1	Appreciate-lesson 2	Appreciate-lesson 3	The importance of toothbrushing			
Year 1	Appreciate-lesson 1	Appreciate-lesson 2	Appreciate-lesson 3	Lesson 3- Fabulous Friendships	To learn about simple routines that can stop germs from spreading	To learn about how to keep safe around the house	To learn how to respond safely to adults they do not know (including people online)
Year 2	Appreciate-lesson 1	Appreciate-lesson 2	Appreciate-lesson 3	Lesson 3- Fabulous Friendships	To discover different ways of looking after money and to talk about strengths needed for different jobs	To understand that household products (including medicines) can be harmful and how these can affect how people feel	To learn about rules in different situations and the importance of age restrictions
Year 3	Appreciate-lesson 1	Appreciate-lesson 2	Appreciate-lesson 3	Appreciate-lesson 4	Lesson 3- Learning to love difference	How to respond safely to adults	To discover the positives and negatives of using the internet
Year 4	Appreciate-lesson 1	Appreciate-lesson 2	Appreciate-lesson 3	Appreciate-lesson 4	Lesson 3- Learning to love difference	To learn about seeking and giving permission	To learn how to assess the reliability of resources online
Year 5	Appreciate-lesson 1	Appreciate-lesson 2	Appreciate-lesson 3	Appreciate-lesson 4	Lesson 3- Peer Pressure	To discover how change and loss can affect feelings	To learn about ways information is used online
Year 6	Appreciate-lesson 1	Appreciate-lesson 2	To recognise that spending decisions can affect the environment	To discover how everyday choices can affect the environment	Lesson 3- Peer Pressure	To discover ways to manage feelings of grief and loss	To discover ways information can be manipulated online

Spring 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reception	Relate-lesson 1	Relate-lesson 2	Relate-lesson 3	To understand the importance of regular physical activity		
Year 1	Relate-lesson 1	Relate-lesson 2	Relate-lesson 3	To learn about dental care and what we can do to support dental health	Lesson 4- Keeping Safe	To learn that people and other living things have needs and need to be cared for
Year 2	Relate-lesson 1	Relate-lesson 2	Relate-lesson 3	Relate-lesson 4	Lesson 4- Keeping Safe	To discover ways we can help the environment
Year 3	Relate-lesson 1	Relate-lesson 2	Relate-lesson 3	Relate-lesson 4	Lesson 4- Getting along with our families	To identify different jobs they are interested in and discuss strengths needed
Year 4	Relate-lesson 1	Relate-lesson 2	Relate-lesson 3	Relate-lesson 4	Lesson 4- Getting along with our families	To discuss circumstances which can affect career choice
Year 5	Relate-lesson 1	Relate-lesson 2	Relate-lesson 3	Relate-lesson 4	Lesson 4- Identity and Respect	To look at a broad range of careers and discuss a variety of routes to get there
Year 6	Relate-lesson 1	Relate-lesson 2	To learn about the impact of vaccinations and immunisations on our health	To discover the ways medicines can be beneficial to health	Lesson 4- Identity and Respect	To look at different stereotypes (inc those faced in the workplace)

Summer 1				
	Week 1	Week 2	Week 3	Week 4
Reception	Engage- lesson 1	Engage- lesson 2	Engage- lesson 3	To find out about the effect of screen time.
Year 1	Engage- lesson 1	Engage- lesson 2	Engage- lesson 3	Engage- lesson 4
Year 2	Engage- lesson 1	Engage- lesson 2	Engage- lesson 3	Engage- lesson 4
Year 3	Engage- lesson 1	Engage- lesson 2	Engage- lesson 3	Engage- lesson 4
Year 4	Engage- lesson 1	Engage- lesson 2	Engage- lesson 3	Engage- lesson 4
Year 5	Engage- lesson 1	Engage- lesson 2	Engage- lesson 3	Engage- lesson 4
Year 6	Engage- lesson 1	Engage- lesson 2	To learn about the physical and emotional changes during the time of puberty	To learn about the processes of reproduction and birth as part of the human lifecycle

Summer 2							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Reception	To find out about the importance of sleep	To find out how to be a safe pedestrian	Understand what my own personal needs are				Transition week - preparing for new class
Year 1	To learn about how to keep safe in the sun	To learn about what money is and how jobs help people to pay for things	To learn about how people grow and how needs change as they age	To learn about change and loss and feelings associated with this	To learn how to be safe on the internet and how it can be used	To learn how to respond if a situation makes them feel uncomfortable or unsafe	Transition week - preparing for new class
Year 2	To find out how to protect myself from sun damage	To find out about the risks from eating too much sugar	To name the main parts of the body including external genitalia and discuss the need for privacy	To recognise what makes you feel better after going through change or loss	To recognise that not all information seen online is true	To learn about the importance of asking permission and resisting pressure from others	Transition week - preparing for new class
Year 3	Lesson 5- Friendship ups and downs	Lesson 6- Keeping Safe	To recognise the risks around use of legal drugs (smoking, alcohol, medicines) and how they can become habitual	To discover why someone might behave differently online and how to recognise this	To learn about the benefits of sun exposure and how to be safe	To learn about attitudes and opinions around money	Transition week - preparing for new class
Year 4	Lesson 5- Friendship ups and downs	Lesson 6- Keeping Safe	To learn about why people choose to use or not use drugs (incl nicotine, alcohol and medicines)	To recognise and model respectful behaviour online	To learn about the risks of overexposure from the sun	To learn about ways of tracking money	Transition week - preparing for new class
Year 5	Lesson 5- Discrimination and the Law	Lesson 6- Online Safety- Images	To look at mixed messages within the media around drug use (incl nicotine, alcohol and medicines)	To learn about strategies for recognising risks and harmful content online	To learn about how to keep safe from sun damage and what to do if someone has heat stroke	To identify external genitalia and internal reproductive organs	Transition week - preparing for new class
Year 6	Lesson 5- Discrimination and the Law	Lesson 6- Online Safety- Images	To discuss laws surrounding drug use (legal and illegal) and organisations that can support people	To learn about what to do if worried about their safety or someone else (inc online)	To discover how to keep safe from skin cancer	To discover opportunities and responsibilities of increased independence	Transition week - preparing for new class