



Relationships, Sex and Health Education Policy (RSHE)

Our Curriculum at Finchale

At Finchale Primary School, we are proud of our curriculum and the range of experiences we provide for our children. Our curriculum is accessible to all children, irrespective of their ethnic background, gender, disability, religious or linguistic background. We strive to meet the needs of those pupils with additional needs, including special educational needs, those with disabilities, those with gifts or talents and children who are learning English as an additional language. We provide a rich and challenging curriculum which aims to stretch our children. Staff monitor our children to ensure that they are supported in their learning, whatever their ability.

We intend to deliver RSHE as part of an overarching Finchale Personal Development curriculum that is accessible to all and aims to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy, including physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise. The national curriculum for science includes subject content in related areas, such as the main external body parts and the human body as it grows from birth to old age (including puberty).

The Importance of RSHE

RSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives. RSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."

Maya Angelou

This policy has been updated, reviewed and agreed in line with DfE RSHE statutory guidance (2026) and will be reviewed in Autumn 2029. It will be shared for consultation with our parents/carers and other stakeholders, to help us ensure the policy meets statutory compliance and the needs of the school community it serves.

Chair of Governors: Mrs. Gayle Foster

Head Teacher: Miss Natalie Ward

Date: March 2026

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Primary Relationships, Sex Education & Health Education Policy Guidance

1. **This policy was developed in response to:**
 - Children and Social Work Act (2017)
 - Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education September 2019)
 - Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education July 2025)
 - Keeping children safe in education (KCSIE) (DfE, 2025). [keeping-children-safe-in-education](#).
 - Research commentary: teaching about sex, sexual orientation, and gender reassignment, (Chris Jones, Ofsted's Director, July 2021)
 - Equality Act, 2010 and schools
 - Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
 - Special Educational Needs and Disability code of practice: 0-25 years, 2020
 - Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
 - Transforming Children and Young People's Mental Health Provision Green Paper (July 2018)
 - Review of Sexual abuse in schools and colleges, Ofsted June 2021
 - Science programmes of study: Key Stages 1 & 2 (Department of Education, 2013) National curriculum in England: science programmes of study - GOV.UK
 - Protected characteristics and separation by sex on school inspections (Department of Education, 2025)

This policy should be read in conjunction with:

- Online Safety Policy
- Anti-bullying/Behaviour Policy
- Safeguarding Policy
- Drugs and Alcohol Policy
- Visitor Policy

2. The seven guiding principles for relationships, sex and health education from the statutory guidance help us form the high quality RSHE provision in this school.

As a school we keep the following key principles in mind:

- A. Engagement with pupils.
- B. Engagement and transparency with parents.
- C. Positivity.
- D. Careful sequencing.
- E. Relevant and responsive.
- F. Skilled delivery of participative education.
- G. Whole school approach.

Further detail can be found in **Appendix one**.

3. Our School Context, meeting the needs of the pupils, parents and the community

Finchale Primary School is a thriving, average-sized 1-form entry Local Authority maintained school located in the residential area of Newton Hall in Durham (approximately 2 miles from the centre of Durham City) serving children between the ages of 4 and 11 from the local community (Reception to Y6). The school sits on Canterbury Road and prides itself on its 'family feel' and position at the heart of its local community.

Finchale Primary School provides a broad and balanced curriculum, which is carefully planned to meet the needs of all pupils. Safeguarding the pupils in our school is of the highest priority and we recognise that RSHE, as part of our approach to Personal Development, may need to be responsive to emerging needs or immediate concerns. In such cases, the school will inform parents and carers.

4. School Intent

The aim of RSHE at Finchale Primary School is to provide balanced, factual information about physical and emotional changes. Our RSHE programme aims to prepare pupils for an adult life in which they can:

- ★ develop positive values and a moral framework that will guide their decisions, judgements, and behaviours.
- ★ have the confidence and self-esteem to value themselves and others and the skills to judge what kind of relationships they want.
- ★ understand the consequences of their actions and behave responsibly, including respecting others and behaving responsibly within personal relationships.
- ★ avoid being pressured into uncomfortable or dangerous situations, including online sharing.
- ★ communicate and behave in a respectful manner towards people around them, contributing to a shared safe and inclusive environment/community to live.
- ★ understand, recognise and apply skills of seeking permission, refusal and consent.
- ★ challenge discrimination and understand the importance of equality and respect.
- ★ have sufficient information and skills to protect themselves in a variety of harmful situations including staying safe from exploitation.
- ★ be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

What This Means at Finchale Primary

Finchale Primary School delivers Relationships Education and Health Education to every year group through a specifically outlined curriculum as part of our 'Finchale Futures' Personal Development programme. Lessons are set within the wider context of school Personal Development (which takes place across all lessons and within assemblies and the wider day as well as 'Finchale Futures' sessions. They are aligned with our school ethos and values, as can be seen in the table, below:

 Finchale Futures Personal Development Curriculum We see the magic in every child and help make them sparkle.					
Character Education	Citizenship	Physical Health	Inclusion	British Values	
Relationships Education	Personal, Social & Economic	Mental Health	Careers-related Learning	SMSC	
TRUST	RESPECT	RESILIENCE	INCLUSIVITY	COMMUNITY	KINDNESS
CHARACTER EDUCATION: Positive behaviours Honesty Rules & responsibility Choices & consequences Taking safe risks Attitude to learning Good manners SAFETY: Online Rail and road Water Fire / Electrical Personal safety Basic First Aid Seeking help & reporting concerns	HEALTHY RELATIONSHIPS: Speaking & Listening Feeling valued Taking turns Value different beliefs Families / people who care Being a good friend Developing bodies Boundaries & consent Managing conflict	CHARACTER EDUCATION: Motivation Making Mistakes Growth Mindset Finchale 'Ways of Working' Self-belief / confidence Self-regulation Independence & organisation Setting long-term goals Careers-related learning Aspirations	CELEBRATING DIFFERENCES: Belonging Sharing Differences & similarities Protected characteristics Equality, equity & diversity Golden rule: treat others as we wish to be treated SPIRITUAL, MORAL, SOCIAL & CULTURAL GROWTH (SMSC): World religions Celebrations Music & art from diverse cultures	CHARACTER EDUCATION: People who help us Service to others Leadership roles Communicating effectively BRITISH VALUES: Voting & democracy Rule of law Individual liberty CITIZENSHIP: Fairness Rights of the Child Looking after our world Economy / money Moral dilemmas Voluntary & community groups	MENTAL HEALTH & WELLBEING: Naming feelings Zones of Regulation Mindfulness Anti-bullying 5 ways to wellbeing Healthy lifestyle Food & nutrition Mental Health Physical Health Gratitude Caring for others Thoughtful actions Celebrating achievements

Aspects of Relationships Education and Health Education may be taught within other curriculum subjects and through enrichment activities or assemblies. For example, the physical aspects of puberty and reproduction are taught as part of National Curriculum Science. In the Early Years, RSHE is taught through Personal, Social and Emotional Development. Children will learn strategies to build relationships, how to manage, recognise and regulate emotions and how to become independent and resilient.

5. Engagement and consultation with relevant stakeholders:

Here at Finchale Primary School, we believe strongly in the role of parents/carers in the development of their children's understanding about relationships. As a school, we want to make sure we communicate with parents in an honest and accessible way to help our parent community understand the importance of RSHE for wellbeing and safety. This policy and information on what will be taught and when will be freely available on our schools' website for parent/carers to access.

We will engage with parents/carers to help make certain they understand the RSHE provision taught. We encourage parents/carers to view resources and access the links provided on our school's website or through other communication channels to support their child's learning and development at home (for example, NSPCC links). We will consult with parents/carers through surveys and meetings when reviewing the RSHE policy or curriculum. We want to encourage our parents to be responsible for: -

- Supporting their children's personal, emotional and physical development alongside the support we offer as a school.

- Ensuring that they are aware of curriculum content and when topics will be covered in school by accessing the information provided. We aim to support all our parents and carers to engage in the process.
- Completing school surveys and attending parent sessions when invited.
- Foster an open and supportive home environment where pupils can engage, discuss and continue to learn about topics which have been taught in school.
- Contact school if additional support is needed to access school materials, information or policy documentation.

As part of the engagement process, parents/carers will have the opportunity to attend a meeting at a timely point, during which they can:

- View, develop and review the RSHE policy;
- Be kept informed of the external providers we may bring in to enhance and teach pupils specific RSHE content;
- Discuss the curriculum content and view a representative sample of the resources that we plan to use (further materials can be viewed upon request);
- Share any worries and ask questions;
- Discuss the school's approach to sex education (see section on sex education and rights of withdrawal);
- Gain information about talking to your child at home, including useful sources of information.

We will also:

- Carry out pupil voice activities with regards to RSHE, such as pupils focus groups (e.g. discussions with the school council) in order to tailor the curriculum to match the different needs of pupils;
- Review the RSHE curriculum content with staff and pupils;
- Consult with and review the RSHE policy with school governors, who will agree and support the implementation of the policy;
- Inform the wider community about the RSHE and Personal Development curriculum through newsletters such as the Finchale Flyer.

Assessment of pupil readiness will take place as part of our continued approach to monitoring the curriculum; this may be within assessment for learning pedagogical approaches in our teaching, and in ensuring pupil voice forms part of our decisions on the timeliness of including particular subject content and the way in which it is taught. Any parent/carer, member of staff or pupil wishing to provide feedback about the curriculum will be able to do so at any time during the academic year.

Copyright law and RSHE materials

Parents/carers must agree, as a condition of access, that curriculum/resource content shared with them should not be copied or shared further except as authorised under copyright law.

Upon request, parents/carers can access an electronic sample of resources/materials relating to RSHE, providing they agree to a statement that they will not copy the content/resource or share it further except as authorised under copyright law.

6. Definition of the RSHE Programme

The DfE's statutory requirements means schools must teach Relationships Education.

Relationships Education is the building blocks of healthy, respectful relationships, focusing on family and friendships, including online. It gives children and young people the essential skills to build positive, enjoyable, and non-exploitative relationships. Relationship Education supports children at the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves safe.

Primary relationships education is a protective and preventative curriculum that equips children with skills and knowledge to keep themselves and others safe, and to recognise and report risks and abuse, including online abuse. This is delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information.

Relationships education will focus on how to form and sustain positive relationships but will also help children identify risks and harms. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This can be done without describing the detail of any sexual activity involved. Similarly, good safeguarding practice requires children and young people to understand the correct terms for different parts of the body and to be able to confidently use these terms. At primary, this is done without describing any detail of sexual activity.

Informed and responsive curriculum.

All curriculum content is delivered in a sequenced and accumulative way across the primary phase and in a way that does not cause unreasonable alarm or appear to normalise risky behaviours or activities. As a school, where we must respond to a need or concern that is affecting our pupils, we will inform parents and carers in advance if any content we intend to deliver deviates from the previously planned curriculum. The intended taught lesson content (reasoning if appropriate) and relevant teaching materials will be shared on request. Teaching will be age appropriate and respectful of all children. All curriculum content will be informed by the statutory RSHE guidance (DfE) and timeliness of delivery of such content, based on safeguarding the children in our school.

Statutory guidance primary relationships education topic areas are:

- Families and people that care about them
- Caring friendships
- Respectful kind relationships
- Online safety and awareness
- Being safe

Health Education – Health and Mental Wellbeing

The focus of Health and Mental Wellbeing in primary should be on teaching the characteristics of good physical health and mental wellbeing. It should enable pupils to see the strong links between physical and mental health, for them to make healthy choices and decisions and encourage openness around mental health, reducing stigma. It should support pupils to recognise when things are not right in their own health or the health of others and to seek support when needed.

As part of RSHE, 'Developing bodies' will be delivered as part of the statutory programme.

Pupils will learn:

- about growth and other ways, the body can change and develop, particularly during adolescence.

- the correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples will be taught*. Pupils will gain understanding that all these parts of the body are private and learn the skills to express their own boundaries around these body parts. (**parts referenced in the RSHE statutory guidance*).
- the facts about the menstrual cycle, including physical and emotional changes.

Curriculum content related to puberty and menstruation will be complemented by sensitive arrangements to help girls prepare for and manage menstruation, including with requests for period products.

7. Non-Statutory Sex Education at primary

Sex education is not compulsory in primary schools. The DfE recommends that primary schools teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. This will be tailored to the age and physical and emotional maturity of pupils.

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 of request to withdraw their child from all or part of the sex education curriculum. Our school has chosen not to teach non-statutory sex education. We will continue to review this annually when assessing pupils' readiness for information to ensure curriculum content is meeting the needs of all our pupils. Parents/carers will have an opportunity to take part in the consultation process on what will be covered beforehand, should we take the decision to teach non-statutory sex education. Right to be withdrawn does not include any statutory relationships and health education content, nor can pupils be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

Any requests for withdrawal should be discussed with the Headteacher so that parents/carers understand how withdrawing their child may impact their child's understanding, and school-parent conversation should include discussing the benefits and the possible detrimental effects of withdrawal, along with offering support or signposting to resources that aid parents/carers to discuss some content with their child at home (if a parent/carer wishes this). Alternative arrangements and purposeful education would be arranged for a withdrawn pupil. Parents are encouraged to discuss their concerns and / or decisions with the Headteacher at the earliest opportunity. The Head teacher/RSHE lead will document the process and outcome.

8. Whole school approach to wellbeing and positive relationships

Schools have freedom to implement the DfE's RSHE guidance in the context of a broad and balanced curriculum and in a way that best supports pupils' wellbeing, safety, personal and educational positive outcomes. All RSHE and the key topics of Mental Health and Wellbeing sit within the wider programme of Personal Development and Wellbeing and key links should be made to the other key areas in a school curriculum and other relevant policies.

9. Principles and Values for RSHE

RSHE is an integral part of personal development and lifelong learning, and it is an entitlement for all pupils in our care. In addition, Finchale Primary School believes that RSHE should:

- be an integral part of the lifelong learning process, and help children to be **resilient** learners.
- allow children to explore, consider, and gain an understanding of moral dilemmas.

- enable them to make informed and ethical decisions about their wellbeing, health, and relationships.
- encourage every pupil to contribute to the school **community** that aims to support each individual as they grow and learn.
- be set within this wider school context and supports family commitment and love, **respect** and affection, knowledge, and openness.
- celebrate the wide range of family structures in our school community, including single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents, and foster parents/carers.
- promote love, respect, **kindness**, generosity, and caring for one another and respect the environment in which we live.
- encourage pupils and staff to be **inclusive** by sharing and listening to each other's views and understanding and demonstrating the right to hold/express views.
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- teach the importance of boundaries/consent, **trust** and giving within relationships, including online with friends, peers and adults.
- prevent harms by helping young people understand and identify when things are not right.

RSHE has three main elements that contribute to personal development and wellbeing:

Attitudes and Values

- learning the importance of values, individual conscience, and moral choices.
- learning the value and valuing family life, stable and loving relationships, marriage, and civil partnerships.
- learning about the nurture of children.
- learning the value of and demonstrating respect, kindness, love, and care.
- exploring, considering, and understanding moral dilemmas.
- developing skills including negotiation and decision making.
- the importance of boundaries/consent and giving, in relationships including online with friends, peers and adults.
- challenging myths, misconceptions, false news, false assumptions about normal behaviour.

Personal and Social Skills

- learning to manage a range of emotions within relationships confidently and sensitively, including off and online.
- developing positive self-esteem and confidence.
- developing and demonstrating self-respect and empathy for others.
- making informed choices with an absence of prejudice and discrimination
- pupils show respect for those who share the protected characteristics.
- understand bullying, and that this can include the use of derogatory terms relating to sex, race, disability, or sexual orientation.
- developing an appreciation of the consequences of choices made.
- managing conflict resolution, with families, people they care for and are for them and friendships.
- empower pupils with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their family, with their peers, with adults and interactions online.
- how to report concerns, risks or abuse, including *'child on child' abuse, and have the skills, confidence and the vocabulary needed to do so.
- empower them with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their family, peers, adults, and interactions online.
- learning to actively seek, ask and recognise consent from others.

- developing the skills necessary to communicate effectively in a range of scenarios involving consent and understand that consent can be withdrawn.
- learn and understand the role of a friend, understand how to form, maintain, and have positive healthy friendships (on and offline).
- know that you should be respectful in online interactions.
- know how to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met.
- know the importance of exercising caution about sharing any information about themselves online.
- recognise the powerful influence of social media and develop critical thinking skills to manage their online presence.

Knowledge and Understanding

- understand that being a victim of abuse is never the fault of the child.
- recognise emotional, physical, and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that does not feel right.
- know that their bodies belong to them, and the differences between appropriate and inappropriate or unsafe physical touch, and other, contact.
- know about growth and other ways the body can change and develop, particularly during adolescence.
- know the correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples will be taught. (**parts referenced in the RSHE statutory guidance*). Pupils will gain an understanding that all these parts of the body are private and learn the skills to express their own boundaries around these body parts.
- know the facts about the menstrual cycle, including physical and emotional changes.
- learning about where to go for help or advice in school and how to access a range of local and national support agencies, including online.
- be supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.

10. Roles and Responsibilities

The role of the Headteacher (Miss N. Ward)

It is the overall responsibility of the Headteacher to ensure that all stakeholders are informed about the RSHE policy, and that the policy is fully implemented. This includes parental rights to withdraw from some or all the sex education and fully informing parents what is statutory education that pupils cannot be withdrawn from.

The Headteacher will:

- Ensure staff have the necessary continued professional development and confidence to deliver a high quality RSHE curriculum that suits the needs of all the pupils in the schools.
- Ensure there is adequate time on the school timetable to deliver a high quality RSHE curriculum.
- Take responsibility overall for monitoring and evaluating the provision for RSHE.
- Report to the governing body on the effectiveness of the policy.
- Take responsibility for reviewing the policy on an annual basis along with parents and carers.
- Discuss and review requests from parents to withdraw their children from non-statutory sex education teaching.

- Seek quality assurance of curriculum material/resources/any external agencies/CPD provider used.
- Ensure there is openness with parents/carers about the RSHE materials that are used to teach pupils and parents and carers are informed of their rights around viewing materials.
- Ensure parents and carers are informed when external agencies are invited in to deliver aspects of the RSHE curriculum (including the option to view the companies' materials).

The relationships, sex and health education subject leader (Mrs C. Marley) is responsible for:

- Overseeing the delivery of the curriculum content.
- Ensuring that staff values and attitudes will not prevent them from providing a balanced approach to RSHE in school.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets the DfE statutory requirements in relation to the relationships and health education curriculum.
- Ensuring the relationships, sex and health education curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex, and health education complements, but does not duplicate, the content covered in the national curriculum.
- Liaising and working in partnership with parents and carers to support further conversations at home and to share a sample of the resources ahead of teaching and further resources upon request.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher.

Responsibilities of the Governor body are in ensuring all pupils make progress in achieving the expected educational outcome, including that teaching is accessible to all pupils and that curriculum content and teaching materials align to the statutory RSHE guidance.

- clear information is provided for parents/carers on the subject content, teaching materials, and external providers, and on the right to request that their child is withdrawn from sex education.
- teaching staff have access to quality-assured training and professional development associated with RSHE.
- the subject has a raised profile and is connected to the safeguarding of children.
- all staff are up-to-date with policy changes, and are familiar with school practise, policy and guidance relating to RSHE.

11. Organisation, content and delivery of RSHE

At Finchale, we adopt six key values. These are: Trust, Respect, Resilience, Inclusivity, Community and Kindness. Our school values act as a thread through our RSHE and, more widely, our personal development curriculum. Aligned with these values are key concepts that children will repeatedly visit throughout their time at Finchale: Healthy Relationships, Health and Wellbeing, Safety (including Online Safety), Changing Bodies, Citizenship and Economic Wellbeing. Alongside Character Education, Spiritual, Moral, Social and Cultural Development, Careers-related Learning and learning about British Values, these threads make up our over-arching Personal Development curriculum. As children progress through school, they will begin to make links and connections between these threads to support them in gaining a wider understanding of relationships, emotions,

physical and mental health and strategies to keep themselves safe.

Our RSHE Curriculum is an integral part of learning every week and is drawn from a range of resources which include but are not restricted to: Kapow, PSHE Association, NSPCC and BBC Bitesize. There are overlapping skills and cross curricular links with other subjects including: Science, Religious Education, Physical Education and Computing. Long term plans and the Progression of Skills detail the units taught and the sequence of learning through school. Each topic has a clear knowledge and skill development focus and places importance and priority on developing a child's vocabulary understanding and use. Each topic is revisited and built upon each year and at age appropriate level. The content for each year group, along with long-term plans, can be found on our school website: www.finchale.durham.sch.uk.

Any RSHE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons a group/classroom agreement - known as 'ground rules' – must be established, which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the group/classroom agreement established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time.

At Finchale Primary School, all staff will use scientifically correct vocabulary to avoid misunderstandings and ambiguity. Some of the words which may be used (at an appropriate level) to support our children's understanding/naming of body parts are: penis, vulva, vagina, testicles, scrotum, nipples, breasts and pubic hair. This list is not exhaustive. The correct terms help children to report abuse. Using the correct terms for the parts of the bodies strengthens our school approach to safeguarding children and links directly to RSHE guidance.

Open and positive school culture

A school has a responsibility to help create and nurture an open and positive school culture. It is vital this is reflected in our teaching and across whole school life to ensure our children experience positive healthy relationships with their peers and all school staff. We recognise the importance of modelling appropriate language and respectful behaviour and how this contributes to a safe inclusive, environment for all with a consideration for those with a protected characteristic.

Inclusive curriculum and delivery of RSHE

At Finchale Primary School, we want to ensure both boys and girls have opportunities to practise respectful communication and understand experiences which are different from their own, for example lessons where menstruation is delivered to both sexes in a mixed class. Delivering RSHE as a whole class enables us to foster healthy relationships between all pupils allowing empathy and understanding for all to develop and grow. This contributes to reducing stigma and taboo when talking about certain aspects of health education.

If, as a school, we do identify a specific need, based on our regular monitoring of the subject, we may make an informed choice to separate classes by sex in order to create a safe space for discussion of a particular topic (or we may identify a smaller group of pupils who would benefit from further support or information delivered separately). All pupils will receive the same information, and lessons delivery and adaptive teaching will be monitored and assessed to allow us to review practice and to continue to meet the needs of all our pupils.

12. Addressing child on child abuse/sexual harassment and violence and RSHE

Preventing sexual violence and abusive behaviour begins with ensuring pupils are well informed and that RSHE curriculum is taught in primary school. Relationships education has an important

role in supporting young people to develop the skills they need to build healthy relationships and grow into kind and respectful adults.

Our school recognises that children are vulnerable to, and capable of, abusing other children and young people, including sexually, and we understand the complex, adverse effects of domestic abuse on children. 'Child to child' abuse will not be tolerated or passed off as part of 'banter' or 'growing up'. Please see our **Safeguarding Policy and Part five of the KCSIE 2025: [Keeping children safe in education 2025](#)**. This school is committed to taking a proactive and preventative approach to all forms of abuse in schools and protect pupils from serious harm – both in and outside the home.

Pupils should understand that anyone can be a victim of sexual violence, and that the victim is never to blame. It is important to acknowledge that most sexual violence is committed against women and girls, and it often has a gendered component. However, anyone can be affected by sexual violence and teachers should avoid language which stigmatises boys or suggests that boys or men are always perpetrators or that girls or women are always victims.

Teaching staff will maintain an attitude that 'it could happen here.' Staff in school have an important role in modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes. In an age and stage appropriate way, topics include, but are not limited to, consent and permission seeking (both on and offline), safe touch and privacy, respectful, healthy relationships and appropriate language, communication and behaviour. The content is covered through a spiral curriculum. Our school recognises the key links between these important topic areas and supporting our children to gain the skills and confidence to say no, speak up and report abuse.

13. Fostering inclusion and valuing diversity

Schools are required to comply with relevant requirements of the Equality Act 2010, including the Public Sector Equality Duty (PSED), when teaching RSHE. Schools must ensure topics in RSHE are taught in a way which does not discriminate against pupils or amount to harassment. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

Our school wants to ensure that children from a range of backgrounds and children with diverse needs feel like they belong in this school. We recognise this is bigger than just in the classroom. The school community, the environment, the interactions and relationships within our school must all be considered for a true inclusive environment. Schools must also make reasonable adjustments to alleviate disadvantage and make sure the RSHE content will be made accessible to all pupils, including those with SEND and a caring role.

Pupils with special educational needs and disabilities (SEND)

We believe RSHE should be inclusive and developed to ensure these subjects are accessible for pupils with SEND and prepare pupils for adulthood, as set out in the SEND code of practice: 0 to 25 years. For some pupils with additional needs, there may be a need to tailor or adapt content and teaching of RSHE to meet the specific needs of pupils at different development stages. Teaching will be sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

We will ensure that all pupils receive relationships education and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary. It is important that pupils with special educational needs receive the knowledge they need to build up their independence and

it helps to protect them from harm. We recognise pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. RSHE can be particularly important for these pupils, particularly those with social, emotional, and mental health needs or learning disabilities. Where possible the RSHE curriculum will be adapted to suit, not 'changed,' to ensure all pupils can have access to the same curriculum.

Religion and belief, including teaching in schools with a religious character.

RSHE should be sensitive to the religious background of pupils, and schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics. All schools may teach about faith perspectives on these topics. We encourage parents /carers to discuss any concerns with the Headteacher.

Lesbian, Gay, Bisexual and Transgender (LGBT)

Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, under which sex, sexual orientation and gender reassignment are amongst the protected characteristics. The DfE strongly encourages primary schools to teach about healthy loving relationships, and to include same-sex parents along with other family arrangements when discussing families. The point in which as a school we teach pupils about LGBT, the content is fully integrated into the curriculum and within the context of teaching about different types of healthy loving families.

Pupils are taught to understand protected characteristics age appropriately. No one is treated in any way less favourably on the grounds of gender reassignment, sexual orientation or sex. As a school, we will consult with parents and carers on the content of external resources on this topic and make all materials available to them on request, as set out in the section on openness with parents/carers. The RSHE lead will ensure that the content is age and stage appropriate in the RSHE curriculum.

14. Safeguarding reports of abuse and confidentiality

This RSHE policy supports our school's approach to safeguarding and links to other key policies and guidance. It is made clear to pupils that all adults in school cannot guarantee absolute confidentiality. When forming the class/group agreement pupils are informed and it will be reinforced to make sure all pupils understand.

It is equally important that staff adopt safeguarding-disclosure procedure and that children understand how confidentiality will be handled in a lesson and what might happen if they do disclose anything of concern in a discussion or anything shared directly with a teacher, about themselves or a peer. Pupils should also understand where they can report any concerns/worries and seek help, including to external services if they do not feel comfortable talking to school staff. School staff are aware RSHE can at times lead to a disclosure and teachers will consult with the Designated Safeguarding Lead (Miss N. Ward) to follow all safeguarding protocols in the school.

A child under thirteen is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under thirteen is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under thirteens should always be discussed with the nominated child protection lead. Under the Sexual Offences Act, penetrative sex with a child under the age of thirteen is classed as rape. Therefore, in all cases where the sexually active young person is under thirteen, a referral should be made to First Contact, naming the young person, and the sexual partner if known. Following this, a Strategy meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under thirteens should be fully documented and reported.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

Where lessons are delivered by external agencies, schools must agree in advance of the session how a safeguarding concern would be dealt with by the external visitor, and in line with school policy. All visitors will be required to explain their safeguarding procedures informing the school how they would deal with receiving a disclosure. *These procedures should be read in conjunction with the Durham Safeguarding Children's Partnership procedures* <https://durham-scp.org.uk>

15. Working with external agencies

The school may invite guest speakers into school to talk on issues related to RSHE, e.g. an expert or experienced health professional. A teacher will be present throughout all 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/carers to view (see section on openness with parents and RSHE materials).

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they can participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.

16. Monitoring and Evaluation of RSHE

Engagement with pupils and assessment

Our Curriculum Lead (Mrs Marley) will oversee the planning and monitoring of pupils' work. Assessment is carried out where appropriate. This may involve teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes. Children revisit learning at a distance from taught content ('spaced retrieval') to ensure a retention of understanding. Assessments will be 'high challenge and low threat' and could be undertaken using the following methods (this is not an exhaustive list):

- ★ 'Finchale Fast 4' questions
- ★ Quizzes
- ★ Observation of pupils
- ★ Talking with pupils
- ★ Marking written work
- ★ Self-assessment
- ★ Peer assessment
- ★ Discussion and debates

As a school, we will monitor pupil progress and the impact of our curriculum throughout the delivery of the RSHE, through assessment for learning quality approaches to our delivery and through careful observation of pupil behaviour, attitudes, and relationships in and across all school life. Assessment ensures pupils continue to make progress and acquire the key knowledge needed for continued personal development and well-being.

RSHE, within the school's Personal Development programme and as part of the overall curriculum, will be involved in regular monitoring and evaluation exercises by the Headteacher and Deputy

Headteacher. The Governing body is responsible for overseeing, reviewing, and organising the revision of the RSHE policy and curriculum.

17. Resources and further information

We use a range of resources to support our teaching of RSHE and Personal Development, which include the following:

- ★ <https://www.twinkl.co.uk/>
- ★ <https://www.kapowprimary.com/>
- ★ <https://pshe-association.org.uk/>
- ★ <https://www.nspcc.org.uk/>

We are continually adapting and amending our resources to meet the needs of our children.

Below are some sources of information for parents and carers to talk to their children at home. Further information, relevant to the curriculum being taught, will be shared via our school website and communications to parents/carers.

[Parents' leaflets | NSPCC Learning](#)

[NSPCC | The UK children's charity | NSPCC](#)

[Parents and carers | CEOP Education](#)

[I'm looking for support with being a parent or carer | Barnardo's](#)

[Our services for parents and carers | Place2Be](#)

Appendix One: The 7 Guiding principles for relationships, sex and health education

Our school policy and practice is planned, assessed, monitored and developed with the 7 Guiding principles for relationships, sex and health education as the key principles:

- a. **Engagement with pupils.** An inclusive and well-sequenced RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging.
- b. **Engagement and transparency with parents.** Schools should engage with parents on the content of RSHE and be transparent with parents about all materials used in RSHE. All materials should be available to parents. Parents have a right to request that their children are withdrawn from sex education (pupils can opt back in from three terms before they turn 16) and schools should ensure parents are aware of sex education content within lessons in advance.
- c. **Positivity.** Schools should focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. Schools should avoid language which might normalise harmful behaviour among young people – for example gendered language which might normalise male violence or stigmatise boys.
- d. **Careful sequencing.** Schools should cover all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school. Schools should sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.
- e. **Relevant and responsive.** Schools should develop the curriculum to be relevant, age and stage appropriate and accessible to pupils in their area, where appropriate working with local partners and other bodies to understand specific local issues and ensure needs are met.
- f. **Skilled delivery of participative education.** The curriculum should be delivered by school staff or, where schools choose to use them, external providers who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils. Staff should be trained in safeguarding and offering support, recognising the increased possibility of disclosures.
- g. **Whole school approach.** The curriculum is best delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies, including behaviour and safeguarding policies.