

## Relationships, Sex and Health Education Model Policy 2026 – Primary and Secondary

*This model policy updates the previous which was developed through consultation with: SACRE, Redbridge Faith Forum, an Equality rep working party, A Faith and Belief rep working party, Youth council, Parent Rep Working parties, Redbridge RSHE outreach services, Community consultation, Governors and trustees and Teachers as part of LBR public consultation in 2020.*

*Note: This updated policy was developed using a number of sources including Redbridge RSHE Policy 2020, Newham RSHE Policy 2019, Oak National Academy 2025, Moorland Federation and AI input for accuracy of sources.*



# Gilbert Colvin Primary School

**School name:** Gilbert Colvin Primary School

**Person responsible for RSHE:** Antonia Vella, Key Stage 1 Lead/RSHE Lead

**Approved by (Governing Body/Trustees):** FGB

**Version:** 1.0

**Approval date:**

**Next review:** June 2027

## Review History

Version Number	Date of change	Summary of change	Section/Page Number

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## 1. Introduction

- 1.1 This policy was produced by the London Borough of Redbridge, school staff and Governors through consultation with parents/carers.
- 1.2 RSHE develops personal, social and health knowledge, skills and understanding so that young people can navigate childhood and adulthood with confidence. It promotes positive relationships and personal attributes such as perseverance, honesty, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

## 2. Rationale and Ethos – RSHE

- 2.1 We believe relationships, sex and health education is important for our pupils and school because:
- It equips pupils with the knowledge to make informed decisions about wellbeing, health and relationships; builds self-efficacy and resilience; and helps them to know how and when to ask for help and access support.
  - It gives pupils the opportunity to put knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.
  - “RSHE is not just about preparing young people for adult life. At its core, we suggest RSHE should equip young people with the tools to navigate the complexities of their relationships now. Adolescent and teenage relationships can be challenging and messy. The ultimate aim is to keep children safe – no matter their age – from harm as they develop and grow.” *Re-imagining RSHE*
- 2.2 RSHE is delivered in partnership with parents/carers. We view this partnership between home and school as important in supporting and reinforcing what pupils learn about in all contexts including online and also supports our provision of age appropriate, pupil sensitive RSHE, that respects the law and all communities that call Redbridge home.
- 2.3 We will ensure that RSHE meets the needs of all our pupils, including those with special educational needs and disabilities (SEND), through differentiation and pupil sensitive, developmentally appropriate teaching. RSHE contributes to our wider aims to foster pupil wellbeing and character, promote kindness, integrity, generosity, honesty, respect and tolerance, and support pupils to be safe—including online.
- 2.4 The intended outcomes for our pupils are:
- Know and understand the characteristics of positive relationships, with particular reference to friendships, family relationships, relationships with other children and with adults.
  - Understand that they have a right to personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical touching.

- Recognise and know how to report abuse, including emotional, physical and sexual abuse.
- Understand that they have a responsibility to treat each other with kindness, consideration and respect including, when online, securing permission and giving and understanding the concept of privacy.
- Develop the skills to express their emotions and seek help where needed, to build friendship and recognise how this can support mental wellbeing.
- Develop the personal attributes of honesty, integrity, courage, humility, kindness, generosity, trustworthiness and sense of justice, and character traits such as perseverance, working towards long term goals, dealing with setbacks, and building resilience.
- Understand how the equality act 2010 relates to them as a child and through adult life, to recognise and challenge any form of discrimination.
- Encourages children to think critically and independently.
- Promotes respect and understanding of other people's beliefs and views.

### **3. Roles and Responsibilities**

#### 3.1 Governors

Should monitor and make sure that:

- subjects are well led, managed and planned
- provision is regularly self-evaluated
- teaching is accessible to all pupils including those with SEND
- clear information is provided to parents/carers
- RSHE is adequately resourced, staffed and timetabled and the school is meeting it's legal obligations.

#### 3.2 Headteacher and RSHE Lead

It is the responsibility of the Headteacher/RSHE Lead to ensure that:

- Both staff and parents are informed about the policy
- Sufficient staff training is organised to enable staff to deliver RSHE effectively
- They liaise with external agencies/services regarding the school RSHE programme and ensure that all adults who work with our children on these issues are aware of the school policy, and work within its framework.
- Monitor implementation of the RSHE curriculum and report to governors/trustees.
- Pupils know who the RSHE Lead is and any associated staff such as ELSA, School Councillor, Safeguarding team.
- Lead conversations on occasions that school may need to include new content in RSHE to respond to emerging needs or issues in the school. It is the responsibility of the Headteacher and RSHE Lead to inform parents of any shifts away from the policy and continue to share relevant materials on request.

#### 3.3 Staff and External Visitors

All staff delivering RSHE are entitled to:

- Resources and training with opportunities to share good practice
- Understanding of roles and responsibilities in relation to the planning and delivery of RSHE.

External visitors may enhance delivery where planned with the RSHE lead/class teacher:

- Visitor credentials and materials are checked in advance; content must be age-appropriate, inclusive and aligned to policy. Visitors are briefed on safeguarding protocols and we commit to accompanying any visitors delivering RSHE content.

### 3.4 Parents/Carers

Parents/carers will:

- Receive accessible information about our RSHE curriculum overview
- Have opportunities to view some materials
- Have opportunities to attend information sessions and receive signposting to support RSHE conversations at home.

## 4. Legislation

### Primary

4.1 Since September 2020, it is a legal requirement for all Primary schools to teach Relationships and Health Education, made under sections 34 and 35 of the Children and Social Work Act 2017, alongside the Science National Curriculum. Health Education and Relationships Education are compulsory; Sex Education is optional at Primary schools, with specific parental withdrawal rights set out in section 10 of this policy, RSHE is delivered within the context of safeguarding and a child-centred approach in line with Keeping Children Safe in Education (KCSIE).

4.2 We will ensure that an annual meeting is held to present our RSHE curriculum and create a space for questions to be raised hereafter.

4.3 The RSHE policy supports/complements the following policies:

- Safeguarding Policy
- Anti-Bullying Policy
- Equality Policy and statement
- Acceptable use of IT policy
- Appropriate Curriculum policies

## 5. Definitions

### Relationship Education

5.1 Teaching includes families (recognising diverse structures), respectful relationships including friendships, online relationships and being safe. It equips children with

safeguarding vocabulary and understanding to report concerns of abuse (physical, emotional, sexual, neglect).

5.2 Understand that they have a responsibility to treat each other with kindness, consideration and respect including, when online, securing permission and giving and understanding the concept of privacy.

5.3 Other core concepts developed through relationship education include: identity; risk and safety; diversity and equality; rights, responsibilities and consent; change and resilience; power (including persuasion and bullying); and an awareness of online safety.

### **There is no right to withdraw from Relationships Education**

## **Sex Education**

### **Primary**

5.4 Sex Education in Primary is the teaching of reproduction in humans – Fertilisation in Humans and growth of a baby/ how a baby is conceived and born. We will deliver this teaching in year 6 following on from the National Science Curriculum, which teaches about reproduction in other mammals (not humans) and plants in year 5. This will be taught by trained staff in an age appropriate and sensitive way and we believe will help to prepare children for their transition to Secondary School.

**See withdrawal rights and process in section 10**

## **Health Education**

5.5 Supports pupils to understand and care for their everyday wellbeing by developing the knowledge, skills and attitudes they need to live healthy, safe and balanced lives. It helps children recognise how to look after their physical and mental health, make informed choices about food, activity and rest, and understand the importance of healthy routines.

5.6 Pupils learn how to stay safe both offline and online, including how to manage risks, protect themselves from harm and seek help when needed. Health education also builds awareness of substances such as drugs, alcohol, tobacco and vaping, focusing on risks and informed decision-making.

5.7 In addition, it equips pupils with practical skills such as basic first aid and how to respond safely to emergencies. Through learning about personal safety and the world around them, children are taught how to keep safe near hazards, on roads, railways, level crossings and around water.

5.8 As pupils grow, health education also helps them understand how their bodies develop, including physical and hormonal changes, so they feel prepared, confident and supported as they move into adolescence.

5.9 Puberty, including menstruation, will be covered in Health Education and should, as far as

possible, be addressed before children begin puberty. At Gilbert Colvin we have followed the recommendation of the Redbridge syllabus to teach about the menstrual cycle within Year 4, as an additional parent and child session after school. This is earlier than detailed in the statutory Science KS2 curriculum whereby topics such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in plants and animals is taught in Upper KS2.

**There is no right to withdraw from Health Education**

## 6. National Curriculum Science - Primary

6.1 The Key stage 1 and Key stage 2 NC states that children's learning should include teachings about the main external body parts, the growth and development of humans from birth to old age, including the changes experienced during puberty, asexual and sexual reproduction in plants and mammals, the importance of exercise and the impacts associated with diet, drugs and lifestyle on the function of the body.

6.2 Full Science curriculum context can be viewed [here](#).

**There is no right to withdraw from the Science National Curriculum.**

## 7. Equality, Inclusion and Faith Sensitivity

**7.1** We comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): We will not unlawfully discriminate against pupils or allow children to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics). See Appendix 7 for Redbridge adopted definitions of Islamophobia and Anti-Semitism.

7.2 RSHE will be accessible to all pupils, including those with SEND, through appropriate differentiation and reasonable adjustments.

7.3 We celebrate difference and diversity. The bullying or discrimination of anyone for any reason is not acceptable. We believe that our Relationships Education curriculum will foster a strong sense of community, mutual respect and give pupils a sense of responsibility. This will help to keep Gilbert Colvin Primary School a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

7.4 Some religious people/faiths will see some family structures as a preferred way of living. British Law says that people have a right to live with whoever they choose. The most important thing is that we always make sure to respect the way that people choose to live their lives.

7.5 Teaching will be sensitive and inclusive, with respect for the diverse backgrounds and beliefs of pupils and parents/carers. Teachers may acknowledge that pupils hold a range of beliefs while clarifying that the purpose of lessons is to provide accurate information and a safe space for questions. Pupils retain the right to pass on discussing anything they do not wish to discuss. For some children, it might be forbidden to discuss sex and the human body, which may be seen as a private matter.

7.6 Where relevant we may teach about faith perspectives on these topics. Teaching should be clear when delivering content that reflects religious belief.

## **8. Curriculum delivery**

8.1 Teaching methods emphasise a safe, non-judgemental climate, ground rules, distancing techniques, and interactive learning. Lessons are differentiated to meet pupils' needs. Selected resources are evidence-based, age-appropriate and regularly reviewed to ensure factual accuracy, impartiality and alignment with legal duties. We avoid a purely resource-led approach and focus on planned learning objectives informed by pupil needs, local data and safeguarding priorities.

8.2 These educational resources include Jigsaw and the Christopher Winter Project: Teaching RSE with Confidence in Primary Schools.

8.3 We will share some of these resources at our annual Parent/Carer RSHE information event.

8.4 Parents/Carers can also view curriculum materials in our Policy appendix and school website [www.gilbertcolvin.co.uk](http://www.gilbertcolvin.co.uk)

8.5 Our RSHE curriculum is taught within our PSHE lessons and is also delivered through other aspects of the curriculum such as the social, moral and spiritual aspects of all curriculum areas. It is also taught through the statutory science curriculum and other subject areas, such as PE and Computing. We believe all these contribute significantly to children's knowledge and understanding of positive relationships, their own bodies and how they are changing and developing.

8.6 Effective RSHE develops personal, social and health knowledge, skills and understanding so that children can navigate childhood and adulthood with confidence. It promotes positive relationships and personal attributes such as perseverance, honesty, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

8.7 We teach RSHE on the understanding that:

- It is taught in the context of family life.

- It is part of a wider process of social, personal, spiritual and moral education.
- Children should be taught to have respect for their own bodies.
- Children should learn about their responsibilities to others.
- It is important to build positive relationships with others, involving trust and respect, both in person and online and the confidence to challenge harmful behaviours and attitudes constructively.
- It makes a significant contribution to our duty to safeguard and protect all children.
- It plays a key role in improving health outcomes for children such as reducing teenage pregnancy and risk-taking behaviour, including online behaviour and improved oral health and sleep routines.

8.8 RSHE is taught across the school year. However, the core of the RSHE syllabus will be delivered during the Summer term. Those units that cover puberty for Years 5 and 6 will be taught single sex groups, and, where possible, be led by a teacher of the same gender. All children will be taught the same material.

**See appendix 1 which demonstrates our curriculum overview/map**

## **9. Supporting children with SEND**

9.1 Children with SEND may require additional support to recognise and report abuse, understand consent, identify unsafe situations, develop healthy relationships, and communicate concerns, particularly where communication is limited.

9.2 Adaptive teaching strategies will be used to support children who may experience difficulties with emotional regulation. These may include regular check-ins on feelings, revisiting agreed ground rules, and offering planned or responsive movement or regulation breaks during RSHE lessons.

9.3 Prior to teaching RSHE, staff will ensure they are aware of a child's individual needs and the planned approaches to adaptation or differentiation. This may include, where appropriate:

- pre-teaching of key vocabulary or concepts
- use of digital or visual approaches
- 1:1 or small-group discussion
- repetition, follow-up sessions, or overlearning to support consolidation

9.4 Visual timetables may be used to support emotional readiness. Staff may work in partnership with key adults in the child's life to ensure the most appropriate approach when introducing new or sensitive topics.

9.5 Children are supported to identify a trusted adult at school and a trusted adult at home. Visual supports are used where appropriate. This helps to create a safe and supportive learning environment and enables children to revisit learning and ask questions over time, particularly where they may need longer to process information.

9.6 We recognise that spontaneous and curious questions may arise within RSHE. Due to their needs, some children with SEND may appear more disinhibited than their peers and may ask questions that are explicit, intrusive, or inappropriate. When this occurs, staff will respond to questions related to the taught curriculum for the age group within the whole-class context. Questions beyond this will be addressed in a sensitive, SEND-informed and age-appropriate way, with individual children or small groups where appropriate, and in consultation with parents/carers as necessary. If a member of staff is unsure how to respond, or whether a question should be answered, they will seek guidance from the RSHE lead and explain to the child that the question has been noted and will be returned to at an appropriate time.

9.7 Ground rules may be adapted to support children with SEND in creating a safe learning environment with clear and consistent boundaries. This may include explicit teaching about appropriate and inappropriate questions (for example, personal or intrusive questions compared to questions about learning content), as well as clear, concrete examples of privacy that may not be directly related to RSHE topics.

**See appendix 7 for support with SEND informed practice**

## **10. Parent/Carer right to withdraw their child from Sex Education**

10.1 Parents/carers can request withdrawal from some or all Sex Education **not covered within the Science Curriculum**. We encourage all parents to contact us if you have any concerns, questions, or worries.

10.2 Requests should be discussed with a member of the Senior Leadership Team which also provides a space for Parents/Carers to share their concerns/questions. The Headteacher has the right to deny this request, but must have very strong reasons for doing so, e.g. safeguarding issues.

10.3 Alternative arrangements must be made for children not attending sex education lessons. The school will document withdrawal conversations and decisions and ensure appropriate arrangements for pupils not attending sex education lessons. Parents will need to confirm via email if they would like to withdraw children from the sex education lesson.

10.4 We aim to make these lessons sensitive to the background of all pupils and encourage attendance so that pupils learn evidence based facts from qualified staff rather than second-hand in the playground.

## 11. Staff Training

11.1 There is boroughwide training available to schools for RSHE Leads, and RSHE leads disseminate this to others delivering RSHE in their school.

11.2 Teaching RSHE requires ongoing professional learning. Staff receive annual training to build knowledge, skills and confidence, including safeguarding and handling sensitive questions. The RSHE lead will be offered opportunities to consult with advisors and professional bodies (e.g. PSHE Association, NSPCC) and facilitates internal sharing of good practice. Impact evaluation of training opportunities are utilised.

11.3 The RSHE Lead will use monitoring opportunities, to guide future CPD opportunities where appropriate.

## 12. Safe and Effective Practice

12.1 As a Unicef Child Friendly City, Redbridge recognises the importance of working with children and creating a safe, non-judgemental environment where adults and children are confident that they will be respected. Teachers and pupils will agree ground rules to be used at the beginning of any RSHE work, in addition to those already used in the classroom.

12.2 The ground rules will cover the following areas:

- Appropriate use of language.
- The asking and answering of personal questions and confidentiality limits.
- Strategies for checking or accessing information.
- The question “What do you need to feel safe?”

12.3 We use distancing techniques (e.g., scenarios, case studies, fiction, puppets, role-play and media clips) to enable pupils to discuss learning without relying on personal experience. This also provides opportunities for children to practise their decision making skills and critical thinking in a safe environment.

12.4 Distancing techniques also include the use of third person “sometimes” and “some people” when talking about sensitive subjects. For example, using phrases such as “when someone has a relationship” rather than “when you have a relationship” takes the emphasis away from the children. Teachers should never be tempted to illustrate the lesson with anecdotes/examples from their own lives.

12.5 We acknowledge that spontaneous and curious questions may arise within RSHE. When this happens teachers will respond to questions relating to the taught curriculum

for the age group to the whole class; questions beyond this will be handled in a sensitive and age-appropriate way only to the child or children who have asked the question, where appropriate in consultation with a child's parent/carer. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it they will seek guidance from the PSHE leader.

12.6 Anonymous question opportunities (e.g., question boxes) may be used where appropriate.

12.7 We are aware that some sessions may suit being taught with amendments to teaching organisation i.e. in single gender groups or smaller groups. Professional judgement will be used to determine when this is appropriate.

12.8 Safeguarding procedures are followed for any disclosure or concern.

12.9 RSHE will only be taught by staff that have received effective training to deliver these sessions.

## **13. Safeguarding**

13.1 RSHE is a key component of safeguarding. It creates curriculum opportunities to teach healthy behaviour, caring relationships, online safety, seeking help and reporting concerns. Staff follow the school's Safeguarding and Child Protection policy, consult the Designated Safeguarding Lead (DSL) where concerns arise and comply with statutory procedures, including specific protocols for issues such as FGM. Visitors are required to follow the school's safeguarding protocols and inform the DSL of any concerns.

## **14. Communication and Stakeholder Engagement**

14.1 The school acknowledges that the primary role in children's RSHE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents/carers of children at our school, through mutual understanding, trust and cooperation.

14.2 We work closely with parents/carers through consultation, annual information sessions, and opportunities to view curriculum plans and resources. The RSHE policy is published on the school website.

14.3 We are committed to working with parents and carers by holding information sessions, providing workshops for parents/carers to enable them to be confident to answer their children's questions and through signposting through the school website or to other resources to support them at home. We work closely with parents/carers to ensure that they are fully aware of what is being taught. As part of our whole school approach to RSHE,

parent information sessions and opportunities for parents/carers to view the materials and resources used will be communicated.

14.4 Each year parents/carers will be invited to information sessions to ensure all new parents/carers are fully aware of the school curriculum.

14.5 Parents/carers will be made aware when Relationships, Sex and Health Education will be taught, by written communication and through the sharing of our curriculum coverage plans.

14.6 Pupil voice informs curriculum review to ensure content meets the needs of our community.

14.7 It is the responsibility of the governors to ensure, through consultation, that the RSHE Policy reflects consideration of the views of parents/carers of our community. It is the responsibility of governors to ensure that the Policy is made available to parents/carers. In order to facilitate this process, the RSHE Policy will appear annually on the agenda of a governors' meeting. The Policy will be made available for parents/carers on the school website and a link governor with responsibility for safeguarding (to include RSHE) will be nominated.

## **15. Monitoring, Assessment and Evaluation**

15.1 Teachers reflect on delivery through lesson evaluations and pre and post professional discussions.

15.2 Monitoring activities include learning walks, work reviews and pupil voice, to determine their feedback on strengths of RSHE and areas for development.

15.3 Teachers will also engage children in assessment opportunities to determine their prior learning and reflect on their learning within lessons such as activities that require application of learning, quizzes, goal setting reflection tasks and anonymous question boxes (where appropriate). We have chosen this approach because we recognise that it is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values, however, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Assessing learning must therefore use a combination of teacher assessment and pupil self- and peer assessment.

15.4 We will refer to local/national data to inform planning as well as localised issues that may occur and on occasion, the curriculum will be adapted as required in response to local issues if we feel this can contribute to protecting children from harm.

15.5 Governors monitor policy implementation and will be given annual reports. The policy is reviewed annually (or sooner if required).

## **16. RSHE Lead and Contact Details**

RSHE Lead: Antonia Vella

Contact: [admin.GilbertColvin@redbridge.gov.uk](mailto:admin.GilbertColvin@redbridge.gov.uk)

Associated roles: DSL, Deputy DSL, PSHE Lead, Inclusion Assistant Headteacher

# Appendix 1

## Long Term Plans/Curriculum Overview by Year Group

### TEACHING RSE WITH CONFIDENCE IN PRIMARY SCHOOLS - CURRICULUM OVERVIEW

Teach  
SRE

<p><b>Reception:</b> My body, my relationships</p> <p><b>Lesson 1:</b> Caring Friendships</p> <p><b>Lesson 2:</b> Being Kind</p> <p><b>Lesson 3:</b> Different Families</p> <p><b>Lesson 4:</b> My Body My Choices</p>	<p><b>Year 1:</b> Growing up, staying safe</p> <p><b>Lesson 1:</b> Different Friends</p> <p><b>Lesson 2:</b> Growing and Changing</p> <p><b>Lesson 3:</b> Body Safety (Online and Off)</p> <p><b>Lesson 4:</b> Families and Care</p>	<p><b>Year 2:</b> Differences</p> <p><b>Lesson 1:</b> Gender Stereotypes</p> <p><b>Lesson 2:</b> Male and Female</p> <p><b>Lesson 3:</b> Naming Body Parts</p> <p><b>Lesson 4:</b> My Body Belongs to Me</p>
<p><b>Year 3:</b> Valuing difference and keeping safe</p> <p><b>Lesson 1:</b> Body Differences</p> <p><b>Lesson 2:</b> Personal Space and Consent</p> <p><b>Lesson 3:</b> Families and People who Help Us</p> <p><b>Lesson 4:</b> Staying Safe and Getting Help Online</p>	<p><b>Year 4:</b> Growing up with Respect</p> <p><b>Lesson 1:</b> Changes</p> <p><b>Lesson 2:</b> What is Puberty</p> <p><b>Lesson 3:</b> Healthy Friendships</p> <p><b>Lesson 4:</b> Valuing Difference</p>	<p><b>Year 5:</b> Puberty and personal boundaries</p> <p><b>Lesson 1:</b> Talking about Puberty</p> <p><b>Lesson 2:</b> The Reproductive System</p> <p><b>Lesson 3:</b> Puberty Help and Support</p> <p><b>Lesson 4:</b> Respect Boundaries and Being an Upstander</p>
<p><b>Year 6:</b> Puberty, relationships and reproduction</p> <p><b>Lesson 1:</b> Puberty and Reproduction</p> <p><b>Lesson 2:</b> Communication and Consent in Relationships</p> <p><b>Lesson 3:</b> Families, Conception and Pregnancy</p> <p><b>Lesson 4:</b> Communication and Respect in Relationships and Online</p>		

## **Appendix 2**

### **DfE Guidance for teaching Relationships, Sex and Health Education 2025.**

#### **[Relationships Education, Relationships and Sex Education and Health Education guidance](#)**

## Appendix 3

### Overview of DfE Outcome for Primary 2025.

	<b>By the end of Primary School Pupils should</b>
<b>National Curriculum Objectives Relationships Education</b>	<p><b>Families and people who care for me</b></p> <ol style="list-style-type: none"> <li>1. That families are important for children growing up safe and happy because they can provide love, security and stability.</li> <li>2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.</li> <li>5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ol> <p><b>Caring friendships</b></p> <ol style="list-style-type: none"> <li>1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.</li> <li>3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.</li> <li>4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</li> <li>5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.</li> <li>6. How to manage conflict, and that resorting to violence is never right.</li> <li>7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.</li> </ol> <p><b>Respectful, kind relationships</b></p> <ol style="list-style-type: none"> <li>1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.</li> <li>2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.</li> <li>3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.</li> <li>4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.</li> <li>5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.</li> <li>6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</li> <li>7. The conventions of courtesy and manners.</li> </ol>

	<ol style="list-style-type: none"> <li>8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.</li> <li>9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.</li> <li>10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.</li> <li>11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.</li> </ol> <p><b>Online safety and awareness</b></p> <ol style="list-style-type: none"> <li>1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.</li> <li>2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.</li> <li>3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.</li> <li>4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.</li> <li>5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.</li> <li>6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.</li> </ol> <p><b>Being Safe</b></p> <ol style="list-style-type: none"> <li>1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.</li> <li>2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.</li> <li>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.</li> <li>5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.</li> <li>6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.</li> <li>7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.</li> </ol>
<b>Non statutory Sex Education</b>	<ol style="list-style-type: none"> <li>1. Sex education is not compulsory in primary schools, but DfE recommend that primaries 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. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.</li> </ol>
	<p><b>By the end of Primary School Pupils should</b></p>
<b>National Curriculum</b>	<p><b>General wellbeing</b></p> <ol style="list-style-type: none"> <li>1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.</li> </ol>

**Objectives  
Health and  
Wellbeing**

2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
10. That it is common to experience mental health problems, and early support can help.

**Wellbeing online**

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

**Physical health and fitness**

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

**Healthy eating**

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

4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

**Drugs, alcohol, tobacco and vaping**

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

**Health protection and prevention**

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

**Personal safety**

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

**Basic first aid**

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

**Developing bodies**

1. About growth and other ways, the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

## Appendix 4

### Policy Consultation Summary and overview of engagement with Parents and Pupils.

#### Pupil Voice and Staff Surveys

These surveys will be completed annually and reviewed by the RSHE team.

#### Pupil Survey Key Stage 1

To be completed through class discussion.

Views on PSHE/RSHE education	How many children agree?
I enjoy PSHE/RSHE education	
I learn a lot in PSHE/RSHE education	
I think PSHE/RSHE education is an important part of the school curriculum	
PSHE/RSHE education is more important than many other subjects	
Most teachers think PSHE/RSHE education is an important subject	
I feel comfortable giving my views and opinions	
Other pupils listen to my views and opinions	
Teachers respect my views and opinions	

- 1) What is the best thing about PSHE/RSHE education in our school? Why?
- 2) How could PSHE/RSHE education in our school be improved?
- 3) Do you think PSHE/RSHE is important? Why?

#### Pupil Survey Key Stage 2

Views on PSHE/RSHE education	strongly agree	agree	disagree	strongly disagree
I enjoy PSHE/RSHE education				
I learn a lot in PSHE/RSHE education				
I think PSHE/RSHE education is an important part of the school curriculum				
PSHE/RSHE education is more important than many other subjects				
Most teachers think PSHE/RSHE education is an important subject				
I feel comfortable giving my views and opinions				
Other pupils listen to my views and opinions				
Teachers respect my views and opinions				

- 1) What do you enjoy most about PSHE/RSHE lessons at school?

2) Where, or who, do you like and trust enough, to learn about relationships, health and growing up? You can tick more than one answer.

- Your parents or carers
- Your friends
- Your school/teachers
- The media and the internet
- Other:

3) Where do you actually get most of your information and advice about relationships and health education and growing up from? You can tick more than one answer.

- Your parents
- Your school
- Your friends
- The media and the internet
- Other:

4) How could PSHE/RSHE education in our school be improved?

5) Have you seen anything online about relationships, health or growing up that has made you feel uncomfortable, embarrassed or sad? If you have, what did you see and why did it make you feel that way?

6) Is there anything else you would like to be taught about relationships and health education in school? If so what might that be?

7) If you felt unsafe or worried about something, who would you want to talk to?

8) Does anything worry you about growing up? If yes what worries you?

9) What would be useful to learn before you go to secondary school? (Years 5&6 only)

### Staff Survey

Views on PSHE/RSHE education	Strongly Agree	Agree	Neither agree or disagree	Disagree	Strongly Disagree
I teach PSHE/RSHE weekly					
I feel confident delivering PSHE/RSHE					
I have received adequate support/training for teaching PSHE/RSHE education					
PSHE/RSHE education is well resourced in our school					
The PSHE/RSHE scheme of work that we use is well-planned and easy to follow					
I feel confident assessing PSHE/RSHE education					
Pupils gain valuable skills in PSHE/RSHE education					
Pupils find PSHE/RSHE education lessons enjoyable and engaging					

Other comments:

## **Appendix 5**

### **Redbridge definitions of Islamophobia and Anti-Semitism**

#### **Islamophobia**

Anti-Muslim hostility is intentionally engaging in, assisting or encouraging criminal acts – including acts of violence, vandalism, harassment, or intimidation, whether physical, verbal, written or electronically communicated – that are directed at Muslims because of their religion or at those who are perceived to be Muslim, including where that perception is based on assumptions about ethnicity, race or appearance.

It is also the prejudicial stereotyping of Muslims, or people perceived to be Muslim including because of their ethnic or racial backgrounds or their appearance, and treating them as a collective group defined by fixed and negative characteristics, with the intention of encouraging hatred against them, irrespective of their actual opinions, beliefs or actions as individuals.

It is engaging in unlawful discrimination where the relevant conduct – including the creation or use of practices and biases within institutions – is intended to disadvantage Muslims in public and economic life.

#### **Anti-Semitism**

Anti-Semitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of anti-Semitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities.

## Appendix 6

### Local services and resources directory

#### Relationships

- **Reach Out** (Collating useful resources to provide schools to support the teaching of abusive behaviours, healthy relationships, coercive control) [Paree.Bhanu@redbridge.gov.uk](mailto:Paree.Bhanu@redbridge.gov.uk)
- **Step In – Y6 – Y9** to support recognising safe and unsafe behaviours, tackling discrimination and misogyny and teaching how to be active bystanders. [Sharna.ahmed@redbridge.gov.uk](mailto:Sharna.ahmed@redbridge.gov.uk)

#### Sex education

- **Bewize** – Deliver workshops to Secondary about STIs, contraception, Sexual consent etc. [Stephanie.McCartney@viaorg.uk](mailto:Stephanie.McCartney@viaorg.uk)

#### Wellbeing and Health

- **Public Health, Pastoral google Drive** (Resources from Public Health that can support delivery of RSHE outcomes) [Pastoral Leads Network - Google Drive](#)
- **Vaping Toolkit** – for small group support and conversations around vaping (Will be on Public Health Google Drive)
- **Via/R3** – Drug and alcohol services 18+. [redbridge@viaorg.uk](mailto:redbridge@viaorg.uk)
- **Fusion** – Drug and alcohol services under 18. [fusion@viaorg.uk](mailto:fusion@viaorg.uk)
- **MHST** – restorative approaches, staff training, pupil workshops and interventions ([Mental Health Support Team \(MHST\)](#))
- **REWT** – co-ordinate with SMHL to deliver wellbeing projects and staff training [rewt@redbridge.gov.uk](mailto:rewt@redbridge.gov.uk)
- **Attendance Curriculum** – Attendance Support Team are developing an attendance curriculum to support another approach to safeguarding wellbeing. Iman Khalif - [Iman.Khalif@redbridge.gov.uk](mailto:Iman.Khalif@redbridge.gov.uk)
- **Mental Health and Wellbeing Map** - This map is designed to be a one-stop-shop for accessing a range of mental health and wellbeing services – which includes therapeutic support, social support groups, wellness activities etc. - [Microsoft Power BI](#)
- [Inourplace](#)- Free online course to help you understand how teenagers' brains change, important stages in children's development, and tips for supporting them through these stages! Use the access code **BRIDGE** to get started and learn how to navigate teenage life effectively.
  - [Understanding your brain \(for teenagers only!\)](#)
  - [Understanding your feelings \(for teenagers only!\)](#)
- **0-19 universal children's service duty desk** - [Redbridge0-19dutydesk@nelft.nhs.uk](mailto:Redbridge0-19dutydesk@nelft.nhs.uk)

## Appendix 7

### SEND informed practice

#### Cognition and Learning

- Use simple, clear, and unambiguous language
- Pre- and post-teaching of key vocabulary using visuals, concrete objects, word mats, and role-play
- Explicit teaching of key concepts such as “friendship” and “public and private”
- Visual prompts to reinforce key messages
- Use of AAC (Augmentative and Alternative Communication) systems where appropriate
- Use of true/false or yes/no cards to check understanding

#### Communication and Interaction

- Use of social stories, narratives, and interest-led learning to support understanding of RSHE content
- Breaking topics into smaller steps and teaching them over a longer period where needed
- Reducing content and focusing on key questions or themes
- Revisiting themes such as friendships and relationships regularly
- Re-teaching and consolidating learning over time
- Explicit ground rules and boundaries to support children who may lack social filters
- Use of physical, realistic resources (e.g. deodorant, underwear, first aid kits)
- Use of timelines to support understanding of change, such as puberty and stages of life
- Reinforcing learning at other times (e.g. personal hygiene after PE, healthy eating at lunchtime)
- Awareness that some children with limited independent travel or social experiences may have more advanced skills in areas such as online safety and wellbeing
- Reduced language demands
- Predictable lesson structures

#### Social, Emotional and Mental Health (SEMH)

- Agreed regulation strategies that are familiar to the child and planned in advance (e.g. time-out cards, Zones of Regulation or similar approaches)
- Use of physical resources or strategies to support regulation during RSHE lessons
- A regulation-first approach to learning
- Regular check-ins on feelings, revisiting ground rules, and offering planned or responsive breaks

**Sensory and/or Physical Needs**

- Use of high-quality, realistic resources that can be explored through touch and supported by clear verbal descriptions
- Explicit teaching of appropriate and inappropriate touch and consent, including for children who require intimate care
- Appropriate accessible and predictable formats (Large print, audio, braille, high – contrast text)
- Visual content to be verbally described
- Use captions or subtitles where possible
- Rest or regulation breaks
- Use of true/false or yes/no or matching cards to demonstrate understanding