



Hopping Hill Primary School

Relationships and Sex Education

Policy

Person responsible for the policy	<i>Michelle White</i>
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Approved by	<i>FGB</i>
Review date	<i>June 2027</i>

Relationship and Sex Education Policy

Introduction

We recognise that as a school we have a legal responsibility under The Relationships Education, Relationship & Sex Education (RSE), and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education (RSE) and Health Education for all pupils receiving primary education. The school has updated this policy in line with the **Department for Education statutory guidance (2025), effective from September 2026**. [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils. RSE needs to be sensitive to the diverse needs of individual pupils and may need to adapt and change as the school's cohorts vary and change. Not only does the teaching need to be sensitive to these needs, but also it needs to help the pupils realise the nature and consequences of discrimination, unkindness, bullying and aggressive behaviours or prejudice-based language.

We acknowledge that for children to *embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health, and relationships and to build their self-efficacy*. We understand that *high quality, evidence-based, and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help*.

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive, equally it is essential that young people still have access to the learning they need to stay safe and healthy and understand their rights as individuals. This must include clear, impartial scientific and factual information on matters such as naming their body parts, puberty, and menstruation, the variety of family structures, biological sex, gender reassignment (as a protected characteristic under the Equality Act 2010), and equality.

All teaching should reflect the law as it applies to relationships, marriage, adoption, and care.

We acknowledge that all young people deserve the right to honest, open, and factual information to help better form their own beliefs and values, free from bias, judgement, or subjective personal beliefs of those who teach them.

Aims

Through a planned programme of education which is developmental and appropriate to the age and maturity of the child, Hopping Hill aims to:

- Teach children correct scientific vocabulary linked to human reproduction, themselves, and their bodies.
- Teach children about the human reproductive cycle.
- Help children understand that they have rights over their bodies.
- Help children develop feelings of self-respect, confidence, and empathy.
- Help children understand and talk about emotions.
- Provide a framework in which sensitive discussions can take place and one in which children can expect answers (age appropriate) to their questions and concerns.
- Create a positive culture around the issues of sexuality and relationships.
- Help children develop an understanding of positive, healthy relationships.
- Help children understand that families and relationships are diverse.

- Prepare children for puberty and give them an understanding of sexual development and the importance of health and hygiene.

Defining Sex Education at Primary School:

Although The Relationships Education, Relationship & Sex Education (RSE) and Health Education (England) Regulations 2019, made Relationship Education compulsory in all primary schools from 2020, sex education beyond that set out in the science curriculum, is not compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils.

As set out in the guidance, it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. We, like many other schools already choose to teach some aspects of sex education and will continue to do so.

It is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology, we believe it is better that children receive age-appropriate answers from trusted adults in school, than it being left to their peers or the internet.

In our school, sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in the national curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty, including menstruation. Children need to understand how bodies function and change as they grow into adults. Under no circumstance is RSE a means of promoting sexual activity or any form of sexual orientation or gender. We aim to work closely with parents, carers, and governors to create an ethos that ensures all pupils receive appropriate, accurate and honest age-appropriate answers to their questions about RSE.

A graduated age-appropriate curriculum is the best way of preventing the topic of sex, reproduction, and private body parts from becoming taboo, and children from becoming embarrassed by the topic.

Defining Relationship Education at Primary School:

The Department for Education defines relationships education as *teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.*

We believe comprehensive relationship education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world.

It is about helping children understand and make sense of the world they are growing up in, to recognise the differences and similarities between their peers and their families, and to understand the fact every human being is unique and has the right to be respected. There are many different family structures, and all children have the right to feel safe.

Comprehensive relationship education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body belongs to them. It is about

building the foundations of an understanding of consent and personal boundaries, in that no one has the right to touch you in a way you do not like.

It is important for children to know the names and functions of their bodies and to be reassured that it is natural to be curious about them. Indeed, by teaching children the correct terms for their 'private parts,' children are proven to be safer from abuse.

In line with statutory guidance, pupils will be taught the **facts and the law relating to biological sex and gender reassignment**. Teaching will make clear that:

- Biological sex is a protected characteristic in law.
- Gender reassignment is a separate protected characteristic under the Equality Act 2010
- Individuals with protected characteristics must be treated with dignity and respect.

Teaching will be factual, balanced, and age-appropriate, and will not present **any single viewpoint as fact where this is contested**. In accordance with statutory guidance, the school will not teach as fact that all people have a gender identity. Where relevant, this concept will be addressed in an age-appropriate and balanced way, ensuring pupils understand that it is a **contested concept**.

In addition, we believe comprehensive relationships education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of Health Education Guidance.

Responsibilities

Role of the Governing Body

The Governing Body has:

- Ratified this policy that outlines the rationale and organisation of the RSE programme.
- Delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy.
- Responsibility for ensuring that the school complies with all equalities' legislation.
- Nominated a Designated Governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy.
- Responsibility for ensuring funding is in place to support this policy.
- Responsibility for ensuring this policy is reviewed annually.
- Responsibility for the effective implementation, monitoring, and evaluation of this policy.

Role of the headteacher

The Headteacher will:

- Implement the policy.
- Ensure all school personnel, pupils and parents are aware of, and comply with, this policy.
- Work closely with the Personal Social Health and Economic (PSHE) Subject Leader and the Designated Safeguarding Lead (DSL) to ensure effective staff training so that they can manage any difficult issues with sensitivity.
- Provide leadership and vision in respect of equality.
- Work closely with the PSHE lead and DSL to monitor the effectiveness of this policy.

- Manage requests to withdraw pupils from non-statutory elements of RSE.
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Role of the PSHE Lead alongside the Designated Safeguarding Lead (DSL)

The PSHE Lead and DSL will:

- Work closely with the Headteacher in implementing this policy across school.
- Provide training for staff and ensure this policy is shared on induction of new staff.
- Provide guidance and support to all staff in the teaching and learning of RSE.
- Keep up to date with new developments and resources.
- Review and monitor the teaching and learning of RSE.
- Ensure staff teaching RSE are informed and prepared for potential difficulties specific children might face in RSE lessons.
- Report annually to the Governing Body on the success and development of this policy.
- Consult with parents annually in line with policy review.
- Ensure that RSE is delivered in line with the latest statutory guidance and reflects current safeguarding risks, including those related to online safety and pupil wellbeing.

Role of School Staff

School Staff will:

- Comply with all aspects of this policy.
- Deliver RSE in a sensitive way.
- Ensure there is a culture in classes that encourages children to ask questions and be respectful of each other.
- Respond to the needs of individual pupils including those whose parents wish them to be withdrawn from the non-statutory (non-Science) elements of RSE.
- Model positive attitudes to RSE.
- Monitor the progress of pupils.
- Deliver RSE in a way that is accurate, factual, and consistent with statutory guidance, including the teaching of biological sex and the Equality Act 2010

Staff will respect a child's confidence, unless it is considered that the child might be at risk. School staff cannot promise a child that they will 'keep a secret.' If a member of staff believes that a child might be at risk, the school safeguarding policy will be followed.

Role of Pupils

Pupils are expected to engage fully in their RSE and when discussing issues related to this, treat each other with respect and sensitivity. Pupils are expected to understand and be considerate that their peers will have varying starting points in their understanding.

Role of Parents and Carers

Hopping Hill recognise that RSE will raise questions for children that they might feel more confident asking at home. We also recognise that some parents may be uncomfortable with their children receiving relationship and sex education in primary school. We do ask that parents and carers support their children's learning by

being open and honest if this arises. Parents and carers will be informed about the content of the RSE curriculum and will have the opportunity to view teaching materials and resources used in school upon request. We ask that parents/carers access any information that is provided by school so that they feel confident in what their children will be learning.

We recognise, when teaching these subjects, the religious background of all pupils should be taken into account when planning teaching, so that the topics that are included are appropriately managed. We believe in working alongside parents and carers, and request that should they have any questions or concerns regarding RSE, that they approach the class teacher, PSHE Lead or DSL who can address these issues. We also ask that parents/carers access any information that is provided by school so that they feel confident in what their children will be learning. It is also important that parents make school aware of any current or past family circumstances that might impact on their child's access to, or reaction to their RSE in school. All information shared by parents will be treated confidentially and only shared with those staff who need to know. This is unless there is a safeguarding issue in which instance further discussion might need to be held with parents and in some circumstances other agencies such as children's social care.

Parents Right to Withdraw

We believe that successful teaching around RSE can only take place when parents and school work together, especially considering we have a common aim for children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents. We recognise under the *Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, published July 2025 and coming into force from 1 September 2026*, parents retain the right to request that their child is withdrawn from non-statutory sex education that is taught in primary schools. They cannot withdraw from statutory aspects. Parents/carers do not have the right to request their child is withdrawn from the science national curriculum which includes:

- Basic biology of human reproduction as part of human life cycles. This is that reproduction in humans is sexual and involves the joining of a male and female cell and that the stages of human life cycles include birth, growth, puberty, reproduction old age, and death.
- Changes experienced during puberty.

Parents/carers do not have the right to request that their child is withdrawn from relationship and health education which includes learning about:

- Families
- Caring friendships and respectful relationships
- Online relationships
- Safety including online and personal boundaries.
- Mental health and wellbeing.
- Physical health and fitness
- Healthy eating
- Health and prevention including hygiene.

- Changing adolescent body
- Basic first aid
- Drugs, alcohol, and tobacco

More detailed information on statutory content can be found by following the links below.

[Science programmes of study: key stages 1 and 2](#)

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

Requests for withdrawal from non-statutory learning should be put in writing and addressed to the headteacher (If a written request is not parents/carers should in the first instance arrange to speak to the head teacher) A copy of withdrawal requests will be placed in the child's educational record. The head teacher will work alongside parents /carers to take appropriate action in the best interests of the children.

Delivery of RSE

At Hopping Hill, we carry out the main RSE teaching in our PSHE and Science curriculum. We also teach some RSE through other subject areas (for example, computing and PE). Wherever possible, RSE will be taught by a child's class teacher. In some circumstances it might be a different member of staff, for example a member of the Senior Leadership Team who teaches PSHE to a class regularly. In all instances the adults will have an established relationship with the class and know them as individuals in order that they can discuss the issues raised within the context of this trusted relationship.

We recognise that for some children the teaching and learning of RSE might cause additional stress, anxiety, and difficulties. This group of children might include children who are:

- Suffering or have suffered abuse including sexual abuse.
- Have witnessed, or who are witnessing, domestic abuse.
- Previously looked after and looked after children.
- Pupils with special educational needs and disabilities
- Transgender pupils

The delivery of RSE will be flexible but will be carried out through planned progressive, age appropriate and specific programmes of study. The resources used are established and have been carefully evaluated by the PSHE Lead/DSL for their suitability and quality. These resources are lessons developed by:

- Protective Behaviours
- POL ED
- The PSHE Association (Medway Primary PSHE)
- The school's education psychology providers
- Red Cross First Aid
- Think Road Safety Charity
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In addition to focused teaching, the RSE curriculum is addressed through.

- Class discussions or circle time.
- Stories and books.

- Assemblies and class work on school values.
- Occasional visits from the appropriate outside agencies such as the school nurse and charities such as Solve it.

Teaching resources and materials will be selected carefully to ensure they:

- Do not oversimplify complex issues relating to sex and gender.
- Do not reinforce stereotypes or present contested theories as established fact.
- Are consistent with statutory guidance and reflect the law accurately.

POL ED resources will be newly introduced in 2026 and further information on this can be found in the section titled 'For Parents' on the following web site:

[A positive force in education | Pol-Ed - A positive force in education](#)

Protective Behaviours (PB):

Hopping Hill is a Protective Behaviours School. PB is a practical approach to personal safety. It is a process which encourages self-empowerment and brings with it the skills to avoid being victimised. This is achieved by helping children recognise and trust their intuitive feelings (Early Warning Signs) and to develop strategies for self-protection if they feel unsafe. A large part of this is teaching children to talk to a trusted adult if they feel unsafe. PB encourages an adventurous approach to life which satisfies the need for fun and excitement without safety being compromised. There are two core themes:

Theme 1: We all have the right to feel safe all the time.

Theme 2: We can talk with someone about anything, even if it feels awful or small.

Protective Behaviours is delivered across the entire school from Nursery to Year 6. Each year group has a planned programme of study that they cover in one term of each school year.

The PSHE Curriculum Maps follow. These can also be found on the school website.

Fig 1 Long term Curriculum Map




PSHE Long Term Curriculum Map

Year	Autumn 1 Protective Behaviours	Autumn 2 Relationships	Spring 3 Wellbeing	Spring 4 Keeping safe	Summer 5 Understanding the Law	Summer 6 Keeping safe Transition
Whole School Shared learning	Rules and Values How can I make sure that school is a safe and happy place? <i>Rules and values Focus Day</i>	Anti-bullying How can I make sure that I treat people with kindness? <i>National Theme Focus Day</i>	Children's Mental Health How can I get back to the green zone? <i>Regulation And Mindfulness Focus Day In Addition, National Theme Focus.</i>	online safety How can I keep myself and others safe online? <i>National Theme Focus Day</i>	Community How can we make a positive difference to our local community? <i>Community Focus Day.</i>	Transition How can I feel reassured about moving to my new class? <i>LA and school transition day(s)</i>
	Assembly School rules and values Travelling to school safely Years 5 and 6	Assembly  Anti- Bullying Week  Bonfire Night Safety KS2  Be bright be Seen KS1	Assembly  Children's Mental Health Week	Assembly  Staying Safe Online  How Can We Be Responsible with AI KS2	Assembly Our Local Community  Railway Safety KS2	Assembly Transition Day  Summer Water Safety

PSHE Long Term Curriculum Map



Year	Autumn 1 Protective Behaviours	Autumn 2 Relationships	Spring 3 Wellbeing	Spring 4 Keeping Safe	Summer 5 Understanding the Law	Summer 6 Keeping Safe Transition
N	Settling into Nursery What are the rules and routines of nursery?	Relationships Who am I? Who are we?	Wellbeing What feelings do we know?	Protective Behaviours People who help us Who helps us in school, at home and in the community?	Consent What is asking permission? How do I ask permission? How do I give or refuse permission?	Transition Transition activities within EYFS Garden Party Transition Days Teachers visiting Nursery

PSHE Long Term Curriculum Map



R	Settling into Reception School rules and routines  Understanding the Law What are rules? What are consequences?	Relationships  Relationships How can I be a good friend? How can I help other children feel happy? How can I play nicely with others? How can adults at school help me?	Wellbeing What do these emotions look like on human faces? When might I feel these emotions?  Understanding the Law What can I do if I am feeling big emotions?	 Keeping safe How can I play safely? How can I keep safe in school? How can I keep safe at home?  Road Safety Stepping Stones to Road Safety What is Stop, Look, Listen and Think? Where do Pedestrians? walk & vehicles travel? How do I walk safely with a grown up. Safety First Why do we wear a car seat? How do we travel safely in a car or bus? How do I ride a bike or scooter safely?	 Protective Behaviours What does safe mean? first theme of Protective Behaviours- We all have the right to feel safe all the time. What are body parts /private body parts? What are Early Warning Signs? What are secrets? Consent What is asking permission? How do I ask permission? How do I give or refuse permission?	 Wellbeing How can I be a germ buster? How does food help me? How does exercise help me? Transition Who am I? Who are we?
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Year	Autumn 1 Protective Behaviours	Autumn 2 Relationships	Spring 3 Wellbeing	Spring 4 Keeping safe	Summer 5 Understanding the Law	Summer 6 Keeping safe Transition
1	 Protective Behaviours Feelings are feelings. What are unsafe feelings and how do I say no? What are body privacy and secrets? How do I tell? What are my Early Warning Signs? What is the first theme of Protective Behaviours? Theme 1 We all have the right to feel safe all the time. What is the second theme of Protective Behaviours? Theme 2 There is nothing so awful, or too small, we can't talk about it with someone.	 Relationships How can I be an ally? How can I make friends? What if my friends are making me feel sad? What is bullying? Why are safe hands important? Why is name calling unkind?	 Wellbeing What makes me special? How can I share my feelings? How can I be an empathy expert?	 Keeping Safe How can I keep safe in new places? How can I use things at home safely? What is 999? What is private information?	 Understanding the Law How can I be responsible? What can happen when rules are broken? What do the police do? Why are there different rules in different places?  What is asking permission? How do I ask permission? How do I give or refuse permission?	 Road Safety Roads Away from Home How do I keep myself safe on the road when on holiday? how do I walk safely with a grown up and hold hands when walking near the road? How to behave safely when I travel in a car or a bus? Road Rangers What are Safer crossing places? What is Stop, look, Listen and Think? What is the correct behaviour to use to keep myself safe near roads? Transition who am I? Who are we?

PSHE Long Term Curriculum Map



Year	Autumn 1 Protective Behaviours	Autumn 2 Relationships	Spring 3 Wellbeing	Spring 4 Keeping safe	Summer 5 Understanding the Law	Summer 6 Keeping safe Transition
2	 Protective Behaviours What is a safe place? What are scary feelings? Who does my body belong to? ME  What are private body parts? What is the first theme of Protective Behaviours? Theme 1 We all have the right to feel safe all the time. What is the second theme of Protective Behaviours? Theme 2 There is nothing so awful, or too small, we can't talk about it with someone	 Relationships How are we the same? How are we different? How can I work with different people? Why are relationships important? What is a family?	 Wellbeing How can I deal with change? What does it mean to be healthy? How can I look after my body? Why is sleep important? When do I need to take a break? What are the risks of video gaming?	 Keeping Safe What are different types of meetings? How can I keep safe online? What are medicines? What is fire safety?	 Understanding the Law What are needs and wants? What is money? What is a job? What is the internet? Why does age matter?	 First Aid When and how do I call 99? How do we help someone who has asthma and is finding it hard to breathe? Transition who am I? Who are we?

PSHE Long Term Curriculum Map



Year	Autumn 1 Protective Behaviours	Autumn 2 Relationships	Spring 3 Wellbeing	Spring 4 Keeping safe	Summer 5 Understanding the Law	Summer 6 Keeping safe Transition
3	 Protective Behaviours How do I help myself when I feel unsafe? What are the rules for my body? What are helpful qualities of network people and friends? What is the first theme of Protective Behaviours? Theme 1 We all have the right to feel safe all the time. What is the second theme of Protective Behaviours? Theme 2 There is nothing so awful, or too small, we can't talk about it with someone.	 Relationships How should we treat people? What should I do when friendships go wrong? What do we mean my consent in friendship? How do I refuse consent online or offline, ('no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset)?	 Wellbeing  What are the main parts of my brain and what do they do? What is mental health? What am I good at? What words can I use to talk about my feelings? How do intense feelings feel? How does school help me? How can vaccinations support my health?	 Keeping safe How can I share my worries? What are emergency services? What are emergency situations? What do we mean by risk? When should I break a secret?	 Understanding the Law How can I be a responsible citizen? How do we enforce the law? What is the law and why do we have it? What are the rights of child?	 First Aid How do we spot dangers? What does giving first aid mean? How do we help someone who has burns? Transition who am I? Who are we?

Year	Autumn 1 Protective Behaviours	Autumn 2 Relationships	Spring 3 Wellbeing	Spring 4 Keeping safe	Summer 5 Understanding the Law	Summer 6 Keeping safe Transition
4	 Protective Behaviours What does Fun to Feel Scared mean? What are safety networks and how do we use them? What is the first theme of Protective Behaviours? Theme 1 We all have the right to feel safe all the time. What is the second theme of Protective Behaviours? Theme 2 There is nothing so awful, or too small, we can't talk about it with someone.	 Relationships How can we be a role model? What is a healthy friendship? What is discrimination? What is diversity? What is peer influence? Who makes up my community?	 Wellbeing How do my choices help me to be healthy? What are healthy habits? Why is food fuel? How can I be a hygiene hero? How does school build my character? What is my body trying to tell me?	 Keeping safe How can I keep safe in my local area? How can I keep safe on the road? What are hazards in the home? Who do I encounter?	 Understanding the Law How can I respect my environment? What are protected characteristics? What can I be? What Is a hate crime?	 First Aid Why is First Aid important? How do we help someone who is bleeding? How do we help someone who might have broken bones? How do we help someone who has a head injury? Transition who am I? Who are we?

Year	Autumn 1 Protective Behaviours	Autumn 2 Relationships	Spring 3 Wellbeing	Spring 4 Keeping safe	Summer 5 Understanding the Law	Summer 6 Keeping safe Transition
5	Protective Behaviours How do responsibilities link with rights? What are strengths of feelings? What is Fun to Feel Scared? What secrets would our trusted adults not be able to keep? What is the first theme of Protective Behaviours? Theme 1 We all have the right to feel safe all the time. What is the second theme of Protective Behaviours? Theme 2 There is nothing so awful, or too small, we can't talk about it with someone. Additional lesson revisit from year 4 lesson-	Relationships How can adult relationships affect my future? How do words have power? What are my personal boundaries? What are online friendships? What is grooming? What is media influence? What is peer pressure? Why are our special people important? <i>(from keeping safe theme)</i>	Wellbeing What is my personal identity? How might being online impact the way I feel? How might activity levels impact the way I feel? How might school impact the way I feel? How can drugs and alcohol make people feel?	Keeping safe How can we keep our things safe? How can we use our phones sensibly? What are deep fakes? What are the risks with money? What do I know about drugs? What is media Literacy? Road safety How should I ride my bike safely?	Understanding the Law How do rules help our community? What can and can't I do on the internet? What is gambling? Wellbeing Puberty <i>Medway resources</i> What are the scientific names for male and female internal and external body parts? What are the physical changes of puberty? How and why might my emotions change during puberty? What is menstruation?	First Aid How do I make decisions about helping? How do we help someone who is choking? How do we treat unresponsive breathing? How do we treat allergies? <i>St John's resource</i> How do I support others with their emotions? Transition who am I? Who are we?

How do we keep safe on the road?				What are wet dreams/ ejaculation? How and why is it important to have good hygiene especially when I reach puberty?	
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Year	Autumn 1 Protective Behaviours	Autumn 2 Relationships	Spring 3 Wellbeing	Spring 4 Keeping safe	Summer 5 Understanding the Law	Summer 6 Keeping safe Transition
6	 Protective Behaviours What types of feelings can be difficult to show? What are the elements of Fun to Feel Scared? (choice time control limit). What sort of person should I choose for my safety network? What are the sorts of secrets that adults can't keep? (abuse) Why is persistence important when using my safety network?	 Relationships How can we be allies against racism? How can we challenge sexism? How can we respect different relationships? What is a debate? What is my relationship with authority? How do I deal with conflict?	 Wellbeing What is grief? How can I seek support for my mental health? How can I reframe my thinking?  Sex Education Medway resources What are the physical and emotional changes that occur during puberty? What are some of the myths about puberty? What is the human life cycle?	 Keeping safe How is my data shared? What is spiking? What is the issue with addiction-smoking and vaping? Why does media have age restrictions?	 Understanding the Law What different types of crimes are there? What does the law say about legal drugs? What does the law say about marriage? What is a weapon? What is antisocial behaviour? What is shop theft?	Transition  How can I get ready for secondary relationship?  How can I manage moving to secondary school positively?
6	 Protective Behaviours What types of feelings can be difficult to show? What are the elements of Fun to Feel Scared? (choice time control limit). What sort of person should I choose for my safety network? What are the sorts of secrets that adults can't keep? (abuse) Why is persistence important when using my safety network?	 Relationships How can we be allies against racism? How can we challenge sexism? How can we respect different relationships? What is a debate? What is my relationship with authority? How do I deal with conflict?	 Wellbeing What is grief? How can I seek support for my mental health? How can I reframe my thinking?  Sex Education Medway resources What are the physical and emotional changes that occur during puberty? What are some of the myths about puberty? What is the human life cycle?	 Keeping safe How is my data shared? What is spiking? What is the issue with addiction-smoking and vaping? Why does media have age restrictions?	 Understanding the Law What different types of crimes are there? What does the law say about legal drugs? What does the law say about marriage? What is a weapon? What is antisocial behaviour? What is shop theft?	Transition  How can I get ready for secondary relationship?  How can I manage moving to secondary school positively?

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Five year a	Protective Behaviours How do I help myself when I feel unsafe? What are safety networks and how do we use them? What are helpful qualities of network people and friends? What is the first theme of Protective Behaviours? Theme 1 We all have the right to feel safe all the time. What is the second theme of Protective Behaviours? Theme 2 There is nothing so awful, or too small, we can't talk about it with someone. What are the rules for my body?	Relationships How should we treat people? What should I do when friendships go wrong? What do we mean my <u>consent</u> ?	Wellbeing What are the main parts of my brain and what do they do? What is mental health? What am I good at? How do intense feelings feel? How can vaccinations support my health? How does school help me?	Keeping safe What are emergency services? What are emergency situations? What do we mean by risk?	Understanding the Law How can I be a responsible citizen? How do we enforce the law? What is the law and why do we have it? What are the rights of child?	First Aid How do we spot dangers? What does giving first aid mean? How do we help someone who has burns?

Year b	Protective Behaviours What does Fun to feel scared mean? What is the first theme of Protective Behaviours? Theme 1 We all have the right to feel safe all the time. What is the second theme of Protective Behaviours? Theme 2 There is nothing so awful, or too small, we can't talk about it with someone.	Relationships How can we be a role model? What is a healthy friendship? What is discrimination? What is diversity? What is peer influence? Who makes up my community?	Wellbeing How do my choices help me to be healthy? What are healthy habits? Why is food fuel? How can I be a hygiene hero? How does school build my character? What is my body trying to tell me?	Keeping safe How can I keep safe in my local area? How can I keep safe on the road? What are hazards in the home? Who do I encounter?	Understanding the Law How can I respect my environment? What are protected characteristics? What can I be? What Is a hate crime?	First Aid Why is First Aid important? How do we help someone who is bleeding? How do we help someone who might have broken bones? How do we help someone who has a head injury?
Year c	Protective Behaviours How do responsibilities link with rights? What secrets would our trusted adults not be able to keep? (Safe and unsafe secrets) What is the first theme of Protective Behaviours? Theme 1 We all have the right to feel safe all the time.	Relationships How do words have power? What are my personal boundaries? What are online friendships? What is grooming? What is media influence? What is peer pressure?	Wellbeing How might being online impact the way I feel? How might activity levels impact the way I feel? How might school impact the way I feel? How can drugs and alcohol make people feel?	Keeping safe How can we keep our things safe? How can we use our phones sensibly? What are deep fakes? What are the risks with money? What do I know about drugs? What is media Literacy?	Understanding the Law How do rules help our community? What can and can't I do on the internet? What is gambling?	First Aid How do I make decisions about helping? How do we help someone who is choking? How do we treat unresponsive breathing? How do we treat allergies? <i>St John's resource</i> How do I support others with their emotions?

	What is the second theme of Protective Behaviours? Theme 2 There is nothing so awful, or too small, we can't talk about it with someone.					
Year 6	 Protective Behaviours What are the elements of Fun to Feel Scared? (choice time control limit). What sort of person should I choose for my safety network? What are the sorts of secrets that adults can't keep? (abuse) Why is persistence important when using my safety network? What is the first theme of Protective Behaviours? We all have the right to feel safe all the time. What is the second theme of Protective Behaviours? There is nothing so awful, or too small, we can't talk about it with someone.	 Relationships How can we be allies against racism? How can we challenge sexism? How can we respect different relationships? What is a debate? What is my relationship with authority?	 Wellbeing What is grief? How can I seek support for my mental health? How can I reframe my thinking?	 Keeping safe How is my data shared? What is spiking? What is the issue with addiction-smoking and vaping? Why does media have age restrictions?	 Understanding the Law What different types of crimes are there? What does the law say about legal drugs? What does the law say about marriage? What is a weapon? What is antisocial behaviour? What is shop theft?	What are Safer crossing places? What is Stop, look, Listen and Think? What is the correct behaviour to use to keep myself safe near roads? What is fires safety? What is water safety? What is rail safety?

The below is to be taught yearly to YEAR 6 Pupils. This will be at a point in the year as deemed appropriate. the puberty lesson from year 5 can be taught in year 5 rather than 6 if there is a need due to the child's development.

 Wellbeing Year 5 Programme of Study Medway resources What are the scientific names for male and female internal and external body parts? What are the physical changes of puberty? How and why might my emotions change during puberty? What is menstruation? What are 'wet dreams'/ejaculation? How and why is it important to have good hygiene especially when I reach puberty?	 Wellbeing Sex Education Year 6 programme of Study What are the physical and emotional changes that occur during puberty? What are some of the myths about puberty? What is the human life cycle? What changes happen as we grow up? What is a healthy relationship? What is mutual respect? What is human reproduction? (how a baby is made and how it grows) What are the links between love, committed relationships / marriage, and conception?
The below will be taught at the point in the year when year 5 are undertaking their bikeability. All children in the Hive will learn the below regardless of whether any year 5 pupils do additional sessions with bikeability	
Road safety How should I ride my bike safely? How do I keep my bike well maintained and safe?	

Answering Children's Questions:

We are aware that children are likely to have many questions about relationships and sex. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies, and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.

We believe children are better off receiving honest, age appropriate and factual answers from safe adults in their lives, rather than being left to the internet or older children with a smart phone. In the age of information, where children in primary school have access to tablets, smart phones, and the internet (often unsupervised) it is essential that we help children to recognise they are able to ask questions without judgement rather than searching for answers on the internet.

Tackling the topic in a matter-of-fact manner lessens the taboo about the subject matter. For children, these questions are not rude, they are simply signs of a healthy and natural curiosity.

If a question is relevant to the whole class, we will answer it to the whole group. However, as with any other subject, there may occasionally be the need to differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others.

If the member of staff does not have an answer or does not know, they will say so. There is no shame in not knowing the answer, but the member of staff should make an effort to help the child to find the answer later.

If the member of staff is not sure how best to answer a particularly tricky question, they will be honest and say they are not sure about the best way to answer and will get back to them. This will allow teaching staff time to think, seek help, advice, or support from colleagues, such as the PSHE subject lead.

If a child asks a question that seems to go beyond the curriculum, staff may choose to delay answering the question until they have spoken to the parent/carer and discuss who is in the best position to answer this.

Adults in school will answer questions openly, honestly, and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students, which could make both parties vulnerable.

Safeguarding Children:

When teaching any sensitive topic, such as RSE, which deals with family life, personal body parts, and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.

All members of staff have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern. The school recognises that issues relating to children who may be questioning their gender should be managed in line with Keeping Children Safe in Education (KCSIE). Decisions will be made on a case-by-case basis, with a focus on safeguarding, and will involve parents unless doing so would place the child at risk of harm.

Prior to the teaching and learning of RSE, there may be conversations around protecting and supporting children for whom some of this work may make them vulnerable. Michelle White, the Deputy Head Teacher, holds the role and responsibility of Designated Safeguarding Lead, and Designated Teacher for Previously Looked After and Looked After Children and has previously been the PSHE subject lead, and thus has a complete overview and awareness of children who might find RSE sessions more difficult due to their life circumstances. She works closely alongside the PSHE subject lead in this aspect of the subject. The school's SENDCo works closely with the Deputy Head, offering expertise on how RSE might affect and be best taught to our children with Special Educational Needs and or Disabilities.

While we recognise that for children who are vulnerable due to past or present abuse, or changes in family situations, this type of work may be sensitive; it is also a protective factor in preventing further abuse. Furthermore, it will help them make sense of their experiences and is essential to help them develop skills and resilience to keep them safe in future.

Raising Awareness of the Policy

We will raise awareness of this policy via:

- The induction of new staff and staff training sessions.
- School website and written communication to school stakeholders.
- Highlighting it to parents via the school newsletter and other communication.

Monitoring and Review Arrangements

- Pupils' development in RSE is monitored by the class teachers.
- The delivery of RSE is monitored by phase leaders and the PSHE lead through pupil interviews and class visits.
- Annually (or when the need arises) the effectiveness of this policy will be reviewed by the PSHE lead, the head teacher, and the nominated governor and parents/carers will be consulted; the necessary recommendations for improvement will be made to the Governing Body.

As part of this 2025 policy review, parents/carers were consulted. No feedback, questions or objections were given