



**Personal, Social, Health, Emotional development (PSHED)
and Relations, Sex and Health (RSHE) Policy**

Approved by: Community Committee **Date:** 22nd January 2026

Signed by: (Chair)

Last reviewed on: January 2026

Next review due by: Autumn 2026

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1. Policy Guidance

This policy has been updated in response to the new **Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance** (Department for education, July 2025) which will become statutory in September 2026 in all state schools.

Legal Framework

- Equality Act 2010
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- DfE (2025) 'Keeping children safe in education
- DfE (2025) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- Children and Social Work Act 2011
- Research commentary: teaching about sex, sexual orientation, and gender reassignment, (Chris Jones, Ofsted's Director, July 2021)
- Special Educational Needs and Disability code of practice: 0-25 years, 2020
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Transforming Children and Young People's Mental Health Provision Green Paper (July 2018)
- Review of Sexual abuse in schools and colleges, Ofsted June 2021
- Science programmes of study: Key Stages 1 & 2 (Department of Education, 2013) National curriculum in England: science programmes of study - GOV.UK

- Protected characteristics and separation by sex on school inspections (Department of Education, 2025)

This policy operates in conjunction with the following school policies:

- Anti-bullying
- Equality
- Inclusion
- Mental Health and Wellbeing
- Behaviour
- Online safety
- Safeguarding Policy (including child sexual exploitation and harmful sexualised behaviours)

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

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

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

Further detail can be found in appendix two.

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

Evergreen Primary School is a primary special school situated in Warwick Road, Bishop Auckland. The school is purpose built and currently caters for 206 pupils aged 2-11 with severe, profound, moderate and complex learning difficulties, some of whom also have autism. Some pupils also have additional medical, physical, sensory, linguistic or behavioural difficulties. All pupils at Evergreen Primary School have a statement or EHC plan.

At Evergreen, Personal, Social, Health and Emotional Development (PSHED) and Relationships, Sex and Health Education (RSHE) are fundamental to our pupils' overall development, well-being, and preparation for life beyond school. Our curriculum is designed to give pupils the knowledge, understanding, attitudes, and

practical skills needed to live healthy, safe, and fulfilled lives, and to become as independent as possible within the community.

Given that pupils with special educational needs and disabilities (SEND) are often more vulnerable to various forms of abuse, effective RSE is a vital part of our safeguarding commitment. Our policy aims to equip pupils with the skills to recognise and respond to abusive behaviour, develop self-respect and confidence, and build positive, respectful relationships with others. Our PSHED and RSHE curriculum may need to be responsive to emerging needs or immediate concerns. In such cases, the school will inform parents and carers.

4. School intent

Aims

The PSHED and RSHE aims are focused on developing independence, promoting safeguarding, and building self-esteem and resilience in a highly differentiated and accessible way, tailored to each pupil's specific needs and developmental stage.

The primary aim of PSHED and RSHE is to equip pupils with the knowledge, understanding, and skills needed to lead healthy, safe, productive, and fulfilled lives, in preparation for adulthood and life in modern Britain

- **Developing Life Skills and Independence:** To foster practical life skills, such as self-care, personal hygiene, and managing money, that promote the highest possible level of independence in school and later life.
- **Enhancing Social and Emotional Well-being:** To support students' social, emotional, and mental well-being, helping them become more self-aware, manage their feelings, develop empathy, and build resilience.
- **Building Healthy Relationships:** To help pupils develop positive, respectful relationships with peers and adults, understanding the characteristics of good friendships (trust, respect, kindness) and how to manage conflict.
- **Promoting Safety and Safeguarding:** To equip pupils with the vocabulary, skills, and confidence to recognise and report abuse (physical, emotional, and sexual), understand personal boundaries, and know who to ask for help. This is a crucial, heightened aim given the increased vulnerability of some pupils with SEND.

- **Making Informed Choices:** To enable pupils to make positive, informed choices about their health, lifestyle, and personal safety, including online safety.

RSHE in a SEN setting is designed to be particularly sensitive and age/developmentally appropriate, focusing heavily on body awareness, consent, and healthy relationships to safeguard and empower pupils.

- **Understanding Puberty and Bodily Changes:** To prepare pupils for puberty and the changing adolescent body (including menstruation), providing accurate, factual, and age-appropriate information to reduce anxiety and promote self-esteem and body confidence.
- **Teaching Consent and Boundaries:** To teach the fundamental concepts of seeking and giving permission and consent in relationships and interactions, and the importance of personal space and privacy.
- **Recognising Unhealthy Relationships:** To help pupils identify when relationships are not right or are abusive (including coercive control and exploitation) and understand how to manage such situations and access support.
- **Developing an Understanding of Sexuality:** To foster self-respect and a positive culture around sexuality and relationships, exploring gender identity and sexual orientation in an inclusive and sensitive manner at a timely point.
- **Providing a Safe Framework for Discussion:** To create a safe and supportive learning environment where sensitive discussions can take place, with clear ground rules and awareness of safeguarding disclosure procedures.

5. The engagement and consultation with relevant stakeholders:

As a school we want to make sure we communicate with parents in an honest and accessible way to help our parent community understand the importance of PSHE and RSHE for wellbeing and safety.

Here at Evergreen Primary school we believe strongly in the role of parents in the development of their children's understanding about relationships. We will engage with parents to help make certain they understand the PSHE and RSHE provision taught. We encourage parents to view a sample of resources and access the links provided on our school's website to support their child's learning and development at home, for example NSPCC links.

At Evergreen our consultation process includes:

- Pupil focus group council and pupil questionnaires delivered in an appropriate way (e.g. using communicate in print), which help to tailor the curriculum to match the different needs of pupils.
- Consultation and engagement with parents / carers through meetings and survey.
- Review of PSHE and RSHE curriculum content with staff, pupils, and parents /carers.
- Consultation with wider school community (governors)
- Consultation, agreement, and implementation of policy by school governors.
- Parents are regularly informed about the PSHE and RSHE curriculum when required, through evidence for learning, letters and newsletter.

At Evergreen Primary school we want to encourage our parents to be responsible for;

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

Parent RSHE meeting

As part of the engagement process all parents will have the opportunity to attend a meeting at a timely point.

This meeting will follow this agenda

- To view, develop and review the PSHE and RSHE policy
- To complete a parent survey (this will be available electronically)
- To be kept informed of the external providers we may bring in to enhance and teach pupils specific PSHE and RSHE content
- To discuss the curriculum content and view a representative sample of the resources that we plan to use (a sample will be on the website and further materials can be viewed upon your request)
- To share any worries and ask questions
- To discuss what sex education is taught in years 5 and/or 6 and the benefits of teaching this. (See section on sex education and rights of withdrawal)
- To gain information about talking to your child at home, including useful sources of information.

Any parent, teacher or pupil wishing to provide feedback about the curriculum will be able to do so at any time during the academic year.

Engagement with pupils

- An inclusive and well-sequenced PSHED and RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging. Assessment of pupil readiness will take place as part of our continued approach to monitoring the curriculum; this may be within assessment for learning pedagogical approaches in our teaching, and in ensuring pupil voice forms part of our decisions on the timeliness of including particular subject content and the way in which it is taught.

6. Define your RSHE Programme

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

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

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

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

Informed and a responsive curriculum.

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

Statutory guidance primary relationships education topic areas are:

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

For further information please see Appendix 1

Health Education – Health and Mental Wellbeing

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

As part of RSHE ‘Changing and growing’ will be delivered as part of the statutory programme.

Pupils will learn.

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

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

To view all the Health Education content, please see the information at the end of the policy.

7. Non-Statutory Sex Education at primary

Sex education is not compulsory in primary schools. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

This will be tailored to the age and physical and emotional maturity of pupils.

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

Our school has chosen not to teach non-statutory sex education. We will continue to review this annually when assessing pupils' readiness for information to ensure curriculum content is meeting the needs of all our pupils.

8. Whole school approach to wellbeing and positive relationships

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

At Evergreen we will tailor content and teaching of PSHE and RSHE to meet the specific needs of pupils at different development stages. Teaching will be sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Our aim is to make sure the curriculum is accessible to all pupils in school. See the inclusion section for further information.

9. Principles and Values for RSHE

PSHE and RSHE is an integral part of personal development and lifelong learning, and it is an entitlement for all pupils in our care.

In addition, Evergreen believes that PSHE and RSHE should:

- be an integral part of the lifelong learning process, beginning in early childhood and to continue into adult life.
- be an entitlement for all pupils in our care.
- allow children to explore, consider, and gain an understanding of moral dilemmas.
- enable them to make informed and ethical decisions about their wellbeing, health, and relationships.
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge, and openness.
- celebrate the wide range of family structures in our school community, including single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents, and foster parents/carers.
- promote love, respect, kindness, generosity, and caring for one another and respect the environment in which we live.
- encourage pupils and staff to share and listen to each other's views and the right to hold/express views.

- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- teach the importance of boundaries/consent and giving, in relationships including online with friends, peers and adults.
- prevent harms by helping young people understand and identify when things are not right.

Through PSHE and RSHE, children at Evergreen will develop their attitudes and values, personal and social skills and knowledge and understanding which will contribute to their personal development and wellbeing.

10. Roles and Responsibilities

The policy was produced by Danielle Oliver and Tracy Kenyon-Sheppard (PSHE and RSHE Lead) through consultation with Helen Crawford (Link Governor) and Faye James (DSL)

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

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

The role of the Headteacher

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

The Headteacher will:

- Ensure staff have the necessary continued professional development and confidence to deliver a high quality PSHE and RSHE curriculum that suits the needs of all the pupils in the schools.
- Ensure there is adequate time on the school timetable to deliver a high quality PSHE and RSHE curriculum.
- Take responsibility overall for monitoring and evaluating the provision for PSHE and RSHE.
- Report to the governing body on the effectiveness of the policy.
- Discuss and review requests from parents to withdraw their children from non-statutory sex education teaching.
- Seek quality assurance of curriculum material/resources/any external agencies/CPD provider used.

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

The PSHE and relationships, sex and health education subject leader are responsible for:

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

11. Organisation, content and delivery of RSHE

At Evergreen, we use a variety of teaching and learning approaches to fully engage our pupils. We believe that practical, experiential learning is the most effective way to support our children's development. Wherever possible, we provide real-life learning experiences and utilise a range of learning environments beyond the classroom such as Forest school and OPAL. Many classes also engage regularly with the local community through visits to parks, shops and cafés, helping pupils feel part of the wider community.

Pupil voice is highly valued at Evergreen. We encourage discussion, debate, investigation and problem-solving, empowering pupils to think independently and express their own views.

Lessons are carefully structured to ensure full participation, with tasks thoughtfully differentiated by skilled staff. PSHE underpins all aspects of school life, supporting pupils to make positive choices through clear expectations and reflection. We

promote a positive, inclusive learning environment where every individual is valued and respected.

RSHE (Relationships, Sex and Health Education) is primarily delivered through PSHED (Personal, Social, Health and Emotional Development) lessons and is embedded across the wider curriculum. At evergreen, these lessons are tailored to meet individual needs and are closely linked to everyday experiences and practical life skills.

PSHED and RSHE are integrated into daily routines and activities such as self-help skills, turn-taking, communication, and social interaction, ensuring that pupils develop independence and positive relationships in real-life contexts. For example, learning about hygiene, managing emotions, and respecting personal space often occurs during practical tasks like dressing, eating, or group work.

Individual EHCP (Education, Health and Care Plan) targets are central to planning and delivery. Teachers incorporate these targets into PSHED and RSHE lessons, as well as across subjects, to ensure that learning is personalised and progress is meaningful. This might include supporting emotional regulation, developing social skills, or improving independence, all of which align with RSHE objectives.

Teachers lead the PSHED curriculum with input from multidisciplinary professionals—such as speech and language therapists, occupational therapists, and health specialists—where appropriate. This collaborative approach ensures that pupils receive consistent, holistic support that addresses both academic and personal development.

Curriculum (see appendix 1)

Foundations and Next Steps Pathway

At Evergreen, for children accessing the foundations and next steps pathway, PSHED and RSHE are delivered through six core themes: Self-Awareness, Managing Feelings, Self-Care, Support and Safety, The World I Live In, Healthy Lifestyles, and Changing and Growing. Each theme is taught on a half-termly basis and revisited annually to reinforce and build upon previous learning, ensuring continuity and progression.

Through these themes, pupils develop essential communication skills, vocabulary, and practical strategies that empower them to navigate real-life situations confidently. The curriculum also focuses on fostering resilience and independence, helping pupils understand how to manage challenges and seek appropriate support when needed. This approach ensures that children not only learn about relationships and health but also gain the confidence and skills to apply this knowledge in everyday life.

ASDAN programmes are embedded within the PSHE curriculum to provide pupils with practical, life-focused learning opportunities that promote independence, communication, and personal development. ASDAN modules complement the six PSHE themes by enabling pupils to work towards achievable goals in areas such as self-care, social interaction, and community participation. This structured approach helps pupils develop confidence and transferable skills that prepare them for adulthood.

Explorers Pathway

The Explorers Curriculum is a specialist pathway designed for pupils with complex learning difficulties and disabilities (CLDD). Learners on this pathway often have co-existing conditions such as autism, ADHD, Oppositional Defiance Disorder ODD/Pathological Demand Avoidance PDA, and complex language and communication difficulties. This curriculum has been developed in direct response to the unique learning characteristics and needs of these pupils.

Children following the Explorers Pathway typically experience complex profiles involving delayed and disordered emotional regulation, sensory processing, and language and communication development. The curriculum is designed to help pupils build consistent engagement with their environment, develop the ability to share and sustain attention, and strengthen their communication and interaction skills.

Teaching and learning are highly individualised, using a range of targeted strategies to promote engagement, develop receptive and expressive communication, and support the application and generalisation of skills. The pathway is underpinned by an engagement-driven, low-demand approach, which prioritises trust, security, and intrinsic motivation. As a result, learners feel safe to explore, are more willing to communicate, and develop positive associations with learning. This approach enables pupils to initiate interaction, demonstrate their preferences, and take greater ownership of their learning, leading to increased independence and emotional wellbeing over time.

The key areas of focus within the Explorers Curriculum are:

- Promoting engagement through trust, tolerance, and emotional safety
- Supporting sensory regulation to enable readiness for learning
- Developing communication and social interaction skills
- Building confidence and independence
- Promoting holistic progress through access to a range of therapeutic approaches

This pathway provides a nurturing, flexible, and responsive framework that supports learners to connect, communicate, and grow — both as individuals and as active participants in their learning community.

Roots Pathway

At Evergreen, children with Profound and Multiple Learning Difficulties (PMLD) follow highly personalised learning pathways that prioritise engagement, communication, and wellbeing. Pupils on the Roots Pathway access a curriculum based on *Quest for Learning*, which is specifically designed to meet the needs of learners with complex profiles.

This approach focuses on four key areas:

- Communication – developing intentional communication through a range of methods, including sensory cues, objects of reference, and assistive technology.
- Social Interaction – fostering positive relationships and shared attention through structured routines, interactive activities, and responsive environments.
- Early Cognitive Awareness – promoting curiosity and engagement through sensory exploration, cause-and-effect experiences, and opportunities for problem-solving at an appropriate level.
- Physical Wellbeing – supporting motor development, positioning, and movement through physiotherapy programmes, sensory integration, and adapted physical activities.

Learning is embedded within meaningful, motivating experiences that reflect pupils' EHCP outcomes and individual needs. Staff work closely with multidisciplinary teams—such as speech and language therapists, physiotherapists, and occupational therapists—to ensure that every child's physical, sensory, and communication requirements are met. The curriculum is flexible, allowing for repetition and consolidation, and is delivered through a total communication approach to maximise access and participation.

In addition to classroom-based learning, pupils benefit from a range of targeted interventions designed to support emotional wellbeing and social development. These include:

- LEGO® Therapy – promoting teamwork, problem-solving, and communication through collaborative building activities.
- Listening Matters – enhancing attention, listening skills, and auditory processing through structured sessions.
- Relax Kids – introducing calming strategies, guided relaxation, and positive affirmations to reduce anxiety and improve emotional resilience.
- Mindfulness Activities – supporting self-awareness and emotional regulation through breathing exercises, sensory experiences, and mindful movement.
- Sensory Circuits - structured, short sensory-motor activities designed to help pupils achieve the right level of alertness and readiness for learning.

Every class uses the Zones of Regulation framework to help pupils identify and manage their emotions effectively. Visual supports and structured teaching enable children to recognise feelings and choose appropriate strategies for self-regulation. Each classroom also includes a calm area, providing a safe, quiet space where pupils can take time to regulate and return to learning when they feel ready. Each class also has regulation time which is embedded throughout the school day to help pupils manage emotions and maintain readiness for learning.

This holistic approach ensures that PSHE and RSHE is not only taught through planned lessons but is incorporated into daily school life, supporting pupils' social, emotional, and mental health alongside academic progress.

The PSHE and RSHE programme at Evergreen aims to provide a safe space for sensitive discussions, prepare pupils for adolescence and puberty by covering topics like hygiene and body awareness, and foster self-respect, confidence, and empathy. It also teaches pupils about healthy relationships and how to identify unhealthy ones, and equips them with safety skills for online and community interactions, including how to report concerns. This aligns with the school's commitment to preparing pupils for the opportunities and responsibilities of later life.

Safeguarding children must always be a priority.

PSHE and RSHE lessons may contain content that pupils will find sensitive. When pupils ask questions, we aim to answer them honestly at a developmental appropriate level. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time. It is important to remember that when a child's question(s) go unanswered, they may turn to inappropriate sources of information and therefore teachers should aim to ensure pupils voices are heard appropriately.

PSHE and RSHE leads or the school nurse may support staff that are uncomfortable with teaching certain aspects of the RSHE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the RSHE curriculum programme.

At Evergreen staff will use scientifically correct vocabulary to avoid misunderstandings and ambiguity. The words which will be used are penis, vagina, testicles, nipples, breasts, and pubic hair all in an age and stage appropriate way. The correct terms help children to report abuse. Using the correct terms for the parts of the bodies strengthens our school approach to safeguarding children and links directly to RSHE guidance.

Managing difficult or sensitive questions

Pupils may ask questions about topics which go beyond any sex education covered by the school or related to sex education from which they have been withdrawn. The priority is to always make sure the child is safe and feels supported and heard. The school may contact a parent directly to discuss the question and ask how the parent wishes to proceed. We recognise as a school that children whose questions go unanswered might instead turn to inappropriate sources of information, including online.

Open and positive school culture

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

Inclusive curriculum and delivery of RSHE

When delivering RSHE as a whole class enables us to foster healthy relationships between all pupils allowing empathy and understanding for all to develop and grow. This contributes to reducing stigma and taboo when talking about certain aspects of health education.

If as a school we do identify a specific need, based on our regular monitoring of the subject, we may make an informed choice to separate classes by sex in order to create a safe space for discussion of a particular topic. Or we may identify a smaller group of pupils who would benefit from further support or information delivered separately.

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

Preventing sexual violence and abusive behaviour begins with ensuring pupils are well informed and that RSHE curriculum is taught in primary school. Relationships education has an important role in supporting young people to develop the skills they need to build healthy relationships and grow into kind and respectful adults.

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

Pupils should understand, however due to their needs they may not, that anyone can be a victim of sexual violence, and that the victim is never to blame. It is important to acknowledge that most sexual violence is committed against women and girls, and it often has a gendered component. However, anyone can be affected by sexual

violence and teachers should avoid language which stigmatises boys or suggests that boys or men are always perpetrators or that girls or women are always victims.

Teaching staff will maintain an attitude 'it could happen here.' Staff in school have an important role in modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes.

In an age and stage appropriate way, topics include, but are not limited to, consent and permission seeking (both on and offline), safe touch and privacy, respectful, healthy relationships and appropriate language, communication and behaviour. The content is covered through a spiral curriculum. Evergreen recognises the key links between these important topic areas and supporting our children to gain the skills and confidence to say no, speak up and report abuse.

13. Fostering inclusion and valuing diversity

Schools are required to comply with relevant requirements of the Equality Act 2010, including the Public Sector Equality Duty (PSED), when teaching RSHE. Schools must ensure topics in PSHED and RSHE are taught in a way which does not discriminate against pupils or amount to harassment.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

Evergreen wants to ensure that children from a range of backgrounds and children with diverse needs feel like they belong in this school. We recognise this is bigger than just in the classroom. The school community, the environment, the interactions and relationships within our school must all be considered for a true inclusive environment.

Our PSHED and RSHE curriculum is inclusive and accessible for all students, taking into account their age, developmental stage, cognitive ability, and individual needs as outlined in their Education, Health and Care (EHCP) plans.

High-quality teaching is differentiated and personalised. Teachers tailor lessons to meet the specific needs of the children in their classes, which may involve revisiting topics, using specialist resources, or extended discussion time.

PSHED and RSHE are embedded throughout the school day and wider curriculum, not just in discrete lessons, to promote a consistent and supportive environment.

We aim to ensure that the needs of all children are met and that all understand the importance of equality and respect. We will ensure that teaching is sensitive and age appropriate in its approach and content. Evergreen will actively promote and support

the respect of similarities and differences (physical, cultural, faith, ethnicity, gender, sexual orientation) of all our pupils and staff.

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

PSHED and RSHE should be sensitive to the religious background of pupils, and schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

Lesbian, Gay, Bisexual and Transgender (LGBT)

Evergreen teaches about healthy loving relationships, and to include same-sex parents along with other family arrangements when discussing families. The point in which as a school we teach pupils about LGBT, the content is fully integrated into the curriculum and within the context of teaching about different types of healthy loving families.

Pupils are taught to understand protected characteristics age appropriately. No one is treated in any way less favourably on the grounds of, gender reassignment, sexual orientation or sex.

As a school we will consult with parents and carers on the content of external resources on this topic in advance and make all materials available to them on request, as set out in the section on openness with parents.

The PSHED and RSHE lead will ensure that the content is age and stage appropriate in the RSHE curriculum.

14. Safeguarding reports of abuse and confidentiality

This PSHED and RSHE policy supports our school's approach to safeguarding and links to other key policies and guidance.

It is made clear to pupils that all adults in school cannot guarantee absolute confidentiality.

It is equally important that staff adopt safeguarding-disclosure procedure and that children understand how confidentiality will be handled in a lesson and what might happen if they do disclose anything of concern in a discussion or anything shared directly with a teacher, about themselves or a peer. Pupils who can understand should also be aware of where they can report any concerns/worries and seek help, including to external services if they do not feel comfortable talking to school staff.

School staff are aware PSHED and RSHE can at times lead to a disclosure and teachers will consult with the designated safeguarding lead to follow all safeguarding protocols in the school.

Where lessons are delivered by external agencies, schools must agree in advance of the session how a safeguarding concern would be dealt with by the external visitor, and in line with school policy. All visitors will be required to explain their safeguarding procedures informing the school how they would deal with receiving a disclosure.

These procedures should be read in conjunction with the Durham Safeguarding Children's Partnership procedures <https://durham-scp.org.uk>

15. Working with external agencies

The school may invite guest speakers into school to talk on issues related to PSHED and RSHE, e.g. an expert or experienced health professional. A teacher will be present throughout all these lessons.

Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it.

Before delivering the session, the school will:

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

16. Monitoring and evaluation of PSHED and RSHE

PSHED and RSHE targets are carefully planned, recorded, assessed and evaluated annually as part of each pupil's Education, Health and Care Plan (EHCP). These targets are reviewed and discussed with parents and carers during annual review meetings. Any concerns regarding a pupil's progress in PSHED or RSHE can be raised at any time, and appropriate interventions are put in place to support the child's wellbeing.

We also use Evidence for Learning to support assessment and planning. This system has enhanced our ability to evidence, assess, review and plan effectively to meet the individual needs of our learners. In addition, we use holistic assessments, which provide a descriptive overview of a child's language and social development. These assessments establish a baseline of skills and identify areas where gaps in learning may exist.

The Evidence for Learning app enables all stakeholders involved in a pupil's learning and development to easily capture photo and video evidence linked to Personal Learning Goals and relevant skills frameworks. Observations can be annotated and tagged to specific PSHE and RSHE areas, and progress against individual learning intentions and EHCP targets is tracked.

All evidence is automatically organised within the app and is accessible to relevant staff across the school. This supports informed planning, moderation and ongoing professional development.

The Governing Body is responsible for overseeing, reviewing and coordinating the regular revision of the RSHE policy and curriculum.

Appendix 1

PSHED Curriculum Overview
Foundations & Next Steps

Overarching concepts addressed, revisited and consolidated

Identity	Relationships	A healthy balanced lifestyle
Risk and safety	Diversity and equality	Rights, responsibilities and consent
Change and resilience	Power	Economic wellbeing

	Autumn	Spring	Summer
Term 1	<p>Self-Awareness RRS Articles 7, 12, 14, 15, 29, 31</p>	<p>Relationships: Managing Feelings RRS Articles 12, 14, 15, 17, 29, 31</p>	<p>Self-care, support and Safety RRS Articles 12, 14, 15, 17, 23, 24, 27, 29</p>
	<p>Topics include: Me, Who I am, my likes, dislikes, talents and interests</p>	<p>Topics include: Understanding feelings and that how I feel and how others feel affects choices and behaviour</p>	<p>Topics include: Looking after myself and keeping safe</p>
	<p>1. Things we are good at 2. Kind and unkind behaviours 3. Playing and working together 4. People who are special to us 5. Getting on with others</p>	<p>1. Identifying and expressing feelings 2. Managing strong feelings</p>	<p>1. Taking care of ourselves 2. Keeping safe 3. Trust 4. Keeping safe online 5. Public and private</p>

Term 2	<p>The World I Live in RRS Articles 14, 15, 17, 23, 29, 31</p>	<p>Healthy Lifestyles RRS Articles 12, 14, 17, 23, 24, 27</p>	<p>Relationships: Changing and Growing RRS Articles 12, 14, 15, 17, 23</p>
	<p>Topics include: Living confidently in the wider world</p>	<p>Topics include: Being and keeping healthy on the 'outside and on the 'inside'</p>	<p>Topics include: How I and others are changing, new opportunities and responsibilities</p>
	<ol style="list-style-type: none"> 1. Respecting differences between people 2. Jobs people do 3. Rules and laws 4. Taking care of the environment 5. Belonging to a community 6. Money 	<ol style="list-style-type: none"> 1. Healthy eating 2. Taking care of physical health 3. Keeping well 	<ol style="list-style-type: none"> 1. Baby to adult 1. Changes at puberty 3. Dealing with touch 4. Different types of relationships

PSHED Curriculum Overview
Explorers & Roots

Autumn	Spring 1	Spring 2	Summer 1	Summer 2
Self-Awareness	Self-care, Support and Safety	Healthy Lifestyles	The World I live in	Relationships: Changing and growing
Independence and Managing emotions threaded throughout the daily curriculum.				

Essential skills and attributes

Developing confidence and making the most of their abilities:

- Self-concept and self-awareness
- Self-esteem
- Self-knowledge
- Resilience
- Self-regulation
- Recognising and managing peer influence and pressure
- Self-organisation
- Strategies for identifying and accessing appropriate help and support
- Clarifying own understanding, values and beliefs and re-evaluating them in the light of new learning, experiences and evidence
- Recalling, revisiting, consolidating and applying knowledge and understanding in familiar as well as new situations

Developing positive relationships and social effectiveness:

- Self-awareness
- Empathy and compassion
- Respect for others' rights
- Communication skills
- Enterprise skills and attributes
- Respecting differences and similarities
- Consent
- Recognising and managing change
- Maintaining a healthy lifestyle

The World I live in

Foundations Pathway

Children will learn:

Respect and differences between people

Differences and similarities between people (e.g. race, religion, ethnicity, gender, disability)

That not everybody is the same in their group (e.g. don't make assumptions, not every who is old is unfit, not every female wants a baby, not every male like football)

Jobs people do

To identify jobs that people we know do

To identify a job we would like to do in the future

To identify some of the skills we might need to do that job

To identify jobs/responsibilities

Rules and laws

To identify rules we have in classroom and home

Why it is important to have rules and how they help us (e.g. keep us safe, learn)

Taking care of environment

To describe ways we can take care of people animals and living things

Why this is important

How we take care of our home

How to take care of school environment

Belonging to a community

About the different groups we belong to (clubs, family, school, faith)

About the things we do in the groups we belong to and how this makes us feel

Money

Recognise money (notes and coins)

Where money comes from (jobs, benefits)
That money is used to pay for things and where it is used (shops, leisure, travel)
Different ways we can pay for things (cash, cards, apps, phone, watch)
To identify some things we might spend money on (food, Bills, clothes, public transport)
Know how to keep our money safe

Next Steps Pathway

Children will learn

Respect and differences between people

To respect others even if they are different to us and that it is not right to treat them unfairly because of this (prejudice/discriminate)
Who to talk to if we experience or witness prejudice or discrimination

Jobs people do

To identify strengths, skills and qualities that they have or may need to do a specific job
About people who help us in the community and how they do this (police, ambulance, fire fighters, doctors)
How you should only ever ring emergency services for genuine reasons and never for a joke or dare and the consequences it may have if we ignore this advice
Can identify what a real emergency might be where we need to call 999

Rules and laws

Some reasons why we need rules and laws and consequences if we didn't have them/break them
How rules/laws help keep us safe at school and outside of school

Taking care of environment

That we must respect and take care of our environment (school, home, community)
Identify ways in which we can contribute to caring for our environment (in school, school grounds, home, wider community)
About the importance of routines in taking care of our pets
About what might happen if we did not take care of our environment (e.g. litter, graffiti, vandalism, pollution,)

Belonging to a community

What the word *community* means

Describe what it means to be part of a community

How it feels to be part of the community

About different groups in our community

Ways we can help people to feel welcome in the different groups and communities we belong to

Money

The difference between a 'need' and a 'want'

Know what the term 'afford' means

Explain why we might save money

Consequences of losing money and how to get help

That we need to be careful if we are paying for things online and keep our bank cards/details safe

That sometimes we can be asked to pay for things that are not real/genuine and we should always ask a trusted adult before paying for anything online or giving money to anyone

Self-Awareness

Foundations Pathway

Children will learn

Things we are good at

To identify ways in which we are special

To identify things we enjoy and things that make us feel happy

That people might like different things to us

To identify things we are good at and things we would like to get better at

To know that others might be good at different things – we all have different strengths

Kind and unkind behaviours

What the words 'angry' and 'upset' mean

How we might feel when we are 'angry' and 'upset'

What things might make us feel 'angry' and 'upset'

Identify kind and unkind actions

How we/others feel when we are kind/unkind

Playing and working together

To identify how we can show we are listening and ready to learn

To take turns and why this is important

To identify ways to be polite and courteous to others (please, thank you, offering to share/help, including others, saying sorry)

Why it is important to be heard and to listen to others in discussions

That it is important to follow rules in a game and that we don't/can't always win

People who are special to us

To identify people who are special to us and why they are special (keep us safe, look after us, have our best interests at heart, make us feel happy and safe)

About different family members/care givers (parents/carers, siblings, grandparents, aunts and uncles)

You should feel happy when you spend time with your family

Who to tell if family life or anyone is making you feel worried or unhappy

Getting on with others

What we can do and who we can tell if we feel unhappy with our friends or family

About how to manage fallouts and disagreements with our friends

What we might do to 'make up' after a fall out or disagreement

Know that people can have different ideas to us and think about things differently this doesn't mean you can't still be friends

It is important to listen to others and respect others' opinions even if we don't agree

Next Steps Pathway

Children will learn

Things we are good at

To identify strengths and talents

To identify areas where we need help to develop and improve

To identify our hopes and aspirations for the future

How we can achieve those hopes and aspirations

That everyone has different strengths and areas for development

Kind and unkind behaviours

What bullying is and identify what this may look like (Physical behaviours, hurting someone or intimidating, threatening, unkind behaviours)

Bullying can also happen indirectly (by deliberately turning others against someone e.g don't play with him/her)

That bullying can happen in person, online, social media and what this might look like

That some people may be bullied due to a protective characteristic (race, age, disability, background, gender,) and that this is not okay

Who to tell if you or someone else is being bullied

How to respond to unkind and bullying behaviour

Playing and working together

To demonstrate ways of playing and working co-operatively

How to share thoughts, opinions and ideas with others

Know how to deal with issues that arise from turn taking (e.g. recognise if someone has missed their turn, how they might feel, how to resolve it)

Working together towards shared goals

Listen and respect other people's points of view even if they are different from our own

Being able to take and give constructive feedback to others

People who are special to us

How families can be different (dynamics, beliefs, interests, rules, bedtime routines, etc)

How the special people in our lives help care for us and help us with problems and difficulties (e.g. bullying, puberty, friendships, conflict resolution, money, independence)

That we don't have to tolerate unkind behaviours from anyone even if they are family members or friends

Getting on with others

Why it's important to feel listened to

Why it is important to listen to others and their point of view

How we might feel when others don't agree with us/have a difference of opinion

That we will have disagreements and identify ways in which to resolve disagreements

How to treat ourselves and others with respect

That it is okay to tell someone "no" or to "stop" if their behaviour or actions make you feel uncomfortable, worried or scared

Who else you can tell if you are worried about the behaviour or actions of someone towards you

To identify the qualities of a good friend

Managing Feelings

Foundations Pathway

Children will learn

Identifying and expressing feelings

- To identify different emotions in ourselves (happy, sad, angry, scared, excited)
- To identify how different emotions/feelings make our body feel
- To identify when we might feel different emotions
- To recognise that feelings change (e.g. happy in morning angry in afternoon, we don't need to be angry all day)
- Which feelings are in each zone within the 'Zones of Regulation' approach
- That we have the right to feel happy and safe
- Everyone experiences a range of feelings at different times

Managing feelings

- How to communicate a feeling
- How to communicate a range of feelings
- To use strategies to support with self-regulation

Next Steps Pathway

Children will learn

Identifying and expressing feelings

- To identify emotions/feelings in ourselves (worried, anxious, embarrassed, proud)
- What/when we might experience these feelings and how it might make us feel
- What behaviours we might show when we feel like this
- To recognise feelings in other based on their actions, facial expressions and body language
- That it is ok to feel negative emotions
- How we can express these emotions appropriately

Managing feelings

- It is important to let others know how we are feeling
- How our actions can affect others
- The different ways we can help and respond to others with their feelings
- When and how to apply strategies to support regulation
- When we might need more support (grief, loss, major change)

Self-care, support and safety

Foundations Pathway

Children will learn to

Taking care of ourselves (recap from previous terms unit)

- Knowing simple self-care techniques (brushing teeth, brush hair getting dressed)
- Who can help us with our self-care (parents, trusted adults)

Keeping safe

- To identify some ways of how we can keep ourselves safe in school, home, the community. (water, roads, electricity, railways, fire, stranger danger)
- What it feels like to not be safe (worried scared frightened) and situations when you may not feel safe (Outside in the dark, inside in the dark at bedtime, walking alone, being online)
- Know trusted adults who can help us when we don't feel safe, and how we can ask for help

Trust

- What it means to "trust" someone - (Knowing they will keep you safe, won't do anything to hurt you or make you feel uncomfortable)
- How we feel when we trust somebody (safe)
- Identify trusted adults
- Understand the difference between trusting someone and liking someone (e.g. we might not like a teacher but they will protect us from danger – someone who is nice to us, gives us gifts or says nice things may not be someone we can trust – people online – friends who act "cool" but might try make us do things we shouldn't)
- Know to keep our personal information private
- Difference between a surprise and secret
- Not to be asked to keep secrets that make us feel uncomfortable, afraid worried or anxious
- Know how to ask for help when asked to keep a secret

Keeping safe online

- You can communicate with people online (best to do this with permission and people you know and trust)
- Know that some people online may seem nice but may not have our best interests at heart (may not be kind, may do silly things, can't trust them)
- Simple ways of keeping safe online (password, asking for adult help, telling an adult if we see something that worries us)
- Discuss things we should never share online without checking with a trusted adult first (address, phone number, full name, school,)

Public and private

- Identify and take care of our personal belongings
- Knowing which places are public and which places are private (home, toilet, bedroom vs shop, outside)
- Identify what is not appropriate to do in a public place (shouting, screaming, intrude others personal space, undressing, intimate touching, masturbating- if appropriate)
- Know who can share things about ourselves with e.g. everyone, friends, most special people, (examples include periods, feelings, favourite things, interests) what is best to tell to whom

Next Steps Pathway

Children will learn

Taking care of ourselves and keeping safe

- Detailed ways to keep ourselves healthy and well
- How we can prevent the spread of germs and why its important

Keeping safe

- Explore different ways of keeping safe in a variety of situations including possible risks and hazards (e.g. kitchen, chemicals, electricity, roads, railways, water)
- Know when someone might need first aid
- How to get help in an emergency situation appointment including how to call 999

Trust

- Describe degrees of trust (who you trust with less important things and most important things - possessions, information about us or our feelings)
- What to do if someone we “trusted” does something we don’t feel comfortable about
- Understand what peer pressure and dare are and how they make us feel
- How to deal with situations involving peer pressure and dares and how to say no and who we can tell

Keeping safe online

- Know risks of communicating online (e.g. people may not who they say they are and act nice but this does not mean they can be trusted – some people pretend to be much younger than they are.)
- How to respond to someone who we are uncertain about online
- Practical strategies for keeping safe
- Knowing what we post online might affect us or others (consequences)
- Identify rules for social media including age restrictions
- Knowing the importance of balancing time of online activities with other activities
- Identify whom we can talk to or report concerns to if someone asks us for or sends us an image or information that makes us feel uncomfortable.
- You should never ever arrange to meet up with someone you have met online and must tell someone if you are asked to do this.
- Knowing why certain online games or videos may be inappropriate (blood, guns, hurting others, sexualised activities)

Public and private

- How we might feel if our personal belongings are lost or damaged and who we can tell
- How to give / not give permission about who touches/ lends / asks to lend our belongings,
- How to respect other people’s belongings, privacy and feelings
- Identify practical strategies to ensure our privacy and that of others
- Who we can tell if someone does not respect our privacy or share something with us that makes us feel uncomfortable.
- The importance of telling a trusted adult if we feel uncomfortable even if we are told not to

Healthy lifestyles

Foundations Pathway

Children will learn;

Healthy eating

- To identify what foods they like and dislike
- To identify healthy and unhealthy foods
- To understand that we can make choices about the food we eat - to make healthy choices regularly and to have unhealthy foods as a treat once in a while

Take care of physical health

- To demonstrate simple hygiene routines and know why it is important
- To describe ways to be physically healthy and how it makes us feel - physically and emotionally
- How to stay safe in the sun and why it is important to protect our skin
- Sleep can affect our physical and mental wellbeing

Keeping well

- To tell someone we are ill, uncomfortable or in pain
- To identify some symptoms when we are not feeling well
- Who can help us when we are unwell, (e.g. parents, teachers, doctor, nurse, hospital, ambulance)
- That we might need to take medication to help us feel better
- That medication can come in different forms (creams, lotions, injections, tablets, liquid medicines and inhalers)
- Not to touch, taste or take medicine without a trusted adult
- That medicine should be stored safely in the house or in school
- The dangers of other household chemicals such as bleach and cleaning agents.
- Knowing that taking medication when we don't need it / or other people's medicine is extremely dangerous

Next Steps Pathway

Children will learn

Healthy eating

- The basis of a healthy, balanced and varied diet.
- What influences our food choices e.g. social media, advertising, friends, school, smells
- That some people have food allergies
- That eating too much food can cause us to become poorly
- Food choices can affect our health – positive and negative

Take care of physical health

- Importance of hygiene and why it is important to take care of our bodies - for later life, for health reasons, for emotional wellbeing
- Benefits of balancing exercise food and rest
- How to protect our bodies against over exposure to the sun – we can get burnt, cause other illnesses
- How to have good sleep and what can stop us from sleeping well – such as electronic devices,

Keeping well

- Who we can talk to if we are worried about health
- The dangers of consuming or using some substances (cigarettes, alcohol, other substances, energy drinks, vapes, drugs)
- What “peer pressure” means and what it might look like
- That others should not force or persuade us to drink alcohol, take drugs, smoke or swallow anything we are not sure is safe
- Identify strategies of how to say “no” to peer pressure
- Know that vaccinations are to prevent us from catching disease/illness

Changing and growing

Foundations Pathway

Children will learn to

Baby to adult

- Recognise the difference between baby, child and adult
- How our needs as we grow older

Changes at puberty

- Use the correct vocabulary for body parts including genitalia
- Recognise how our bodies change e.g. body shape, height, menstruation when appropriate
- Whom we can talk to about changing and growing

Dealing with touch

- Know who we can trust to support us with (e.g daily care, intimate care, play, show affection)
- That it is okay to say “no” to physical contact (if someone wants to hug or kiss us) and how we can let people know if we are not comfortable with it
- Understand that others may not want to be touched (hugged etc) and that we must respect them if they say “no”
- Know that we have a right to feel safe and our bodies belong to us
- When and why physical contact may be inappropriate (e.g. causes us to feel upset, hurts us, makes us feel uncomfortable)
- Identify specific occasions when it may be necessary for someone to touch us in ways that make us feel uncomfortable such as a dentist, Doctor, nurse, parent, trusted adult (injections, cleaning cuts or grazes) may be when we are unwell or have an injury.

Different types of relationships

- Different types of families and the people who make up our family
- Ways in which we are cared by our families friends and other adults
- Explain two people who love and care for one another can be in a romantic relationship which is different from a friendship

Next Steps Pathway

Children will learn

Baby to adult

- Stages of the human life cycle
- How the needs of babies, children, adults, elderly differ (food types, support to move and stay safe, what is fun, how our feelings change)

Changes at puberty

- Changes that happen during puberty e.g. mood swings, emotional changes, menstruation and wet dreams / ejaculation, hair growth, skin and voice changes – ALL WHEN APPROPRIATE)
- Know that masturbation is normal but should be done in private

Dealing with touch

- We have the right to protect our bodies from inappropriate and unwanted touching and someone must have our consent before they can touch us
- How to respect other people's right to protect their bodies
- Our bodies should be looked after and not be surgically changed without the consent and understanding of ourselves and our trusted adults. (e.g. FGM = female genital mutilation, transitions)
- When and who to tell when you are worried and the importance of persisting in telling until we are comfortable and feel safe

Different types of relationships

- Two people in a long-term relationship may be married or in a civil relationship and that this is a choice made by both people to be together
- Know the roles and responsibilities of parents and carers towards their children
- Features of a healthy and positive friendship and family relationships
- Who to tell if something in our family life makes us unhappy or worried
- That someone cannot make us do or say anything we do not feel comfortable with

Appendix 2

The 7 Guiding principles for relationships, sex and health education

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

1. **Engagement with pupils.** An inclusive and well-sequenced RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging.
2. **Engagement and transparency with parents.** Schools should engage with parents on the content of RSHE and be transparent with parents about all materials used in RSHE. All materials should be available to parents. Parents have a right to request that their children are withdrawn from sex education (pupils can opt back in from three terms before they turn 16) and schools should ensure parents are aware of sex education content within lessons in advance.
3. **Positivity.** Schools should focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. Schools should avoid language which might normalise harmful behaviour among young people – for example gendered language which might normalise male violence or stigmatise boys.
4. **Careful sequencing.** Schools should cover all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school. Schools should sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.
5. **Relevant and responsive.** Schools should develop the curriculum to be relevant, age and stage appropriate and accessible to pupils in their area, where appropriate working with local partners and other bodies to understand specific local issues and ensure needs are met.
6. **Skilled delivery of participative education.** The curriculum should be delivered by school staff or, where schools choose to use them, external providers who have the knowledge, skills and confidence to create a safe and supportive environment and

to facilitate participative and interactive education which aims to support and not to alarm pupils. Staff should be trained in safeguarding and offering support, recognising the increased possibility of disclosures.

7. **Whole school approach.** The curriculum is best delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies, including behaviour and safeguarding policies.