CAMBRIAN
Nurturing Growth - Inspiring Minds

Relationships Education, Relationships and Sex Education and Health Education Policy (RSHE)

Shrivenham CE Primary School

This document applies to all academies and operations of the Cambrian Learning Trust who must have a written policy for Relationships, Relationships and Sex Education and Health Education which is developed in line with the latest government guidance. These should be read in conjunction with schools' Personal Social and Health Education (PSHE) policies.

https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

The policy must meet the needs of the community it serves, be consulted upon with parents/carers, published on school websites and be available as a paper copy for anyone who requests it. The last consultation round was during Spring term 2026.

www.cambrianlearningtrust.org

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1. Aims

The aims of Relationships Education, Relationships and Sex Education and Health Education (RSHE) in our Trust are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive, respectful culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Our Trust values of integrity, kindness, ambition and unity are woven throughout and are integral to our delivery of RSHE.

In addition, as a Church of England school we undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive RSHE, a copy of which can be found under Appendix 4 of this policy.

2. Statutory requirements

In our primary schools, we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. This legislation also requires us to provide RSE to all pupils at our secondary schools.

Currently, we do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including the requirements to teach science. This would include the elements of sex education contained in the science curriculum at primary level. (See Appendix 5)

In teaching RSHE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Cambrian Learning Trust we teach RSHE as set out in this policy.

3. Policy Development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps.

1. Review – the central Trust education team pulled together all relevant information including relevant national and local guidance, consulted with Head teachers who worked in their settings to consult with staff, pupils and parents/carers locally

2. Staff consultation – staff across all schools were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents/carers were invited to provide feedback about the policy and the school's proposed curriculum at their respective schools

4. Pupil consultation – schools asked pupil groups what they want from their RSHE

5. Ratification – the policy was shared with the board of trustees for ratification and communicated to local governing committees.

4. Curriculum and Delivery

Our RSHE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. The NSPCC is recommended as a reliable source of information for students and parents.

We will share any curriculum resources and materials with parents and carers upon request.

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects such as respect for others are included in religious education (RE).

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by

grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: children we care for or young carers).

Across our Trust, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the mis-use of drugs and illicit drugs.

Relationships Education

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online and media
- Being safe
- Preparing children for the changes that adolescence brings

We aim to offer pupils a carefully planned programme on relationships; the primary focus of this will be on the teaching of fundamental building blocks and characteristics of positive, healthy relationships, with particular reference to friendships, family relationships and relationships with other children and adults.

Part of learning about relationships will involve learning about what a relationship is, what a friendship is, what family means and who the people are that can support pupils. When learning about relationships, pupils will also be taught about respect for others in an age-appropriate way.

The teaching of positive relationships will also be applied to the teaching of online relationships so that online safety and appropriate behaviour can be taught in a way which is relevant to the age of the pupils.

When learning about families, teachers will use their knowledge of pupils and their circumstances so that content is taught in a sensitive and well-judged manner.

The Relationships education element of RSHE provides an opportunity for pupils to be taught about positive emotional wellbeing, including how friendship can support mental wellbeing.

In learning about relationships, there are also opportunities to develop pupils' understanding of self-respect and self-worth as well as other positive personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

Through the teaching of relationships, pupils will also be taught the knowledge they need to recognise and report abuse. In our school, this will be delivered by focusing on boundaries and privacy.

Sex Education

Sex education is tailored to the age and the physical and emotional maturity of pupils.

Sex education in primary school is designed to prepare children for the changes that adolescence brings.

Sex education classes are usually delivered by the pupils' class teacher or a teacher that is familiar to the class.

Primary sex education will focus on:

- Preparing children for the changes that adolescence brings
- How a baby is conceived and born (typically taught in upper Key Stage 2 – ages 9 to 11)

Typically, pupils will learn about the changes that adolescence brings during Key Stage 2 (ages 7 to 11). Prior to this teaching, fundamental learning will take place so that pupils are able to understand the changes which are explored and have the appropriate vocabulary to be able to discuss these. This may include learning about the names for parts of the body.

Teaching in sex education will draw on learning from the Science curriculum (see Appendix 5 for an overview of the primary science curriculum).

Learning about how a baby is conceived and born is usually taught in upper Key Stage 2.

Health Education (also see schools' PSHE policies)

Through RSHE, pupils are also taught the characteristics of good physical health and mental wellbeing.

Pupils will learn about the benefits and importance of daily exercise, good nutrition and sufficient sleep.

Pupils will also learn about the steps that they can take to protect and support their own and others' health and wellbeing, including simple self-care, personal hygiene, prevention of health and wellbeing problems and basic first aid.

In addition, pupils will be taught about the benefits of hobbies, interests and participation in their own communities and how these can be beneficial to health and wellbeing.

All pupils will be taught about the risks of excessive use of electronic devices and the benefits of rationing time spent on them.

In later primary years, pupils will be taught why social media, computer games and online games have age restrictions.

Pupils will also be taught how to manage difficulties encountered online.

Inclusivity

Our schools will teach about these topics in a manner that:

- Considers how within a diverse range of pupils it will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
    - Safe and supported
    - Able to engage with the key messages

They will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
    - A whole-class setting
    - Small groups or targeted sessions
    - 1-to-1 discussions
    - Digital formats
- Give careful consideration to the level of adaptation needed

5. Equality

Our Equality Policy, which applies to all Trust schools, underpins our RSHE teaching. RSHE can act as a basis for promoting equality between individuals and groups. It necessarily involves an exploration of human and social diversity, and a fostering of self-esteem and self-worth in a learning environment that recognises and respects

difference. We work to ensure that RSHE is relevant and accessible to all pupils and is appropriate for all levels of understanding and maturity. RSHE will be respectful of how pupils choose to identify themselves with regard to their emerging sexual orientation and gender identity.

6. Use of resources

Our schools will consider whether any resources they plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

Across our Trust, we will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality.

We remain responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Our schools **will:**

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
    - Are age-appropriate
    - Are in line with pupils' developmental stage
    - Comply with:
        - This policy

    - The Teachers' Standards
    - The Equality Act 2010
    - The Human Rights Act 1998
    - The Education Act 1996
- Only work with external agencies where they have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to the school, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share any external materials with parents and carers

Our schools **won't**, under any circumstances:

- Work with external agencies that take or promote political positions
- Use materials produced by such agencies, even if the material itself is not extreme.

8. Roles and responsibilities

8.1. The Board of Trustees

The Board of Trustees will approve the RSHE policy and hold the headteacher to account for its implementation through the CEO.

8.2. CEO

The CEO will work with the Director of Education to:

- Work with headteachers to make sure they can implement the policy in their school by providing advice and support where required
- Report to the board of trustees on any issues with its implementation across the trust

8.3. Local Governing Committees

Local governing committees work with school leaders to monitor the delivery of this policy and are responsible for supporting its implementation at their school and reporting issues to the CEO if they occur.

8.4. The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently well across their school, for making sure that resources and materials are shared with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 9).

8.5. Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress through observation and marking to ensure children have learnt the curriculum
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

In this school the named person / people for teaching RSHE are: all class teachers

8.6. Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

9. Parents'/carers' right to withdraw

Primary settings

Across our primary schools, parents/carers do not have the right to withdraw their children from relationships education.

Parents/carers have the right to withdraw their children from the non-statutory components of sex education within RSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher of the school.

Alternative work will be given to pupils who are withdrawn from sex education.

Secondary settings

Across our secondary schools, parents/carers have the right to withdraw their children from the non-statutory components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher of the school.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher or RSHE lead in school will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

11. Monitoring arrangements

The RSHE teaching programme is reviewed regularly taking into account the outcome of monitoring and evaluation carried out by our school's PSHE Coordinator and the Senior Leadership Team. Monitoring may be in the form of:

- Pupil voice conversations and written surveys regarding the teaching content and methods;
- RSHE staff voice and surveys regarding the teaching content and methods;
- Planning/training sessions between RSHE staff and PSHE Coordinator;
- Learning walks to observe teaching and learning;
- Scrutiny of teacher planning

Pupil development in RSHE is monitored by class teachers and PSHE Coordinators as part of our internal assessment systems and through day-to-day work by school leaders and pastoral teams. It may be evident through:

- Knowledge gained and the understanding of information and issues addressed in RSHE;
- Evidence of pupils' increased sense of responsibility and respectful attitudes towards each other, as monitored by senior pastoral staff;
- A decrease in recorded instances of homophobia, sexual bullying, sexist graffiti and the casual use of derogatory language, particularly with sexual or gender meanings, as monitored by senior pastoral staff.

The information above will support our review of this policy every year. This will be led by the Director of Education. Further consultation will be carried out with staff, pupils, parents/carers and governors where necessary to ensure the effectiveness of the policy as a working document. Policy amendments will be approved by the Trust Board.

Appendix 1: Curriculum Map

Relationships Education, Relationships and Sex Education and Health Education curriculum map for Shrivenham CE Primary School. **Non-Statutory sex education content from which parents/carers have the right to withdraw their children highlighted in yellow.**

Parents **cannot withdraw** children from statutory Relationships Education, Health Education, or the science curriculum.

Year Group	Growing and Changing Unit	Withdrawal Right
Reception	Naming body parts, understanding growth and change	No
Year 1	Life cycles, body changes, privacy and personal boundaries	No
Year 2	Growing up, life cycles, body changes and personal boundaries	No
Year 3	Personal strengths, body changes during growth	No
Year 4	Puberty preparation and emotional changes	No (Statutory Health Education)
Year 5	Puberty, emotional wellbeing, body image	No (Statutory Health Education)
Year 5	☒ Human reproduction and conception (where taught beyond National Curriculum Science)	Yes
Year 6	Puberty recap and transition	No (Statutory Health Education)

Year 6	☒ Human reproduction, sexual intercourse, conception and how a baby is made	Yes
Year 6	☒ Conception, pregnancy and birth taught as part of school RSE programme beyond National Curriculum Science	Yes

Yellow-highlighted content identifies non-statutory sex education. Under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, parents/carers have the right to request that their child be withdrawn from these specific lessons. Requests should be discussed with the Headteacher. Pupils cannot be withdrawn from statutory Relationships Education, Health Education or the National Curriculum Science content.

Appendix 2: What pupils should know

By end of primary school

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive

TOPIC	PUPILS SHOULD KNOW
	• The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

By end of secondary school

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe

TOPIC	PUPILS SHOULD KNOW
	(and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships,	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship

TOPIC	PUPILS SHOULD KNOW
including sexual health	• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Withdrawal from non-statutory content within RSHE (that outside of the science curriculum) – Parent/Carer Form

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	

Appendix 4: Church of England Charter

In our school we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. **To work in partnership with parents and carers**. This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.

2. **That RSHE will be delivered professionally and as an identifiable part of PSHE**. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.

3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act[2] and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms**. It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development**. It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.

6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights**. It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.

7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.

8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

[1] RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context.

[2] The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

Appendix 5: Statutory Science Curriculum

"The programmes of study for science are set out year-by-year for Key Stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the Key Stage. Within each Key Stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce Key Stage content during an earlier Key Stage if appropriate." **National Curriculum**

KS2 – Year 5

Topic	Pupils should be taught:
Living things and their habitats	• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals
Animals, including humans	• describe the changes as humans develop to old age

KS3

Topic	Pupils should be taught:
Biology - Reproduction	• reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta • reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms

KS4

Topic	Pupils should be taught:
Cell Biology	• cells as the basic structural unit of all organisms; adaptations of cells related to their functions; the main sub-cellular structures of eukaryotic and prokaryotic cells • stem cells in animals and meristems in plants

	• enzymes • factors affecting the rate of enzymatic reactions • the importance of cellular respiration; the processes of aerobic and anaerobic respiration • carbohydrates, proteins, nucleic acids and lipids as key biological molecules
Transport Systems	• the need for transport systems in multicellular organisms, including plants • the relationship between the structure and functions of the human circulatory system
Health, disease and development of medicines	• the relationship between health and disease • communicable diseases including sexually transmitted infections in humans (including HIV/AIDs) • non-communicable diseases • bacteria, viruses and fungi as pathogens in animals and plants • body defences against pathogens and the role of the immune system against disease • reducing and preventing the spread of infectious diseases in animals and plants • the process of discovery and development of new medicines • the impact of lifestyle factors on the incidence of non-communicable diseases
Coordination and Control	• principles of nervous coordination and control in humans • the relationship between the structure and function of the human nervous system • the relationship between structure and function in a reflex arc • principles of hormonal coordination and control in humans • hormones in human reproduction, hormonal and non-hormonal methods of contraception • homeostasis
Photosynthesis	• photosynthesis as the key process for food production and therefore biomass for life • the process of photosynthesis • factors affecting the rate of photosynthesis
Ecosystems	• levels of organisation within an ecosystem

	• some abiotic and biotic factors which affect communities; the importance of interactions between organisms in a community • how materials cycle through abiotic and biotic components of ecosystems • the role of microorganisms (decomposers) in the cycling of materials through an ecosystem • organisms are interdependent and are adapted to their environment • the importance of biodiversity • methods of identifying species and measuring distribution, frequency and abundance of species within a habitat • positive and negative human interactions with ecosystems
Evolution, Inheritance and Variation	• the genome as the entire genetic material of an organism • how the genome, and its interaction with the environment, influence the development of the phenotype of an organism • the potential impact of genomics on medicine • most phenotypic features being the result of multiple, rather than single, genes • single gene inheritance and single gene crosses with dominant and recessive phenotypes • sex determination in humans • genetic variation in populations of a species • the process of natural selection leading to evolution • the evidence for evolution • developments in biology affecting classification • the importance of selective breeding of plants and animals in agriculture • the uses of modern biotechnology including gene technology; some of the practical and ethical considerations of modern biotechnology