

Relationships Sex and Health Education Policy

Freemantle Church of England Community Academy Trust



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Approved by:	Directors	
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1. Aims and ethos

This policy covers our approach to relationships, sex and health education (RSHE) at Freemantle CE Community Academy. This policy was written in consultation with staff and the Board of Directors.

RSHE is taught within our nurturing, inclusive academy, rooted in Christian values. Our staff, in partnership with parents, have a responsibility to support pupils to develop their understanding of RSHE, this also includes preparing pupils for puberty and for their growth into adult life.

We believe teaching RSHE is important for our pupils and the academy because it can have a positive effect on self-esteem; Pupils are encouraged to recognise their individual needs, to respect the needs and wants of others, and to develop the skills and self-esteem to become confident adolescents.

Our Academy's overarching aims for our pupils 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 and cultivate positive characteristics such as kindness and integrity
- Create a positive culture and promote healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health
- Teach pupils the correct anatomical vocabulary, including genitalia, to support body confidence, safeguarding and the reporting of abuse, and to help pupils describe themselves and their bodies
- Weave RSHE into other subject areas to reaffirm messages and normalise conversations on the topics – this also embeds learning for children who may not understand through only one context

As per guidance from the DFE, we ensure RSHE is inclusive and meets the needs of all of our students, including those with special educational needs and disabilities (SEND) by:

- Carefully planning the content based on the age, stage and maturity
- Consulting with parents to share and agree expectations

2. Statutory requirements

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (Department for Education, revised 2025, implementation from September 2026), made under sections 34 and 35 of the [Children and Social Work Act 2017](#), has made relationships education compulsory for all pupils receiving primary education. They also made health education compulsory in all schools.

We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

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

We must also have regard to our 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 Freemantle C.E. Community Academy we teach RSHE as set out in this policy.

3. Policy development

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

1. Review – members of our Senior Accountability Team (SAT) consulted all relevant information including relevant national and local guidance
2. Staff consultation – all academy teaching staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Ratification – once amendments were made, the final policy was agreed with the Board of Directors and ratified

4. Definition

Relationships and health education will:

- Teach the skills and knowledge that form the building blocks of all positive relationships
- Support children from the start of their education to grow into kind, caring adults who:
 - Have respect for others
 - Know how to keep themselves safe
 - Have emotional awareness
- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health
- Support pupils to understand change, loss, bereavement and loneliness, recognise the impact these experiences may have on wellbeing, and know how and where to access support.

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information, and exploring issues and values. RSHE is not about the promotion of sexual activity.

5. Curriculum

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

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils.

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. This may include sharing these questions with the child's parent/carer to explore respectfully at home. Teaching will be developed to ensure the curriculum is accessible for pupils with SEND.

We will share all curriculum materials with parents and carers on request.

Our RSHE programme is an integral part of our whole academy PSHE provision. Our RSHE curriculum has clear progression, with planned lessons, which are delivered in a carefully sequenced way. This ensures we have a strong curriculum that builds on pupils' prior knowledge and understanding and has the same high expectations of the quality of pupils' work as for other curriculum areas. Focus weeks, assemblies and one-off talks or events are sometimes used as they can greatly enrich the taught PSHE programme, but these are not used to replace the regular, timetabled PSHE lessons in each year group.

Our RSHE provision is inclusive in terms of gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion, belief or other life experience. Through RSHE, pupils will learn about respectful behaviour, equality, consent, stereotypes, prejudice, harassment and how to seek help if they experience or witness inappropriate behaviour.

Through RSHE, pupils will develop an age-appropriate understanding of respectful relationships and will learn to recognise, challenge and report sexism, misogyny, sexual harassment and harmful gender stereotypes. Teaching will promote equality, dignity and respect and support pupils to understand that all forms of discrimination, abuse and violence are unacceptable.

We will ensure RSHE is matched to the needs of our pupils by ensuring RSHE is age and stage appropriate and relevant to the pupils in our care. Local data for the Southampton area will be reviewed periodically to ensure that our RSHE teaching is relevant.

For more information about our curriculum, see our Thematic Model in Appendix 1.

6. Delivery of RSHE

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 are included in Religious Education (RE).

The Academy will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

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, kind relationships
- Online safety and awareness
- Being safe

Health education will:

- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing

Primary sex education taught in Year 5 and Year 6 will be taught in line with the National Curriculum for science, and focus on:

- The main external body parts

- The human body as it grows from birth to old age (including puberty)
- Reproduction in some plants and animals
- How a baby is conceived (in line with the factual curriculum of conception set out in the science curriculum)

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

Pupils will be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. The academy will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

Teaching will reinforce that every person's body belongs to them, that consent and permission-seeking are important parts of healthy relationships, and that pupils should speak to a trusted adult if they experience anything that makes them feel unsafe.

Teaching will also support pupils to critically evaluate information they encounter online, recognise misinformation and disinformation, understand how images and videos can be artificially generated or manipulated, including through AI technologies and deepfakes, and identify trusted sources of information and support.

We will ensure a safe learning environment by:

- Ensuring teachers set ground rules and use distancing techniques to protect themselves and the children
- Adhering to the academy Safeguarding Policy
- Handling pupils' comments and questions sensitively

A range of age-appropriate and interactive teaching approaches will be used to support engagement and learning.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

Pupils will learn about age-appropriate online financial risks, including scams, fraud, gaming monetisation, in-app purchases, persuasive online design features and where to seek help if concerned about financial exploitation.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our academy, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Inclusivity

RSHE is taught in a manner that:

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

We 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
- Giving careful consideration to the level of adaptation or scaffolds needed

6.2 Use of resources

We always consider whether any resources we 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

The Academy currently uses 'Growing Up with Yasmin and Tom' (FPA), supplemented by resources from recognised organisations including the PSHE Association, NSPCC and ThinkUKnow, where appropriate.

Lessons are always adapted by teachers to ensure they are appropriate for all children. Assessment in RSHE involves ipsative assessment; this is where teachers baseline children at the start of a unit of work to elicit key starting points and use this information to inform subsequent lessons. The same assessment activity is revisited at the end of a unit of work to examine progress and plan next steps.

The Academy remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't 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.

The Academy will undertake appropriate quality assurance and safeguarding checks before using external agencies or speakers. Any materials used must be age-appropriate, balanced, evidence-based and consistent with this policy, statutory guidance and relevant legislation. A member of staff will remain present during all sessions delivered by external visitors.

We **won't**, under any circumstances:

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

7. Roles and responsibilities

7.1 The Board of Directors

The Board of Directors will approve the RSHE policy, and hold the Headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the Academy, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 8).

7.3 Senior Accountability Team

SAT in collaboration with the ELSA, SENCo and representative from the Board of Directors, are responsible for ensuring the policy is adhered to, safe working practices are adopted, training is given where necessary and providing teachers with local and national statistics which will inform their planning and teaching.

7.4 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour and stereotypes
- Where misogynistic ideas are expressed at the academy, challenging the ideas, rather than the person expressing them
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the academy's designated safeguarding lead (DSL)

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.

7.5 Pupils

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

8. Engaging parents, carers and other stakeholders

Parents and carers will be able to access the policy on the academy website. The thematic model is shared with families annually to ensure parents are well informed. Class teachers will work closely with parents to ensure they are fully aware of what is being taught and provide additional support or resources where necessary. We will share all curriculum materials with parents and carers on request.

Parents and carers can review some of the resources used via <https://www.fpa.org.uk/rshe-for-parents/> where they will also find book recommendations they may wish to explore at home.

Parents do not have the right to withdraw their children from relationships education.

Parents 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.

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

9. Training

Staff are trained on the delivery of RSHE on a needs basis and in liaison with the lead for professional development. Teaching staff have paid membership to the PSHE Association which provides access to a wide range of resources and opportunities for CPD to support high quality teaching and learning in RSHE.

Where possible, the PSHE Lead will also occasionally invite visitors from outside the Academy, such as school nurses, to provide support and training to staff where needed.

10. Monitoring arrangements

The delivery of RSHE is monitored by the PSHE leader, Laura Allen, and the SAT through planning or work scrutiny, staff and pupil conferencing and surveys.

Pupils' development in RSHE is monitored by class teachers and used to inform planning. Student voice will be influential in adapting and amending planned learning activities. Pupils will have opportunities to review and reflect on their learning during lessons.

This policy will be reviewed at least every two years to ensure it continues to meet the needs of our pupils, staff and parents and that it is in line with current Department for Education advice and guidance. At every review, the policy will be approved by the Headteacher and Board of Directors.

11. Safeguarding, including safe and effective practice

Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. All staff have annual safeguarding training to ensure we have a shared awareness and all staff understand and follow our Academy's Safeguarding policy, which is also accessible to parents. Visitors to the academy are accompanied by staff when working directly with our children.

As with all PSHE lessons, teachers will establish a safe learning environment in class by establishing clear ground rules for all to follow. All staff teaching RSHE are supported by the PSHE Leads. All resources are reviewed before use to ensure they are fit for purpose, relevant and support the age, stage and maturity of the children.

This policy should be read in conjunction with the Academy's PSHE policy.

Appendix 1: Thematic Model

Relationships Sex and Health Education Thematic Model

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and wellbeing	Growing and changing	Keeping safe
Nursery		Sharing online safety information with parents/carers to promote responsible and safe use of the Internet	Develop sense of responsibility by joining in with routines to help each other e.g. tidy up, collect fruit/milk etc.	People who help us in the community – what jobs do people do? How do they help us?	Sharing online safety information with parents/carers to promote responsible and safe use of the Internet	What is money for? Explore using money to pay for items in the play shop and by going to the shop.	Hygiene and our bodies - Explore the importance of toothbrushing. Y&T (Health) Module 1 Effective hand washing and listening to special rules.	How have we changed? What are we proud of? Explore in preparation for Nursery graduation and transition.	Sharing online safety information with parents/carers to promote responsible and safe use of the Internet NSPCC Pantasurus (taught at the beginning of each half term)
Reception	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and wellbeing	Growing and changing	Keeping safe
	Getting to know each other and making friends. Y&T (RSE)	Learn about people we can trust. Y&T (RSE) Sharing online safety information with parents/carers to promote responsible and safe use of the Internet	Managing personal hygiene effectively – routines, effective hand washing, brushing teeth, healthy eating. Y&T (Health)	How rules help to keep us safe – classroom rules Looking after the environment – recycling bins. Learn about reliance and perseverance – work to develop skills of self-regulation and managing emotions effectively	Using the internet safely – how can we use the internet safely to find out more about the world we live in? Write an email – share this as another form of communication – who can we write to? (Staying safe)	What is money for? Explore using money to pay for items within CP. Link to transport topic – is travel free? Responsible travel.	Dialogic book shares to explore feelings and emotions – how do the characters feel about challenges and how do they overcome them? Regular circle time to explore feelings and emotions – exploring scenarios to	What makes us special? How can we stay safe and travel safely in our local environment – road safety – preparation for visit to the country park. Resolving conflicts effectively –	Sharing online safety information with parents/carers to promote responsible and safe use of the Internet. Managing personal hygiene effectively – routines, effective hand washing, brushing teeth, healthy eating.

				through modelling, scaffolding and circle time.	Sharing online safety information with parents/carers to promote responsible use. Y&T (RSE)		consider how we could respond to them positively. Y&T (Health)	supporting children to self-regulate and manage conflict effectively through modelling and activities.	Y&T (RSE) NSPCC Pantasurus (taught at the beginning of each half term) Fire safety, Railway safety and water safety PSHE ass.
Year 1	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and wellbeing	Growing and changing	Keeping safe
	Different families (inc. family for well-being) Y&T (RSE) Friendships and Feelings Y&T (RSE)	Recognising privacy; staying safe; seeking permission Clever Never Goes	Manners Y&T (RSE)	What rules are - caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online NSPCC Speak Out Stay Safe		Sleeping well, Keeping Clean, Sun Safety Y&T (RSE)	My Brilliant Body Y&T (RSE)	Keeping Safe - recognising safe/unsafe situations and strategies Y&T (RSE) Clever Never Goes Pantasurus (taught at the beginning of each half term) NSPCC Fire safety, Railway safety and water safety PSHE ass.
Year 2	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and wellbeing	Growing and changing	Keeping safe
	Clever Never Goes	Recognising privacy; staying safe; seeking permission	Emotions and Anger Y&T (RSE)	Wonderful Me PSHE ass.	The internet in everyday life; online content and information	Needs and wants. Gender roles	Keeping Clean and taking care of myself Y&T (Health)	Naming body parts Y&T (RSE)	Keeping Safe - recognising safe/unsafe situations and strategies

				Similarities and Differences PSHE ass.	NSPCC Speak Out Stay Safe		Healthy relationship with food and food choices Y&T (Health)	Change, loss, grief PSHE ass.	(revisit) Y&T (RSE) Safety Out and About (fire safety, railway and water) Y&T (RSE) Pantasurus (taught at the beginning of each half term) NSPCC Fire safety, Railway safety and water safety PSHE ass.
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and wellbeing	Growing and changing	Keeping safe
Year 3	What makes a good friend? Y&T (RSE) Getting on with families Y&T (RSE)	Personal boundaries; safely responding to others; the impact of hurtful behaviour Clever Never Goes	The importance of self-respect; courtesy and being polite Self-esteem (Me, Myself and I) Y&T (RSE)	Belonging and Welcoming PSHE ass.	How the internet is used; accessing information online ThinkUKnow NSPCC Speak Out Stay Safe	Different jobs and skills; job stereotypes; setting personal goals	Handwashing PSHE ass. Hidden Sugar Y&T (Health) Getting physical (exercise) Y&T (Health)	My personal and private body parts Y&T (RSE)	People who help us on and offline Y&T (RSE) Risks and hazards; safety in the local environment and unfamiliar places Y&T (RSE) Clever Never Goes Pantasurus (taught at the beginning of

									each half term) NSPCC
									Fire safety, Railway safety and water safety PSHE ass.
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and wellbeing	Growing and changing	Keeping safe
Year 4	Clever Never Goes	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Gender Stereotypes Y&T (RSE) Feeling good - challenges, support and well-being Y&T (RSE) Module 2	Belonging and Welcoming (revisit) PSHE ass.	How data is shared and used ThinkUKnow NSPCC Speak Out Stay Safe Understanding AI: Rights, safety and wellbeing PSHE Ass.	Making decisions about money; using and keeping money safe PSHE Ass.	Body Care Y&T (Health) Germs Y&T (Health) Getting enough sleep Y&T (Health) Oral Hygiene Y&T (Health)	My personal and private body parts (revisit) Y&T (RSE)	Is it risky? Y&T (RSE) People who can help us (revisit) Y&T (RSE) Wellbeing online and keeping safe online Y&T (RSE) Consent PSHE Ass. (taught at the beginning of each half term) Medicines and household products; drugs common to everyday life PSHE Ass. Drugs and Alcohol Pack Fire safety, Railway safety and water safety PSHE ass.

Year 5	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and wellbeing	Growing and changing	Keeping safe
	Respectful relationships Y&T (RSE) On and Offline Relationships Y&T (RSE) Friendships and Secrets Y&T (RSE) Friendships and Pressure Y&T (RSE)	Clever Never Goes	Germs, Feeling good Y&T (Health) Module 3 Isolation and Loneliness Y&T (RSE)	Feeling Good (community participation) Y&T (RSE) Isolation and Loneliness Y&T (RSE)	How information online is targeted; different media types; their role and impact ThinkUKnow NSPCC Speak Out Stay Safe	Online Financial Harms PSHE Ass.	Keeping Clean Y&T (RSE) Physical Fitness Y&T (RSE) Safety in the Sun Y&T (Health) Immunisations and vaccinations Y&T (Health)	Change, loss, grief PSHE ass. First Aid (Two Line training) FGM PSHE Ass. Fire safety, Railway safety and water safety PSHE ass.	Online Images Y&T (RSE) Safe and Unsafe touch Y&T (RSE) Consent Y&T (RSE) Online Risks (revisit) Y&T (RSE) Getting Help - Childline Y&T (RSE) First Aid (Two Line training) FGM PSHE Ass. Fire safety, Railway safety and water safety PSHE ass.
Year 6	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and wellbeing	Growing and changing	Keeping safe
		Marriage and Civil Partnerships Y&T (RSE)	Identity and Prejudice Y&T (RSE) Equality and the Law Y&T (RSE)	Valuing diversity; challenging discrimination and stereotypes Y&T (RSE) Module 3	Evaluating media sources; sharing things online ThinkUKnow NSPCC Speak Out Stay Safe	Influences and attitudes to money; money and financial risks	Dangers of smoking, The effects of alcohol, Legal and illegal drugs Y&T (Health)	Periods Y&T (Health) Coping with grief Y&T (RSE) opt out Reproduction: Inc. making	Dangers of Smoking Y&T (RSE) The effects of alcohol Y&T (RSE) Legal and Illegal drugs Y&T (RSE)

				Challenging Stereotypes PSHE Ass.				babies - sexual intercourse, assisted fertility and multiple births, pregnancy and birth Y&T (Health)	Consent PSHE Ass. (taught at the beginning of each half term) Fire safety, Railway safety and water safety PSHE ass.
British Values across EYFS	British Values								
	The Fundamental British Values of ‘Democracy’, ‘The Rule of Law’, ‘Individual Liberty’ and ‘Mutual Respect’ are embedded throughout our EYFS curriculum and practice. In the adjacent columns are some examples of ways we actively promote British Values in EYFS								
	Democracy		The rule of law		Individual liberty		Mutual Respect and Tolerance		
	We promote the use of ‘Restorative Practice’ by supporting children with their feelings and emotions and scaffolding negotiations through play, ensuring children have plenty of opportunities to work together and learn how to share. We introduce the idea of voting through exploring activity choices and when selecting books for story time. We ensure our children are encouraged to share their ideas to actively participate in the learning journey.		We share rules inc. use and tidying of resources for Continuous Provision. We support children to learn area names and how to access the resources in a respectful way. We learn and reinforce hygiene rules e.g. effective handwashing, disposal of tissues etc to build understanding. We explore behaviour and feelings through play, circle time and stories to help children understand their own and others’ feelings.		We highlight children’s confidence in their abilities by sharing their achievements and successes, and promoting independence. We provide opportunities to take managed risks in play and give opportunities for children to discuss their feelings with their Key Person, reflecting upon similarities and differences. We provide opportunities for children to follow and develop their own interests and ideas through play.		We explore and promote different faiths, cultures, views and races through our topics, national celebrations, culture days, and through high quality picture books. We encourage children and their families to share their experiences, exploring similarities and differences between themselves and others, pointing out features in our immediate environment, such as Freemantle Church.		
British Values across KS1 and KS2	British Values continue to be explored and promoted through KS1 and KS2 as part of PSHE/RSHE, CW, and whole academy practices such as when engaging in democratic voting in selecting Eco Warriors or Mental Health Champions.								
Protected Characteristics	Protected Characteristic			Definition			What		
	Age			The length of time that a person has lived, or a thing has existed			Throughout the three themes, pupils will take part in many age-related discussions and activities such as; age-appropriate computer apps, legal responsibilities, how responsibilities		

			change as we grow, puberty and menstruation, stages of pregnancy, and more
	Gender reassignment	Individuals who wish to live permanently in a different gender from their gender at birth. Some individuals may undergo medical and surgical treatment to alter the body	
	Being married or in a civil partnership	A legally or formally recognised union of two people as partners in a personal relationship	Throughout the themes pupils will take part in several activities and discussion which look at different relationships and families. Themes build to include; marriage and civil partnership, same-sex marriage, conception, and more
	Being pregnant or on maternity leave	The period during pregnancy and shortly after childbirth	When the children learn about human reproduction they learn about the different stages of pregnancy
	Disability	A physical or mental condition that limits a person's movements, senses, or activities	Pupils will have opportunities to look at inclusivity within discussions and activities across all themes
	Race, including colour, nationality, ethnic or national origin	Any one of the groups that human beings are often divided into based on physical traits or ancestry	We celebrate differences through our curriculum aims and exploration of British Values. There are consistent opportunities to explore beliefs and religions and we encourage pupils to understand that we are all special and unique and we should always embrace our differences
	Religion, belief, or, lack of religion or belief	A particular system of faith and worship	We celebrate differences through our curriculum aims and exploration of British Values. There are consistent opportunities to explore beliefs and religions and we encourage pupils to understand that we are all special and unique and we should always embrace our differences
	Sex	The state of being male or female	In Yasmine and Tom, characters are referred to as male or female. We expand on conversations in regards to different genders through discussion and exploration of books

	Sexual orientation	Who you're attracted to and who you feel drawn to romantically, emotionally, and sexually	In Yasmine and Tom, characters are referred to as male or female. We expand on conversations in regards to different genders through discussion and exploration of books
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Appendix 2: By the end of primary school pupils should know

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

TOPIC	PUPILS SHOULD KNOW
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 the academy 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 • 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, academy and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSHE

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

TO BE COMPLETED BY THE ACADEMY	
Agreed actions from discussion with parents	
Signed/Role Date	