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## **Relationships, Sex and Health Education (RSHE) & PSHE Policy**

**School:** East Ardsley Primary Academy

**Approved by Local Governing Board:** 29.9.26

**Next Review Due:** July 2027 (or earlier in response to updates)

**Policy Owner:** Gaynor Shaw

**Linked Policies:** Safeguarding & Child Protection; Online Safety/Acceptable Use; Behaviour; SEND; Anti-Bullying; Equality, Diversity & Inclusion; Mental Health & Wellbeing; Curriculum; Complaints; Visiting Speakers/External Agencies; Careers

### **1. Purpose and statutory basis**

This policy sets out how East Ardsley Primary Academy will deliver high quality, inclusive **RSHE within a broader PSHE curriculum** to all pupils in Year 1 -6, in line with the Department for Education (DfE) statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education that comes into force on 1 September 2026. Schools must have regard to the guidance issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

The 2026 RSHE guidance replaces the 2019 guidance and emphasises: curriculum relevance, age- and stage-appropriateness (no fixed age limits), parental transparency, stronger coverage of online safety, personal safety, misogyny and VAWG prevention, mental health (including suicide prevention), and factual teaching about biological sex and gender reassignment in law.

RSHE is integral to safeguarding and will be delivered coherently with Keeping Children Safe in Education (KCSIE) 2025, including online safety expectations (the “4Cs”: content, contact, conduct, commerce) and strengthened links between RSHE and prevention of sexual harassment/abuse.

### **2. Aims**

Through RSHE within PSHE, pupils will:

1. **Build healthy, respectful relationships** — on and offline — developing empathy, positive masculinity/femininity, and challenging prejudice



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and **misogyny**, supporting the national mission to reduce **violence against women and girls (VAWG)**.

2. **Understand the law and ethics** around consent, abuse and exploitation; know how to report concerns and access support.
3. **Navigate the digital world safely**, including risks such cyberbullying, unsafe content, online subcultures (e.g., **incel** and influencer misogyny), dis/misinformation, scams and privacy.
4. **Maintain mental and physical health**, including sleep, nutrition, substances, menstrual health and fertility.
5. **Recognise personal safety risks** in public spaces and near **roads/rail/water**, and know strategies to reduce risk.
6. **Understand equality and inclusion** consistent with the **Equality Act 2010**.
7. **Make informed, safe choices** about intimate relationships and sexual health.

### 3. Guiding principles

Delivery at East Ardsley Primary Academy is shaped by the guidance's principles: pupil engagement, parent engagement and transparency, positivity, relevance, sequenced knowledge and skills, teacher expertise, and safeguarding by design.

We will ensure RSHE is:

- Evidence informed and spiral, with local needs considered.
- Taught by **trained staff**, with safe learning routines for sensitive topics and clear signposting.
- Inclusive and respectful, avoiding stereotypes and stigma, and upholding pupils' dignity.
- Transparent to parents, with representative materials available to view on request.

### 4. Roles and responsibilities



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- **Governing Board:** Approves policy; monitors compliance and impact; assures parental consultation.
- **Principal and Senior Leadership Team:** Ensures curriculum time, staffing, training, and QA; integrates RSHE with safeguarding.
- **RSHE/PSHE Lead (Policy Owner):** Designs and quality assures curriculum; coordinates CPD; oversees resources and parental engagement; impact evaluation and reporting to governors.
- **Designated Safeguarding Lead (DSL):** Ensures RSHE reflects current safeguarding risks; oversees safe delivery protocols; updates signposting; aligns with KCSIE.
- **Teachers/Form Tutors:** Deliver with fidelity; adhere to safe learning routines; escalate safeguarding concerns.
- **External agencies:** Used judiciously for specialist enrichment; always vetted, briefed, supervised; materials preapproved and shareable with parents.

## 5. Curriculum: scope and sequencing (Primary)

By the end of Year 6, pupils will learn (indicative overview):

### 5.1. Families and relationships

**Children should understand:**

- Families **give love, care, security and stability**.
- Families can look **different from their own** and should be respected.
- **Stable, caring relationships** are important for children's wellbeing.
- **Marriage** is a legally recognised lifelong commitment.
- How to **recognise unhealthy or unsafe family relationships** and how to seek help.

### 5.2. Caring friendships



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#### **Pupils should know:**

- Why friendships make people feel happy and secure.
- Characteristics of positive friendships, including; trust, respect, honesty, kindness, loyalty, support when things are difficult.
- How to resolve conflict and repair friendships.

### **5.3. Respectful relationships**

#### **Children should learn:**

- Everyone deserves **respect and kindness**.
- The importance of **boundaries and personal privacy**.
- What **stereotypes, sexism or bullying** are and how to challenge them.
- The importance of **treating boys and girls equally** and challenging harmful attitudes.

### **5.4. Online relationships and safety**

#### **By the end of primary pupils should know:**

- How people may behave **differently online**.
- Risks of sharing **personal information or images online**.
- How to report concerns and **stay safe online**.
- That some online content (e.g., sexual content) may be harmful and who to tell if they see it.

### **5.5. Being safe**

#### **Children should understand:**

- **Appropriate and inappropriate touch**.
- Their **right to say no**.
- How to ask for help from **trusted adults**.
- Recognising **unsafe situations** (including online).



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## 5.6. Health education linked to RSE

**By the end of Year 6 pupils should know:**

- Basic understanding of **physical and mental health**.
- The importance of **hygiene, sleep, and healthy lifestyles**.
- How **puberty changes the body and emotions**.
- About **menstruation (periods)** and managing it.

## 5.7. Sex education

Schools are **recommended to teach sex education in Year 5 or Year 6**, usually linked to science topics such as reproduction.

**Where it is taught, pupils typically learn:**

- **How a baby is conceived and born** (age-appropriate).
- The basics of **human reproduction**.
- How puberty prepares the body for reproduction.

Parents can **withdraw their child from sex education lessons** in primary school (but not from relationships or health education).

## 6. Inclusion, equality and SEND

- RSHE will be inclusive of diverse families and identities and reflect the Equality Act 2010 protected characteristics. LGBT content is integrated at primary, not delivered as a “standalone” addon.
- We will adapt teaching (communication, processing time, visuals, overlearning) to meet SEND needs, ensuring accessibility without diluting statutory content.
- We avoid activities or language that perpetuate gender stereotypes and provide opportunities to develop positive conceptions of masculinity and femininity.

## 7. Safeguarding, confidentiality and handling disclosures

- RSHE is a core safeguarding vehicle. Any disclosure or concern during lessons will be managed under the Safeguarding & Child Protection Policy and KCSIE



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2025. Staff do not guarantee confidentiality; pupils are told what will be shared, with whom, and why.

- Staff receive annual safeguarding and topic specific training (e.g., sexual harassment/violence, online harms, suicide prevention) before delivering sensitive content.
- Signposting to internal/external help (e.g., NHS sexual health, CAMHS/mental health crisis lines, local safeguarding partners, national helplines) will be embedded in lessons.

## **8. Curriculum time, staffing and CPD**

- RSHE is delivered through a planned PSHE programme (discrete lessons) and cross curricular links (Science, Computing, PE), with protected timetabled provision.
- Staff who teach RSHE will receive initial and refresher CPD, including safeguarding aligned protocols for suicide prevention and online harms, and managing difficult questions safely.

## **9. Working with parents and carers**

- We consult parents on this policy at least every 3 years and when making significant changes. We publish an overview of the curriculum and share representative teaching materials upon request; we do not enter contracts that restrict sharing with parents.
- Upon request throughout the academic year parents can be provided with a specific scheme portal access which will allow parents to view sample materials and resources used to deliver RSHE and PSHE, offering full transparency.
- Right to request withdrawal: Parents may request withdrawal from non statutory sex education components (not from Relationships or Health Education, nor from National Curriculum Science). The Principal will discuss the request, ensure access to alternative education, and record outcomes.



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#### **10. Use of external agencies and resources**

- External contributors supplement but do not replace teacher led provision. We follow due diligence: safeguarding checks, content review, pedagogical approach, evidence base, and shareability with parents. Staff always remain present and in charge.

#### **11. Managing controversial or sensitive issues**

- Teaching takes a factual, legally accurate approach. Staff will not present contested views as fact (e.g., on gender identity); rather, we teach the facts and the law regarding biological sex and gender reassignment as a protected characteristic and promote respect for all.
- We establish ground rules, use question boxes, and apply safe learning routines to prevent distress and ensure balanced discussion.

#### **12. Assessment, monitoring and evaluation**

- Assessment of RSHE focuses on knowledge, skills and attitudes (e.g., scenario problem solving, reflective tasks), not personal experience disclosure.
- Monitoring includes learning walks, resource audits, pupil/parent voice, safeguarding dashboards, and annual reporting to governors. RSHE also evidences Ofsted Personal Development & Wellbeing.

#### **14. Implementation timeline (for September 2026 compliance)**

- Autumn 2025 – Spring 2026: Audit current RSHE, map to 2026 guidance; consult pupils/staff/parents; update policy; plan CPD; identify resource gaps.
- Summer 2026 – parental consultation.
- Summer 2026: Finalise schemes of work; publish parental guides and materials access; staff training (incl. suicide prevention protocols); QA external inputs.



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- September 2026: Full implementation; termly monitoring and safeguarding review cycles; governors receive impact report.

## **15. Complaints**

Concerns about RSHE delivery should follow the school's Complaints Policy. Persistent concerns relating to statutory content cannot override the school's duty to deliver RSHE; however, we remain committed to constructive dialogue and transparency.

## **17. Policy review**

This policy will be reviewed annually by the RSHE Lead and DSL and approved by the Governing Board, with interim updates if DfE/Ofsted/KCSIE guidance changes.

## **18. Right to Withdraw from RSHE/PSHE (2026 Statutory Guidance)**

The Department for Education's updated statutory guidance for RSHE (effective September 2026) makes clear that parents retain a limited right to request withdrawal from certain elements of sex education, but not from relationships or health content. The underlying legal framework remains unchanged.

### **Process for Requesting Withdrawal**

- Requests must be made in writing to the Academy Principal.
- The school will offer a meeting to ensure parents understand which elements are statutory, which are not, and what their child would miss.
- The school will document the request and its outcome.

### **Primary Phase**

#### **Parents *cannot withdraw* their child from:**

- Relationships Education (statutory requirement in all primary schools)
- Health Education (statutory in all state-funded schools)





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- Any content taught as part of the National Curriculum for Science (e.g., basic human biology, puberty, reproduction)

**Parents *can request withdrawal from:***

- **Non-statutory Sex Education**, if the school chooses to teach content beyond the science curriculum (for example, human conception taught outside science). This right is explicitly recognised in the guidance.



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## **Appendix A**

### **RSHE Policy 2026 – What Pupils Should Know (Primary & Secondary)**

***Organised by RSHE / PSHE Themes in line with 2026 Statutory Guidance***

#### **1. Families & Positive Relationships**

##### **By the end of Primary**

Pupils should know:

- That families can take many different forms, including same sex parents, single parents, foster families, kinship care and others.
- The characteristics of stable, caring relationships and why they are important for security and happiness.
- How to recognise and report when something in a relationship does not feel safe or respectful.

##### **By the end of Secondary**

Pupils should know:

- Features of healthy, respectful relationships including boundaries, trust, equality and consent.
- That stable relationships may take many forms, including healthy same sex relationships, which should be integrated within RSHE learning rather than treated separately.
- How to recognise abuse, coercive control, misogyny, harmful online influences and how to seek support.

#### **2. Respectful Behaviour, Friendships & Anti-bullying**

##### **By the end of Primary**

Pupils should know:



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- How friendships are formed and maintained.
- How to recognise hurtful behaviour, including online, and how to respond safely.

### **By the end of Secondary**

Pupils should know:

- How to navigate peer influence, peer pressure, toxic online subcultures and online influencers (including misogynistic content and “incel” ideologies).
- Strategies for maintaining positive, respectful relationships in diverse settings.

## **3. Online Safety & Digital Literacy**

### **By the end of Primary**

Pupils should know:

- Rules for keeping safe online and how to report concerns.
- The risks of sharing personal information and images.
- Safety around early exposure to harmful online content (e.g. schools may address pressure to share images if relevant).

### **By the end of Secondary**

Pupils should know:

- How online behaviour affects wellbeing and reputation.
- The risks of AI generated images, deepfakes, pornography, online grooming and harmful influencers.
- How to critically evaluate online content and protect themselves from manipulation.

## **4. Physical Health & Mental Wellbeing**

### **By the end of Primary**

Pupils should know:

- Basic principles of physical health: sleep, hygiene, diet, exercise.



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- Simple strategies for managing feelings, including grief and loneliness, without medicalising normal emotions.
- How to ask for help for themselves or others.

### **By the end of Secondary**

Pupils should know:

- Signs of poor mental health and how to seek support.
- How to manage academic pressure, social stress, bereavement and emotional fluctuations.
- The links between online content, misogyny, harassment and mental wellbeing.

## **5. Changing Bodies, Puberty & Reproduction**

### **By the end of Primary**

Pupils should know:

- Puberty and bodily changes presented according to biological sex, as clarified in the 2026 guidance.
- Basic facts about reproduction, appropriate to age and stage.
- How to maintain hygiene, identify trusted adults and seek help for worries.

### **By the end of Secondary**

Pupils should know:

- More detailed knowledge of reproduction, fertility, pregnancy and sexual health.
- The law and facts around biological sex and gender reassignment, taught factually, avoiding ideology, and recognising the legal protections under the Equality Act.
- How to make informed, safe decisions about sexual relationships, consent and contraception.

## **6. Sexual Health, Consent & Personal Safety**

### **By the end of Primary**



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Pupils should know:

- The concept of personal boundaries, privacy and the difference between appropriate and inappropriate touch.
- How to respond if they feel unsafe and how to seek help.

### **By the end of Secondary**

Pupils should know:

- Consent, including capacity, pressure, coercion and healthy communication.
- STIs, contraception and pregnancy choices, relevant to all pupils including LGBT+ students.
- How to recognise online and offline sexual harassment, exploitation, grooming and misogynistic narratives.

## **7. Personal Safety in the Community**

### **By the end of Primary**

Pupils should know:

- Safety around roads, railways, water and public spaces, which have been newly reinforced in the 2026 guidance.

### **By the end of Secondary**

Pupils should know:

- How to reduce risk in public spaces, including travel safety, personal responsibility and strategies to seek help.
- How risks intersect with digital behaviour (e.g., meeting people encountered online).

## **8. Economic Wellbeing, Aspirations & Life Skills**

### **By the end of Primary**

Pupils should know:

- Basic concepts of money, saving and spending.



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- Why work and aspirations matter and how effort links to goalsetting.

### **By the end of Secondary**

Pupils should know:

- Skills for adulthood: budgeting, debt, employment rights and responsibilities.
- How relationships, wellbeing and digital behaviour impact future choices and opportunities.

## **Appendix B**

### **Relationships education overview**

The school is free to determine, within the statutory curriculum content outlined what pupils are taught during each year group. The school always considers the age and development of pupils when deciding what will be taught in each year group. A progressive curriculum is planned using our PSHE scheme 1 Decision, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

### **Families and people who care for me**

*By the end of primary school, pupils will know:*



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- That families are important for them 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**

*By the end of Key Stage 2, pupils will know:*

- 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.



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- That most friendships have ups and downs, but 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.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

### **Respectful relationships**

*By the end of Key Stage 2, pupils will know:*

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which 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 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

### **Online relationships**

*By the end of Key Stage 2, pupils will know:*





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- That people sometimes behave differently online, including 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, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

### **Being safe**

*By the end of Key Stage 2, pupils will know:*

- 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.
- 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, including online, who 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 and 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 seek advice, for example, from their family, their school and other sources.



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## **Appendix C**

### **Health education overview**

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing. The school is free to determine, within the statutory curriculum content outlined what pupils are taught during each year group. The school always considers the age and development of pupils when deciding what will be taught in each year group. A progressive curriculum is planned, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

### **Mental wellbeing**

*By the end of Key Stage 2 pupils will know:*

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving are appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.



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- How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### **Internet safety and harms**

*By the end of Key Stage 2, pupils will know:*

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why some social media, some computer games and online gaming are age-restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information, inclusive of that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.



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## **Physical health and fitness**

*By the end of Key Stage 2, pupils will know:*

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

## **Healthy eating**

*By the end of Key Stage 2, pupils will know:*

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on health.

## **Drugs, alcohol and tobacco**

*By the end of Key Stage 2, pupils will know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.*

## **Health and prevention**

*By the end of Key Stage 2, pupils will know:*

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.



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- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

### **Basic first aid**

*By the end of Key Stage 2, pupils will know:*

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

### **Changing adolescent body**

*By the end of Key Stage 2, pupils will know:*

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle.

## **Appendix D**

### **Relationships education**

Relationships education will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the Equality Act 2010.

Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.



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Across all Key Stages, pupils will be supported to develop the following skills as appropriate to their age:

- Communication skills
- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions

These skills are taught within the context of family life and friendships, in an age-appropriate way. The school environment will reflect, value and celebrate the diversity of friendships and relationships.

Lessons will be delivered by school staff and may be supported by other agencies such as the NSPCC.

Any sessions delivered by outside visitors will be consistent with our policy on relationships education.

Children will sometimes ask questions pertaining to relationships, sex or sexuality that go beyond what is set out in the curriculum. If questions go unanswered by school staff, children may turn to

inappropriate sources of information including the internet. We will answer any questions in a way that is sensitive to children's family and faith backgrounds, appropriate to their age and understanding, and consistent with the relationships education policy and scheme of work. This may necessitate discussion on a one-to-one basis or in small groups, as not every child in a class will have the same type of questions. We may contact parents if we need guidance about a child's needs or if we think a child would benefit from their parents' input around a particular issue.

The Department for Education (DfE) has set out guidance on what children must learn by the end of year 6, under a series of themes. The statutory content as written by the DfE is set out below. Some themes will recur throughout school while others will be taught in the most appropriate years.

The relationships, sex and health curriculum will be delivered as part of our PSHE curriculum through the 1 Decision Scheme.



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Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, 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.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate, inclusive and respectful way. We will endeavour to support all pupils to feel that the content is relevant to them and their developing sexuality.

At the point we consider it appropriate to teach pupils about sexual relationships, we will ensure that LGBTQ+ content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson.

Classes may be taught in smaller groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is appropriate to deal with these issues with heightened sensitivity.

Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected from the 1Decision scheme with sensitivity given to the age, developmental stage and cultural background of pupils. Pupils will be



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prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Policy.

Teachers will establish what is appropriate for one-to-one and whole-class settings and alter their teaching of the programme accordingly. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil's age.

Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.