



Blackheath Primary School

Relationship and Health Education Policy

1) Rationale and Ethos

This policy is a working document, which provides guidance and information on all aspects of RSHE in the school for staff, parents/carers and governors.

At Blackheath Primary School, we believe Relationships and Health Education (RHE) is a lifelong process of acquiring knowledge, developing skills and forming positive beliefs and attitudes about relationships, health, safety and wellbeing. RSHE helps children to understand themselves, their emotions and their place in the wider world.

Relationships and Health education is the lifelong learning about physical, moral and emotional development. It includes an understanding of the importance of stable and loving relationships, including marriage and civil partnerships, alongside recognition of diverse family forms such as same-sex parents, adoptive and kinship families, and foster care. RSHE is about respect, love, care and responsibility for oneself and others. It is also about the teaching of sex, delivered in a factual, age and developmentally appropriate way, using carefully selected resources and in line with statutory guidance.

Primary RSHE is designed to provide the building blocks for later development within secondary education and adulthood. Effective RSHE contributes significantly to pupils' personal development, equipping them with the knowledge and skills to form and maintain positive relationships, develop resilience, look after their physical and mental health, and make responsible and informed choices. It also supports children in recognising and managing feelings such as loneliness, worry, grief and loss, and in understanding when and how to seek help. This has been identified by extensive national and international research, alongside local health surveys, SHAPE surveys of young people's thoughts and perspectives.

In today's society, RSHE also prepares children to stay safe both online and offline. This includes developing basic digital literacy, understanding that not everything online is true, recognising when they feel worried or unsafe online, and knowing who to tell. It also includes personal safety in the wider community, for example on roads, near water, or in other public spaces. For children in upper Key Stage 2, RSHE additionally covers the physical and emotional changes of puberty in an age-appropriate way, helping them understand and manage changes to their bodies, feelings and relationships.

This policy reflects updated legislation and guidance, including the Equality Act 2010, the 2025 Relationships Education, Relationships and Sex Education and Health Education statutory guidance (in force from September 2026), Keeping Children Safe in Education and associated DfE, Ofsted and wider government guidance. It also aligns with other related school policies, including PSHE, RE, Computing, Science, Safeguarding, Behaviour, Inclusion, Anti-Bullying, Health and Safety, External Visitors, Equality, E-Safety, Prevent (radicalisation) and Sex Education policies.

2) Outcomes, Intentions and Values

At Blackheath Primary School, RSHE is taught within our broader, carefully planned Personal, Social, Health and Economic Education (PSHE) curriculum. It aims to gradually and appropriately prepare children for life now and in the future, supporting the development of personal skills needed to establish and maintain healthy relationships. The curriculum helps children make responsible and informed decisions about their health, wellbeing and relationships.

Our RSHE curriculum has been designed in line with the seven principles of effective curriculum design outlined in the 2025 DfE guidance: pupil engagement, parental engagement, positive content, careful sequencing, responsive teaching, skilled delivery, and a whole-school approach.

Differentiation between Science and RHE content:

Biological aspects of human growth and development, such as body changes, puberty and the human life cycle, are taught through the Science and PSHE curriculum, where parents do not have the right to withdraw. RHE lessons delivered through PSHE, assemblies, and professional workshops (including the school nurses and Sandwell Safeguarding Workshops) focus on broader topics, including: diversity, relationships, emotional wellbeing, mental health, values, respect, empathy, personal safety and life skills. This ensures that children develop both factual knowledge and the skills, attitudes and values to apply it safely and responsibly.

Progression and Age-Appropriate Learning:

RHE at Blackheath Primary School lays the foundations for factual knowledge and supports children to develop associated skills and attributes. Effective RHE encourages children to reflect upon and develop their own values, attitudes, personal and social skills, including awareness of the values of their own community and others, whilst understanding the beliefs and ideas of their peers. It helps children make informed decisions and life choices both now and in the future.

RSHE content is sequenced across Key Stages 1 and 2 to ensure pupils develop knowledge, skills and attitudes gradually. In early primary, the focus is on self-awareness, feelings, friendships, belonging and basic body understanding. In upper primary, learning expands to include puberty, reproduction, consent, online safety, mental health literacy and respectful, diverse relationships.

Digital literacy and online safety:

Children are taught age-appropriate strategies to stay safe online, including recognising inappropriate content, understanding that not everything online is true, and knowing who to tell if they feel unsafe or worried.

Pupils are also taught, in an age-appropriate way, about emerging online risks including exposure to inappropriate content, online grooming, and misleading information, including AI-generated material, and how to seek help if they feel unsafe.

Personal Safety and Wellbeing:

At Blackheath Primary School, we support pupils to understand how to keep themselves safe and well in everyday life. This includes recognising risks in their environment, such as around roads, water, railways, and fire safety, and learning practical strategies to reduce those risks. This learning is reinforced through bi-weekly assemblies each half term and our Personal Development events calendar, which includes events such as Hello Yellow Day (World Mental Health Day), Drowning Prevention Week, Road Safety Week, Bikeability and Basic First Aid with St.Johns Ambulance.

Lessons include age-appropriate discussion about personal boundaries, private parts, consent, and understanding what is safe and unsafe, helping children recognise and report inappropriate behaviour.

Emotional wellbeing and mental health literacy

Pupils learn to recognise and name emotions, develop coping strategies, manage feelings such as loneliness, worry, grief and loss, and know how to seek help from trusted adults. Children are supported to understand that feeling low, anxious or worried at times is a normal part of life and does not automatically indicate a mental health condition.

Diversity, Inclusion, and Respect

Children are taught to value and respect similarities and differences between people, including differences in families, identities, experiences and characteristics. They learn to challenge stereotypes, show empathy towards others and understand that everyone deserves respect and inclusion. Gender identity and gender fluidity are not taught as standalone topics within our primary RSHE curriculum. Teaching about differences, identity, stereotypes and relationships is age-appropriate and focuses on respect, inclusion and keeping children safe.

Puberty and Physical Development (Upper Primary)

Upper primary pupils receive age-appropriate learning about puberty, hygiene, emotional changes, reproduction, sexuality and body autonomy, delivered sensitively to ensure understanding and confidence.

RHE Ethos and Law:

RHE at Blackheath Primary School does not encourage sexual experimentation, the taking away of a child's innocence, or impose beliefs on young people. RHE is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

It focuses on understanding the law (including Protected Characteristics), age-appropriately, and teaching children how to make safe, responsible decisions. It is important for parents to understand that the ethos of RHE is grounded in UK law and child safeguarding. This policy emphasises the importance for our pupils and our school to ensure students can reflect upon their own beliefs, values and ideas in an age appropriate and empathetic way, including the wider schools values of RESPECT.

Parental Engagement:

Parents and carers are provided with clear information about RSHE content, sequencing and learning outcomes. At the beginning of each Jigsaw unit, parents are provided with information outlining the key learning and specific lessons covered in each year group.

Parent guides are also available on the school website, providing an overview of the learning, suggestions for supporting conversations at home and activities that families can explore together. Parents are encouraged to ask questions, discuss age-appropriate topics at home and contact the school if they require further information or support.

Assessment and Reflection:

Pupils' understanding is recorded in age-appropriate ways, such as class discussion, PSHE activities, and reflection in Jigsaw journals (Years 3–6), supporting teachers in monitoring learning and progress.

Partnerships and Professional Input:

Effective RHE at Blackheath Primary School is built on strong partnerships—with parents and carers, children, the local authority, local faith communities, health professionals, partners in children's services and the wider community. Staff continue to develop professionally to deliver a planned, developmental programme that is integrated into the curriculum and delivered over an extended period.

Values Framework and Underpinning Outcomes:

All teachers and visitors delivering RHE are guided by the school's values framework, which reflects the values of our whole school community. The intended outcomes and values underpinning RHE are:

- To provide knowledge, information, and skills at an age-appropriate time, enabling pupils to make informed decisions grounded in self-respect, confidence, and empathy.
- To clarify and reinforce existing knowledge, dispel myths, and provide factually accurate and age-appropriate information in a safe space for discussion.
- To provide students with the opportunity to ask questions (in a way that they are comfortable doing), express emotions and opinions and discuss issues openly and without embarrassment, developing empathy and listening skills.
- To raise pupils' self-esteem, mental health, and emotional wellbeing, including self-confidence, resilience, and the ability to manage relationships.
- To help pupils develop skills and attributes such as decision-making, assertiveness, communication and choice, and to make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others for who they are, not for what they have or what they can do.
- To help pupils access reliable information and support, including within school, family, the wider community, and online.

- To develop skills for a healthy, safe lifestyle, including understanding the role of families, stable and loving relationships, respect, honesty and care.
- To recognise and avoid exploitation and abuse including knowing what is and is not illegal in matters relating to sexual activity (in an age appropriate and sensitive way which does not instil fear in children) and the confidence and language skills to report incidents where they feel uncomfortable/unsafe to appropriate adults.
- To develop and use communication and assertiveness skills to cope and make informed decisions and recognising the influences of their peers, the media, social media, internet, and other influences / influencers.
- To value and respect difference and commonly held beliefs associated with all Protected Characteristics whilst being mindful of the influences of the media, stereotypes and discrimination and being sensitive to the needs of culture, religion and British Values.
- To respect and care for their bodies including understanding body autonomy and the importance of consent.
- To be prepared for puberty and upper primary age-appropriate learning about physical development, reproduction, sexuality, and associated emotional changes.
- To support children to make good academic progress, recognising that children who feel safe, supported, and respected are more likely to achieve high standards.

Staff Beliefs and Training:

The personal beliefs and attitudes of staff delivering RHE will not influence the teaching of this curriculum. Staff receive regular training in dealing with emotional and sensitive issues, including developing an emotionally safe environment.

3) Equal Opportunities Statement

The school is committed to the provision of RHE to all pupils, ensuring that every child can access the curriculum regardless of culture, faith, family background, gender, sexual orientation or ability. Our programme responds to the diversity of the children in our community and beyond. Equal time and provision will be allocated for all groups, but where appropriate, children with Special Educational Needs, disabilities, or additional support requirements may receive tailored guidance or differentiated resources to ensure full participation and understanding.

4) Roles and Responsibilities

Those involved in the development of this policy include:

The Headteacher	Remains responsible for the oversight of the curriculum and policies; dealing with issues concerning parental right to withdrawal their child from the curriculum.
Governing Body	Fulfilling the legal obligations on the part of the school, ensure pupils are making progress and the overall quality of the provision offered in the school
Designated Safeguarding Lead	Checking policy for safeguarding compliance and dealing with safeguarding matters as and when they arise.
Senior Mental Health Lead	Responsible for monitoring and addressing issues arising mental health and wellbeing of staff and students, including associated whole-school activities, and accessing support from external agencies.
PSHE/RHE Co-ordinator	The development of the curriculum, delivering training and resources to key members of staff, ensuring where teachers are of informed of where children have withdrawn from some/all of the curriculum, monitor the teaching of the subject and work with partners including safeguarding lead, external partner groups and individuals.
Teaching and support staff	The delivery of lessons and key RHE messages, identifying and working with PSHE leads to address gaps in their knowledge, ensure that pupils withdrawn from the curriculum are educated elsewhere.
Pastoral Staff including Family Support Workers	Responsibilities can include arranging appropriate support for family members and students, events, and activities in school to support the wellbeing of all members of the school community.

Parents / carers / guardians	To work in partnership with the school including being aware of school policies, ensuring schools are aware of issues arising around the wellbeing of their child and supporting learning within the home environment.
Pupils (where appropriate).	Express the wishes of their peers and contribute ideas into the school curriculum (as part of the student voice programme), where they wish to. Follow appropriate classroom rules linked to safe classroom practice and school rules.

5) Legislation including Statutory Regulations and Guidance

Documents which inform the schools RHE policy include:-

- The Education Act
- Learning and Skills Act
- Equality Act
- The PSHE Association supplementary guidance SRE for the 21st Century
- Keeping Children Safe in Education: Statutory Safeguarding Guidance
- PSHE Education Programme of Study Key stages 1-5 (PSHE Association) (Advisory Guidance)
- The National Curriculum for Science
- Sex and Relationships Education Guidance DfE
- Children and Social Work Act
- Relationships Education, Relationships and Sex Education and Health Education: Statutory Guidance (2025), in force from September 2026
- Subject specific research and guidance from Ofsted.
- Gender Questioning Children: Non-statutory Guidance for Schools in England

As part of the 2026 review of the RSHE curriculum and policy, Blackheath Primary School undertook a parent consultation to explain the updated statutory guidance, outline the school's approach to RSHE and gather feedback from parents and carers. Feedback received through the consultation has been considered as part of the review and has informed our ongoing communication and support for parents.

Related school policies include:

- Safeguarding guidance including Keeping Children Safe in Education guidance
- Confidentiality policy
- Behaviour Policy
- Inclusion policy
- Anti-Bullying Policy
- Health and Safety Policy
- External Visitors Policy
- Equality Policy
- Online Safety Policy
- Extremism and Radicalisation in Schools Policy

6) Curriculum Design

Our RHE programme is an integral part of our whole-school PSHE and Personal Development provision and is fully supported by the statutory requirements outlined above. Our RHE programme is designed to be inclusive for all pupils, reflecting diverse backgrounds, family structures, abilities and protected characteristics. Lessons are differentiated where appropriate to ensure full participation and understanding, and build on prior learning in a progressive and age-appropriate way. We use Jigsaw, a nationally recognised, PSHE Association quality-assured curriculum package, which provides comprehensive RHE content. The curriculum is spiral and progressive, incorporating all aspects of PSHE and RHE and building on prior learning year by year. In addition, we draw on resources based on best practice from leading subject organisations, including the PSHE Association, which has developed an age-appropriate, developmentally appropriate, and inclusive approach to teaching RHE.

Further details of our curriculum, including our RSHE/Jigsaw parent guides and information about the learning covered in each unit, are available via the school website. Parents can also contact the school if they require further information.

What do we teach when and who teaches it?

Whole-school approach:

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

Each Jigsaw Puzzle is revisited annually, with learning becoming progressively more detailed and complex as pupils move through the school. This ensures that children develop foundational knowledge, vocabulary and skills before moving on to more sensitive or complex content at an age-appropriate point.

At Blackheath Primary School, we allocate 45 minutes per week to PSHE, providing pupils with consistent, developmental and age-appropriate learning. This ensures that all statutory RSHE content is taught progressively throughout the primary years.

These lessons are reinforced and enhanced across the school, through assemblies, collective worship, class Learning Charters, and everyday relationships between children and adults. We aim to ensure that pupils 'live' what they learn, applying knowledge and skills to their everyday experiences in the school community.

Personal safety is embedded throughout the RHE curriculum, reinforced through bi-weekly class assemblies, the Personal Development calendar, and external workshops. This approach ensures that children understand how to keep themselves safe, develop resilience, and seek support when needed.

Delivery and Staff:

Class teachers deliver the weekly lessons to their own classes, ensuring continuity and familiarity. Lessons are delivered in an inclusive, age-appropriate and developmentally progressive way, enabling all pupils to access and understand the content. Additional support is provided where necessary, including for pupils with special educational needs or additional needs. The themes are enhanced through whole school focus days on aspects such as positive mental health and wellbeing (Hello Yellow). These are held half termly and outcomes evidenced in year group learning logs.

Enhancement through Whole-School Programmes and External Support:

PSHE and RSHE learning is enhanced through whole-school focus days, assemblies, and workshops, including:

- **Jigsaw:** A nationally recognised, PSHE Association quality-assured curriculum, providing progressive RHE content.
- **School Nursing Team workshops:** Approved by the local authority, delivering age-appropriate primary RSHE sessions.
- **Chartwells Healthy Eating Workshops:** Supporting pupils to develop a positive relationship with food, understand balanced diets, and make healthy lifestyle choices through interactive, age-appropriate sessions.
- **NSPCC programmes:** Including the “Pants” Talk and Speak Out Stay Safe, delivered by the DSL or trained staff.
- **Picture News:** Providing weekly PSHE and Citizenship resources linked to current events.
- **DECCA:** Supporting substance misuse education, with 1-2-1 support and signposting as appropriate.
- **Sandwell Safeguarding Day:** Workshops from DECCA, Women’s Aid, Rewind, and West Midlands Police.

All external resources and programmes are reviewed and adapted to meet the needs of our school community. This may include adjusting the timing of lessons, adding sessions from other quality-assured sources, or removing/moving lessons where necessary, while maintaining alignment with statutory RSHE guidance.

As part of our overall Safeguarding programme, on occasion lessons and assemblies will be taught to address local safeguarding concerns and issues to ensure our pupils remain safe and awareness of national days of awareness and campaigns. Wherever possible, this information will be shared with parents, with guidance provided to support discussion at home and to reinforce learning.

7) Sex Education

The DfE statutory guidance recommends that all primary schools have a sex education programme tailored to the age, physical and emotional maturity of pupils. Sex Education should ensure that children are prepared for the changes that adolescence brings and, building on the human life cycle taught in the Science curriculum, understand how a baby is conceived and born.

At Blackheath Primary School, we believe children should understand the facts about human reproduction before they leave primary school. For the purposes of our curriculum, Sex Education is defined as understanding human reproduction, including how a baby is conceived. It is therefore taught only in Year 6, in an age-appropriate, standalone session.

We ensure that parents are fully informed in advance about the content, timing and format of the Year 6 Sex Education lesson. Parents have the right to request that their child be withdrawn from this specific Sex Education lesson, in line with statutory guidance. Parents are provided with information about the lesson and its content before it is taught, and appropriate alternative arrangements are provided for any pupil who is withdrawn.

The sessions included in Year 6 are:

- Year 5, Lesson 4 - Conception

At Blackheath Primary School, learning about puberty, physical development and the changes associated with growing up forms part of statutory Health Education and the National Curriculum for Science. This learning is delivered progressively through the Jigsaw PSHE programme and Science curriculum and includes physical and emotional changes, personal hygiene and preparation for puberty. As statutory Relationships and Health Education and Science content, parents do not have the right to withdraw their child from this learning.

This approach ensures that children receive accurate, factual knowledge, while supporting their emotional wellbeing and respecting the rights of parents and carers. Sex Education at Blackheath Primary School is designed to complement the statutory Science curriculum and broader PSHE lessons, equipping children with the knowledge and skills to make informed decisions in the future.

8) Safe and Effective Practice, including answering Sensitive Questions

At Blackheath Primary School, we are committed to providing a safe, supportive, and inclusive learning environment for all pupils during RSHE lessons. Pupils are empowered to ask questions and seek support safely, and their choices and consent are respected throughout the RSHE curriculum. Staff are trained to deliver lessons in a way that maintains pupils' emotional safety, upholds confidentiality, and fosters trust.

Classroom Environment and Ground Rules

- Staff establish clear ground rules in collaboration with pupils to ensure that everyone feels respected, safe, and listened to.
- Lessons are inclusive, with all pupils present, ensuring participation regardless of gender, ability, or background.
- Distancing techniques are used to separate content from personal experience, and no pupil will be required to disclose personal information or answer questions that make them uncomfortable.
- Anonymous question boxes or similar strategies are provided so pupils can raise questions safely and privately.

Answering Questions

- Staff answer questions openly, honestly, and in an age-appropriate, developmentally suitable manner.
- If a question cannot be answered safely in class, the child may be referred to a trusted adult, such as a parent/carer, the School Nursing Team, GP, or another appropriate professional. The child's consent is sought wherever possible.
- All concerns or disclosures arising from sensitive questions are handled in line with the school's Safeguarding and Child Protection policies.

Partnerships and External Support

RSHE at Blackheath Primary is strengthened through partnerships with external organisations, including:

- **School Nursing Team** – delivering age-appropriate workshops and advice.
- **Sandwell Safeguarding Day** – providing workshops from DECCA, Women's Aid, Rewind, and West Midlands Police.
- **DECCA programme** – supporting substance misuse education and 1:1 support/signposting where required.
- **NSPCC "PANTS" Talk** and **Speak Out Stay Safe Programme** – reinforcing personal safety and safeguarding messages.
- **Picture News** – a weekly PSHE and Citizenship resource supporting discussion of current issues.
- All external programmes and resources are reviewed and adapted to meet the developmental needs of our pupils and the school community, ensuring they are age-appropriate and aligned with statutory guidance.

Staff Support and Professional Development

- Teachers are supported with pre-prepared resources, guidance and ongoing professional development, including training in:
 - Emotional safety in the classroom
 - Handling sensitive issues
 - Recognising and managing safeguarding concerns
- Staff may seek advice from internal experts, including the PSHE Lead, Safeguarding Lead, Senior Leadership Team and local authority advisors, as well as nationally recognised organisations such as the PSHE Association.
- Training ensures staff can deliver RSHE confidently and safely while maintaining an emotionally safe environment and providing factually accurate, developmentally appropriate content.

9) Safeguarding

All staff are trained in safeguarding. Teachers are aware that effective RHE, 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. In this situation staff should follow internal safeguarding policies including informing the Safeguarding Lead. Prior to teaching, teachers will consult with the designated Safeguarding Lead to ensure that issues can be addressed prior to the teaching of the subject and appropriate differentiation is provided for pupils with SEND or other vulnerabilities.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors (such as the School Nursing Team) from outside school may be invited to contribute to the delivery of RSE in school. We actively work with Sandwell Metropolitan Borough Council approved providers to supplement the teaching of the subject. All visitors' contributions are reviewed for age-appropriateness and alignment with statutory RSHE guidance (2025) for primary pupils.

As part of school entry to site approach all visitors will be given a copy of safeguarding visitor policy and signed into school with appropriate identification. As per Safeguarding policy, visitors are supervised/supported by a member of staff. The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning to ensure content remains age-appropriate, inclusive and aligned with statutory RSHE guidance.

There may be times when a child wishes to confide in a teacher. It is the school policy that information may need to be passed on the Headteacher or designated Safeguarding Lead if there is a risk of harm to the child. Pupils are informed that teachers cannot guarantee absolute confidentiality but will act in the child's best interests. The Headteacher/Designated Safeguarding Lead will decide what action to take to protect the best interest of the child, enabling action to be taken by other professionals if deemed necessary. This process applies specifically to disclosures arising from RSHE lessons as well as other contexts.

The school is committed to working towards equality, promoting positive approaches to difference, and fostering respect for people of all cultural and social backgrounds including protected characteristics, family structures and abilities, in line with the Public-Sector Duty (as set out in the Protected Characteristics guidance: Equality Act 2010). Developing positive relationships between pupils of all backgrounds is an essential aspect of the work of the school. We will ensure that all young people receive Relationships and Health education, and we will offer provision appropriate to the particular needs of all our students. Parents will be informed about RSHE content, safeguarding procedures, and their right to raise concerns or discuss differentiated provision. Specialist advice will be sought where necessary.

10) Engaging Stakeholders (including parents/carers/guardians and pupils):

The school recognises that the parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and therefore have more responsibility in preparing them for the physical and emotional changes of puberty in an age-appropriate way, including optional Year 6 sex education. Blackheath Primary School believe in the importance of partnerships between all stakeholders to ensure that children grow up confident and cared for.

Parents are key partners in supporting the school to:

- Maintaining the culture and ethos of the family
- Teach their children about relationships in all forms, including friendships, acquaintances and diverse family structures, while respecting differences in culture, faith, gender and ability
- Helping their children cope with the emotional and physical aspects of growing up and being a part of modern Britain.
- Support understanding of puberty and age-appropriate changes, including optional Year 6 sex education lessons where parental consent is required
- Identifying issues or concerns and sharing these with the school where appropriate.

As part of the RHE curriculum we will support our parents to:

- Help children to learn the correct names of the body
- Communicate with their children about feelings and relationships
- Work together around health-related behaviours.
- Support safe and responsible engagement with online environments and media

As part of the RHE curriculum, we will support students to actively talk to their appropriate adults (including parents), about their thoughts, feelings, beliefs, worries and concerns and situations where they feel unhappy, unsafe, or uncomfortable, including discussions about online experiences.

Parents have access to this policy and supporting RSHE information via the school website. Parents are informed about upcoming RSHE learning through half-termly Jigsaw/RSHE parent letters. These outline the key learning and specific lessons covered for each year group. Parent guides for each Jigsaw unit are also available on the school website.

Blackheath Primary School has a duty to share RHE materials with parents when asked to do so. Parents have the right to share these materials with anyone who needs to see the materials, for example other parents or carers. However, a parent should not publish materials online or use commercially in any way. Doing so, would make the parents liable for breach of copyright.

Parental Right to Withdraw:

Parents have the right to request that their child be withdrawn from Sex Education lessons, which cover human reproduction. However, as set in the statutory RHE guidance, all pupils must participate in statutory Relationships Education and Health Education lessons, which include topics such as puberty, personal hygiene, emotional wellbeing and keeping safe. Parents are also not able to withdraw their child from content on human growth, puberty, and reproduction that is delivered as part of the statutory National Curriculum for Science.

Where a parent wishes to withdraw their child from the additional Year 6 Sex Education lesson, they should inform the school in writing. The school encourages parents to contact the school to discuss any questions or concerns before making this decision. If a child is withdrawn, they will not take part in the specific Sex Education lesson. They will remain supervised by a member of school staff and will be provided with an appropriate alternative activity during this time. This may include another piece of learning, reading or a purposeful independent activity. They will then return to their normal timetable once the lesson has finished.

Student voice in determining curriculum:

Throughout RHE and PSHE lessons, students are encouraged to contribute to class discussions and to reflect upon their own ideas and opinions.

As part of the RSHE curriculum, pupils will be given the opportunity to raise concerns about relationships, personal safety and the use of modern technology in a safe and age-appropriate way.

Concerns raised in lessons or via the School Council will be addressed appropriately and, where necessary, in line with the school's safeguarding policies. The curriculum will be adapted when relevant to ensure that pupil concerns are reflected in teaching and learning, supporting their understanding of safe, healthy and respectful relationships.

11) Monitoring and Evaluation:

In the first instance, the lead teacher for PSHE and RSE will be responsible for monitoring and evaluating the subject. This includes assessing the impact of teaching on pupils' knowledge, skills, attitudes, and personal development, ensuring the curriculum is delivered in a progressive and age-appropriate way. The lead teacher will report to SLT and the Governing Body. Monitoring will use a range of evidence, including lesson observations, pupil feedback, parent and carer feedback, work scrutiny, and external input where appropriate, and will be carried out in accordance with school policy.

12) Policy Review Date:

This policy will be reviewed annually (next review September 2027) to ensure continued compliance with statutory RSHE guidance, Department for Education advice, and to ensure it continues to meet the needs of pupils, staff, parents and the wider community.