



Find your Remarkable

Kells Lane Primary School

Relationships and Health Education Policy

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Review Date: 30 September 2027		

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Statement of Intent

At Kells Lane Primary School, we are committed to providing a high-quality, age-appropriate Relationships and Health Education (RHE) curriculum for all pupils. Our RHE provision is a statutory requirement and forms a central part of our wider PSHE curriculum. It is rooted in our school ethos – Find your Remarkable – which underpins our commitment to nurturing confident, safe, and socially responsible young people.

RHE is compulsory in all primary schools in England. The key topics applicable for all key stages have been carefully planned in consultation with responses from parents, young people, schools and experts. Parents are given the opportunity to discuss this policy at any time and staff will be provided with accurate training and further resources to deliver lessons to pupils.

We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which is required to be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and that pupils can talk to a trusted adult if there is anything worrying them. Health education focusses on equipping pupils with the knowledge they need to make informed decisions about their own health and ensures they receive factual information about the changes they will experience emotionally and physically during puberty.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and health education (RHE) curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

1. Legal Framework

This policy has due regard to legislation and statutory guidance including, but not limited to:

- Education Act 1996
- Section 80A and section 403 of the Education Act 2002
- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE (2026) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE 'Science programmes of study: key stages 1 and 2'
- DfE 'Teaching about relationships, sex and health'
- DfE 'Keeping Children Safe in Education 2025'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Online Safety Policy
- SEND Policy and SEND Information Report
- Social, Emotional and Mental Health (SEMH) Policy
- Equality Objectives Statement
- Anti-Bullying Policy
- Promoting Positive Attitudes and Behaviour for Learning Policy
- Intimate Care Policy
- Child-on-Child Abuse Policy
- Reporting Low-Level Safeguarding Concerns Policy
- Pupil Premium Policy

2. Roles and Responsibilities

The Governing Body

- Play an active role in monitoring, developing and reviewing this policy and its implementation
- Appoint a named link governor for RHE who supports the school and monitors provision
- Ensure the curriculum is well led, effectively managed, well planned and appropriately resourced
- Ensure teaching is accessible to all pupils, including those with SEND
- Provide clear information for parents on curriculum content and parental rights
- Ensure the policy is published on the school website and available free of charge on request
- Ensure all staff receive appropriate ongoing training

The Headteacher

- Hold overall responsibility for the implementation of this policy
- Ensure adequate timetabled time for RHE as a statutory subject
- Support staff who have concerns about delivering aspects of the curriculum
- Ensure parents are fully informed of the policy and have access to curriculum materials
- Report to the governing body on the effectiveness of this policy
- Review this policy in line with the schedule set out in Section 20

The RHE Subject Leader

- Oversee the planning, delivery and quality of RHE across the school
- Ensure statutory requirements are met through the Pol-Ed programme and supplementary provision
- Ensure teachers are provided with appropriate resources, training and support
- Ensure the curriculum is inclusive, age-appropriate and up to date
- Work with other subject leaders to prevent duplication and ensure curriculum coherence
- Liaise with parents and carers; share resources in advance of teaching upon request
- Monitor and evaluate the quality of provision; report to the headteacher
- Maintain clear records of the curriculum overview and statutory coverage

The SENCO

- Advise teaching staff on identifying and supporting pupils' individual needs
- Advise on the effective use of teaching assistants within RHE lessons
- Ensure that the needs of vulnerable pupils are taken into consideration in designing and delivering these subjects

Class Teachers

- Deliver a high-quality, age-appropriate RHE curriculum in line with statutory requirements and this policy
- Use a variety of teaching methods to engage all pupils, including those with SEND or additional needs
- Not express personal views or beliefs when delivering the programme
- Model positive attitudes to relationships and health
- Establish ground rules at the start of each RHE lesson to create a safe learning environment
- Respond to any safeguarding concerns in line with the Child Protection and Safeguarding Policy
- Liaise with the SENCO and RHE lead regarding individual pupil needs
- Conduct ongoing formative assessment of pupils' knowledge and understanding

Parents and Carers

- Support their children through their personal development and the emotional and physical aspects of growing up
- Engage with consultation on the RHE curriculum and share their views
- Foster an open home environment where children can continue to explore topics introduced in school
- Contact the school if they have any concerns about the curriculum or wish to discuss content

3. Organisation of the Curriculum

Kells Lane Primary School delivers Relationships Education and Health Education as a statutory joint subject, embedded within our PSHE curriculum. For the purposes of this policy:

- **Relationships Education** means teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts including online.
- **Health Education** means teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and making healthy lifestyle choices.

Our school delivers RHE through the Pol-Ed programme, a free resource created by West Yorkshire Police and specialist teachers, which is fully mapped to the statutory guidance and is regularly updated to reflect current guidance and community priorities. Our curriculum is supplemented by our Computing curriculum (Project Evolve for online safety), Science curriculum (body science), RE and PE. The Pol-Ed programme has strong links with the PSHE Association and covers all four statutory strands: Relationships, Keeping Safe, Understanding the Law, and Wellbeing.

Pol-Ed lessons are delivered online via the Pol-Ed website, ensuring that teachers always access the most up-to-date version of each lesson, updated in line with any changes to national guidance or community priorities.

Our curriculum is organised as a spiral, with topics revisited and built upon progressively from EYFS through to Year 6, ensuring readiness for the transition to secondary school. When planning, we take into account:

- The age and developmental stage of pupils in each year group
- The religious and cultural backgrounds of our school community
- Safeguarding priorities and issues relevant to our local area
- The individual needs of pupils, including those with SEND

The school is committed to keeping parents and carers fully informed. Communication channels used include:

- School website (policy and curriculum overview published)
- Weekly digital newsletter
- Letters and emails
- Questionnaires and surveys
- Texts
- Facebook posts on our school account

Any parent or carer wishing to provide feedback about the curriculum may do so at any time by emailing kellslane@klps.org.uk

4. Consultation with Parents

Kells Lane Primary School recognises the important role parents and carers play in children's personal development and the crucial role they have in shaping the RHE curriculum.

We consult with parents at the following key points:

- During the initial consultation period (May 2026) before the policy is adopted
- When the policy is reviewed (see Section 20)
- At any point during the year in response to feedback or significant changes to guidance

During the consultation period, the following materials are made available on the school website and from the school office on request:

- This draft policy
- The curriculum overview showing lesson titles for each year group
- A parent information letter explaining the Pol-Ed programme

All parents are invited to submit questions, comments or feedback by email to kellslane@klps.org.uk. Responses will be grouped by theme and shared through an FAQ document. The school will not enter into contracts with outside providers that prevent parents from seeing materials used in lessons.

The school will take parents' views seriously and consider them when making decisions about the curriculum. However, as Relationships Education and Health Education are statutory subjects, the school makes final decisions on curriculum content. Parents will not be granted a veto on statutory content.

The school is mindful of the personal and family circumstances of all pupils and will ensure that no child is stigmatised based on their home situation, family structure or background.

5. Relationships Education – Statutory Overview

The following content must be covered by the end of primary school. The school delivers this content through Pol-Ed and supplementary programmes, as set out in Section 6.

Families and People Who Care for Me

- That families are important for children growing up safe and happy because they can provide love, security and stability.
- The characteristics of safe and happy family life, such as commitment to each other, protection and care for children and other family members, and the importance of spending time together.
- That the families of other children sometimes look different from their own, and that they should respect those differences, knowing that other children's families are also characterised by love and care.
- That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
- That marriage and civil partnerships represent 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.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
- The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
- How to manage conflict, and that resorting to violence is never right.
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful Relationships

- How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
- Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
- That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
- Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
- The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help
- What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online Safety and Awareness

- That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure
- How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
- That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults
- The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online

- Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
- That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

- What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
- The concept of privacy and its implications 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 contact, including physical contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
- How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.

6. Relationships Education at Kells Lane Primary

Kells Lane Primary delivers Relationships Education through the Pol-Ed programme, which is fully mapped to the statutory guidance (see Appendix B). Pol-Ed includes four main units: Relationships, Keeping Safe, Understanding the Law and Wellbeing, each with progressive lessons from EYFS through to Year 6.

In addition to the core Pol-Ed lesson sequence, online relationships and being safe online content is reinforced through our Computing curriculum (Project Evolve), ensuring that pupils receive consistent, complementary teaching across subjects.

All Pol-Ed lessons are taught online via the Pol-Ed website. This ensures teachers always deliver the most current version of each lesson, reflecting any changes to guidance or community priorities. Each lesson includes a safeguarding slide, enabling teachers to consistently signpost support for pupils who have concerns.

The full year-by-year breakdown of Pol-Ed lesson titles is set out in Appendix A. The mapping of these lessons to the statutory curriculum content is set out in Appendix B. Where the Pol-Ed programme does not fully address a statutory requirement, the RHE Lead will identify supplementary provision. The statutory coverage audit (Appendix B) is reviewed annually by the RHE Lead.

7. Health Education – Statutory Overview

The following content must be covered by the end of primary school. The school delivers this content through Pol-Ed and supplementary programmes, as set out in Section 8.

General Wellbeing

- The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time with friends and family, hobbies, interests and community participation.
- The importance of promoting general wellbeing and physical health.
- The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
- How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
- How to judge whether feelings and behaviour are appropriate and proportionate.
- That isolation and loneliness can affect children, and the benefits of seeking support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
- That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
- Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- That it is common to experience mental health problems, and early support can help.

Online Wellbeing

- That for almost everyone the internet is an integral part of life; the positive and negative aspects of the internet.
- Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
- The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the impact of online behaviour on others, and how to recognise and display respectful behaviour online.
- Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
- The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.

- How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
- That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
- How to understand the information they find online, including from search engines, and know how information is selected and targeted.
- That they have rights in relation to sharing personal data, privacy and consent.
- Where and how to report concerns and get support with issues online.

Physical Health and Fitness

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
- 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

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- Understanding the importance of a healthy relationship with food.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, Alcohol and Tobacco

The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health Protection and Prevention

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- 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 health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing

- The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal Safety

- About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks
- How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic First Aid

- How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing Bodies

- About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
- The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
- The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

8. Health Education at Kells Lane Primary

Kells Lane Primary delivers Health Education primarily through the Pol-Ed programme, supplemented by the Computing curriculum (Project Evolve) for online wellbeing, the Science curriculum for body science, and PE for physical health and fitness. The Pol-Ed programme is taught regularly each week in all year groups, structured around the four main units: Relationships, Keeping Safe, Understanding the Law and Wellbeing.

All Pol-Ed lessons are delivered online via the Pol-Ed website, ensuring the most current version of each lesson is always used. Each lesson includes a safeguarding slide to signpost support for pupils with concerns.

The full year-by-year breakdown of Health Education lesson titles is included in Appendix A. The mapping of these lessons to statutory content is set out in Appendix B.

9. Developing Bodies and Puberty Education

The statutory guidance requires that by the end of primary school, all pupils are taught:

- About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
- The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
- The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Kells Lane Primary has chosen not to deliver the Pol-Ed 'What are private body parts?' lesson in Year 2 (as suggested in the Pol-Ed sequencing). Instead, the school delivers this statutory content as part of the Year 5 puberty session, which is delivered in partnership with the Growing Healthy Gateshead nursing team. The school is satisfied that this approach fulfils the statutory requirement, as the Year 5 session explicitly includes teaching of correct anatomical names for all body parts, including genitalia, alongside puberty education. This is regularly reviewed by the RHE Lead to confirm statutory compliance.

The Year 5 puberty session, delivered by the Growing Healthy Gateshead nursing team, covers:

- Physical and emotional changes during puberty
- The menstrual cycle, including that periods can begin as early as age eight
- The correct names for body parts, including genitalia, to support safeguarding and enable pupils to report abuse appropriately
- The human lifecycle, with puberty contextualised as a natural stage of development

Parents and carers are notified in advance of the Year 5 puberty session and provided with information about the content, to support follow-up conversations at home. A minimum of two weeks' notice is given before this session is delivered.

For all other sensitive content, the RHE Lead will use professional judgement to determine when advance parental notification is appropriate, considering the age and developmental stage of pupils and the nature of the content.

10. Sex Education

The statutory guidance requires all pupils to be taught certain aspects of body science through the primary science curriculum. This school is free to determine whether to teach sex education beyond what is required by the national curriculum.

Kells Lane Primary School does not teach sex education beyond what is required by the science curriculum. The Year 5 puberty session (delivered by the Growing Healthy Gateshead nursing team) is classified by this school as statutory Health Education content, specifically 'Developing Bodies' as required by the 2026 statutory guidance, and not as discretionary sex education. This distinction is important because:

- Relationships Education and Health Education are fully statutory – parents do not have the right to withdraw pupils from these subjects

- Discretionary sex education (beyond the science curriculum) would give parents a right to withdraw their child

In the event that the governing body decides in future to introduce sex education beyond the statutory science curriculum, this policy will be updated accordingly, and parents will be informed with sufficient notice.

Parents who have questions about the distinction between statutory Health Education and discretionary sex education are encouraged to contact the RHE Lead at kellslane@klps.org.uk

11. Delivery of the Curriculum

Curriculum Delivery

RHE is delivered as part of our PSHE curriculum, with additional cross-curricular links to Computing, Science, PE and RE. Opportunities for RHE teaching also arise through:

- Designated PSHE lesson time (primary vehicle for Pol-Ed delivery)
- Circle times
- Whole-school assemblies (including themed assemblies such as Anti-Bullying Week, Children's Mental Health Week and Keeping Safe Online)
- Enrichment days and weeks
- Residential trips
- Small group work

Sex education will be delivered through the science curriculum.

Teaching of the curriculum will reflect 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.

Our school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, developmental stages and any additional needs, such as SEND. All learning resources will be selected with sensitivity and will be reviewed by all staff prior to delivery, e.g. diagrams, videos, books and games, and inappropriate images, videos etc., will not be used.

Any resources or materials used will be formally assessed by the RHE subject leader before use to ensure they are appropriate for the age and maturity of pupils and sensitive to their needs.

All staff will be responsible for reviewing materials prior to teaching and highlighting any concerns with the RHE subject leader.

Our school will ensure that it meets the DfE's technology filtering and monitoring standards to ensure that pupils are unable to access inappropriate materials when using the internet to assist with their learning, as well as ensuring all members of the school community adhere to the provisions outlined in the school's Online Safety Policy. Lesson plans and teaching will provide appropriate challenge for pupils and be differentiated for pupils' needs.

Teachers will:

- Alter their teaching according to pupils' age, stage, understanding and background.
- Listen and answer questions sensitively, honestly and appropriately.
- Encourage pupils to ask questions and engage in discussion.
- Ensure teaching focuses on boys and girls equally.
- Plan activities to matching pupils' differing learning styles.

Whilst there are no formal examinations for the relationships and health curriculum, teachers will conduct ongoing formative assessment of pupil's knowledge and awareness. Any concerns regarding a pupils' understanding will be raised with their parents or carers.

Safeguarding and Preventative Education

Safeguarding and preventative education are at the heart of RHE at Kells Lane Primary. All lessons include a safeguarding slide to signpost support. Teachers will stop whole-class discussions where pupils begin to reveal personal, confidential information. Any disclosure that raises a safeguarding concern will be referred immediately to the Designated Safeguarding Lead, in line with the Child Protection and Safeguarding Policy.

Our school will ensure that, as part of relationships education, including through our computing curriculum, pupils are taught about how to keep themselves and others safe, including online.

Education will be tailored to the specific needs and vulnerabilities of individual pupils whilst taking account of pupils who may be victims of abuse and pupils who have SEND. Preventative education will be adopted as a whole-school approach that prepares pupils for life in modern Britain and creates a zero-tolerance culture for sexism, misogyny/misandry, homophobia, biphobia and sexual violence or harassment.

Our school is aware that pupils may raise topics such as self-harm and suicide. When discussing these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

Our school has a clear set of values and standards which will be underpinned by the Behaviour Policy and pastoral support system, as well as by a planned programme of evidence based RHE curriculum.

Advance Notification for Sensitive Content

Where lessons cover content that parents may wish to discuss with their children in advance – such as the Year 5 puberty session – parents will be given at least two weeks' notice. The RHE Lead will determine, on a case-by-case basis, whether advance notification is appropriate for other sensitive content.

Terminology

In recognition of the fact that the use of informal names for body parts can facilitate the normalisation of child sexual abuse, teaching staff will use and teach pupils anatomically correct names for body parts. The correct names for genitalia are introduced in Year 5 as part of the puberty session.

Dealing with Difficult Questions

The school supports teachers to feel confident in answering questions from pupils through regular CPD. Teachers are encouraged to refer questions they feel ill-equipped to answer to the RHE Lead. Questions that cannot be safely answered in a whole-class context will be managed through individual follow-up, in line with safeguarding procedures.

Assessment

Whilst there are no formal examinations for RHE, the school will undertake informal assessments to determine pupil progress through:

- Personal reflections
- Floor Book activities
- Questionnaires
- Group discussions and tasks
- Pupil voice activities

12. Working with External Experts

The school may invite guest speakers or external health professionals to contribute to RHE delivery (for example, the Growing Healthy Gateshead nursing team for Year 5 puberty education). A teacher will be present throughout all external sessions.

Before any external session takes place, the school will:

- Ensure the content fits with the planned curriculum and this policy
- Check the expert's credentials and carry out appropriate safeguarding checks
- Review the lesson plan and materials to ensure they are age-appropriate and accessible
- Ensure materials are suitable for pupils with SEND
- Agree confidentiality procedures and safeguarding reporting arrangements with the expert

The school will not enter into arrangements with external providers that seek to prevent parents from seeing the materials used.

13. Equality and Accessibility

Kells Lane Primary School is committed to meeting its obligations under the Equality Act 2010 and will not unlawfully discriminate against any pupil based on their protected characteristics, which include:

Age	Sex or sexual orientation	Race
Disability	Religion or belief	Gender reassignment
Pregnancy or maternity	Marriage or civil partnership	

SEND and Additional Needs

The school is committed to making reasonable adjustments to ensure RHE is inclusive and accessible for all pupils, including those with SEND or SEMH needs. Teachers will adapt planning and teaching methods accordingly, in consultation with the SENCO. The RHE programme is designed to ensure that vulnerable pupils, including those who may have experienced abuse, are supported sensitively throughout.

Equality Impact Considerations

The RHE Lead will consider the following when planning and reviewing the curriculum:

- Whether content is accessible and relevant for EAL pupils (including use of visual resources and bilingual support where available)
- Whether pupils who are looked after or have adverse childhood experiences may require additional support before, during or after lessons on sensitive topics
- Whether content on body image, food, relationships or family structures could be a trigger for pupils with SEMH needs, and how to mitigate this
- Whether the curriculum adequately addresses the needs of our school's specific community and demographic

The school may take positive action, where proportionate and evidenced, to respond to disadvantages affecting a group because of a protected characteristic. For example, providing targeted support if evidence suggests girls are being disproportionately subjected to sexual harassment.

Religious and Cultural Sensitivity

The RHE curriculum is delivered with respect for the religious and cultural backgrounds of all pupils. Where content could be perceived as conflicting with particular religious views, teachers will use sensitivity and professionalism, while fulfilling statutory obligations. Staff who have concerns about delivering specific content in light of their own beliefs are encouraged to speak with the headteacher.

The school recognises that RHE topics may be triggers for some teaching staff with reference to their own experiences. Staff are encouraged to approach their line manager or the wellbeing lead to discuss this.

14. Curriculum Links

The school seeks opportunities to draw links between RHE and other curriculum subjects:

Subject	RHE Links
Science	External body parts; changes during puberty; the human lifecycle
Computing / ICT	E-safety; responsible use of technology; keeping personal information private; Project Evolve
PE	Physical activity for health; teamwork; competition; understanding healthy lifestyles
RE	Respect and difference; values; beliefs; family and community structures
PSHE (broader)	Respect and difference; values and character; citizenship
Thrive	Whole-school approach to SEMH; individual support for pupils with additional needs

Fundamental British Values are taught both implicitly and explicitly within Pol-Ed lessons and annual assemblies, ensuring children understand the importance of tolerance, democracy, respect, and rules and responsibilities.

15. Parental Rights and Withdrawal

Relationships Education and Health Education are fully statutory subjects. Parents and carers do not have the right to withdraw their child from these subjects.

If parents have concerns about specific content, the school strongly encourages them to contact RHE Lead to discuss how the content is taught, rather than seeking withdrawal.

The only element of the RHE curriculum from which parents may in future have a right of withdrawal would be discretionary sex education beyond the science curriculum. As set out in Section 10, Kells Lane Primary currently does not teach such content. Were this to change, the policy would be updated and parents informed.

Any parent wishing to discuss the curriculum further should contact: kellslane@klps.org.uk

16. Behaviour and Ground Rules

The school fosters a culture of mutual respect and understanding. Any bullying or discriminatory behaviour arising from RHE content will be treated with the same seriousness as any other bullying incident, in line with the Behaviour Policy and Anti-Bullying Policy.

To ensure RHE lessons are a safe space for all pupils, teachers will establish clear ground rules at the start of each session (see Section 11). These rules are revisited regularly and consistently applied across year groups.

The Headteacher will determine whether it is appropriate to notify the police or the local authority's anti-social behaviour coordinator in relation to any serious incidents arising from RHE teaching.

17. Staff Training

All teaching staff will receive training to ensure they are confident and up to date in delivering the RHE curriculum. Training is led by the RHE Lead and SENCO, and covers:

- An overview of the Pol-Ed programme and how it meets statutory requirements
- Strategies for handling sensitive topics and pupil disclosures
- Setting ground rules and creating a safe learning environment
- Responding to 'difficult questions' from pupils
- Safeguarding within RHE lessons
- Delivering content to pupils with SEND or SEMH needs

Additional training will be scheduled in response to significant changes to statutory guidance or emerging issues relevant to the school or local area. Staff will be kept informed of policy changes as they occur.

18. Confidentiality

Kells Lane Primary aims to provide a safe and supportive environment where pupils feel comfortable seeking help and guidance on matters concerning them.

Teachers will:

- Establish ground rules about confidentiality at the start of each RHE lesson
- Inform pupils, in age-appropriate language, that if they share something that causes concern, the teacher may need to tell another adult
- Stop whole-class discussions where pupils begin to reveal personal, confidential information
- Respond to any disclosure in line with the Child Protection and Safeguarding Policy

Staff who breach the right to a child's privacy by sharing confidential information without good reason may face disciplinary proceedings.

19. Quality of Education

The RHE Lead is responsible for monitoring the quality of teaching and learning. This includes:

- Pupil voice activities
- Self-evaluations by class teachers
- Lesson observations and learning walks
- Floor Book scrutiny
- Annual review of statutory coverage against the Pol-Ed programme (Appendix B)
- Review of feedback from parents, pupils and staff

Findings from monitoring activities will be reported to the headteacher and, where relevant, to the governing body. Actions arising from monitoring will be incorporated into the school improvement plan.

20. Monitoring and Review

This policy will be reviewed annually by the RHE Lead, Deputy Headteacher and Headteacher, with the next review due on 30 September 2027.

The policy will be reviewed sooner if:

- There are significant changes to statutory guidance
- Feedback from parents, pupils or staff indicates a need for review
- Issues arise in school or in the local area that require curriculum adaptation
- An Ofsted inspection raises concerns about RHE provision

The governing body is responsible for approving this policy. Any changes will be communicated to all staff, parents and carers, and the updated policy will be published on the school website.

Appendices

Appendix A: Curriculum Overview by Year Group

The full curriculum overview, showing all Pol-Ed lesson titles for each year group from EYFS to Year 6, is available on the school website at www.kellslaneschool.co.uk and from the school office on request.

Appendix B: Pol-Ed Links to Statutory RSE Guidance

See the school website for Pol-Ed Links to Statutory RSE Guidance document, which provides a full mapping of Pol-Ed lessons to the statutory Relationships Education and Health Education guidance for primary schools.