



BELMONT SCHOOL
(Additionally Resourced Mainstream School)
PSHE and RSE Policy
September 2025



<p>UNCRC Article 19 - Every child has the right to protection. Global Goal 4 – Quality Education Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Global Goal 10 - Reduced Inequalities Reduce inequality within and among countries.</p>	
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Belmont School's Vision

Development of the whole school learning community promotes personalised and independent learning throughout the learning journey for pupils and adults. Pupil voice informs all school development priorities – every child, every day make us 'Stronger Together'.

Introduction

As an inclusive and nurturing school, we believe that children should be supported at home as well as in the school environment. It is our belief that education should be shared with parents and be mutually supportive and complementary. It promotes consideration of the range of family types and other people who contribute to providing children with the care, love and support children need to grow and develop.

In this document, Relationships Education refers to the learning about physical, moral, and emotional development, as outlined in the Science National Curriculum. Elements of our RSE curriculum are closely aligned with the statutory requirements of the National Curriculum for Science, particularly those related to the biological aspects of puberty, reproduction, and the spread of viruses. In addition, the curriculum draws on the non-statutory PSHE guidance, and is structured around the Jigsaw PSHE curriculum, which provides a comprehensive, spiral approach to personal, social, health, and emotional education.

The Jigsaw curriculum helps pupils explore not only the biological aspects of relationships but also the emotional and moral dimensions, encouraging discussions around family life, stable and loving relationships, and the values of respect, love, and care. The curriculum aims to nurture a deep understanding of the importance of healthy relationships and to promote tolerance, a key British value.

In line with our school's commitment to the Rights Respecting Schools (RRS) framework, the RSHE curriculum reflects key UNCRC articles that support children's rights to:

Article 6 – The right to grow and develop.

Article 15 – The right to meet with others and form relationships.

Article 19 – The right to be protected from harm and to be cared for.

Article 28 – The right to an education.

By embedding these principles into our teaching, the Jigsaw curriculum enables pupils to build a strong foundation for understanding their rights, responsibilities, and how to form healthy, respectful relationships in all aspects of their lives.

Purpose of the Policy

All primary schools are required to teach Relationships Education and to produce a Relationships Education policy.

The purpose of the policy is to:

- Give information to staff, parents and carers, governors, pupils, and outside visitors about what is taught in Relationships Education, how it is taught and who teaches it.
- Enable parents and carers to support their children in learning about Relationships Education.
- Give a clear statement on what the school aims to achieve from Relationships Education, the values underpinning it and why it is compulsory for all primary school pupils.
- Sets out how Relationships Education meets schools' legal requirements to promote wellbeing (Children Act 2004).
- Prepare children for the challenges, opportunities, and responsibilities of adult life (Education Act 2006).
- Meet the school's safeguarding obligation.
- Comply with the Equality Act 2010 to prevent discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between different groups.

The policy also includes a statement on Sex Education which covers a definition, what is taught, who teaches it and parents right to withdraw.

Development of the school Policy

This policy was developed with Senior Leaders, staff, parents and carers and governors. The parent and carers consultation consisted of two coffee mornings to introduce and discuss the changes, as well as a face to face consultation in June 2019.

We have taken account of the:

- Statutory guidance on Relationships Education, RSE and Health Education (DfE Feb 2019)
- Equality Act 2010 and the Public Sector Duty
- Review of Sexual Abuse in Schools and Colleges (Ofsted June 2021)
- Jigsaw Programme (February 2023)
- Keeping Children Safe in Education (September 2025)

Links to other policies

This policy links to our Safeguarding and Child Protection policy, Behaviour policy, Anti-bullying policy, Equality policy and Online safety policy and our Curriculum, Learning and Assessment Policy.

Our provision of Relationships Education is part of our approach to supporting the health and wellbeing of children.

Relationships Education

‘There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.’ (Relationships Education, Relationships and Sex

Education and Health Education (RSHE). Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, June 2019)

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

Children learn about relationships from the very youngest age through the media and ICT, even if we don't talk about it with them. Some of the things they learn are incorrect, confusing, and frightening. Relationships Education should be set within the wider school context and support family commitment and love, respect and affection, knowledge, and openness. Family is a broad concept; it includes a variety of types of family structure, and acceptance of different approaches without promotion of any family structure. The important values are love, respect and caring for each other.

Aims

- To provide a secure, sensitive, and caring framework where learning and discussion can take place.
- To provide information, which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils.
- To foster self-worth and awareness, together with a sense of moral responsibility.
- To help the children to acquire and practice important life skills such as critical thinking, decision making, communication and assertiveness.
- To emphasise equality, and responsibility in relationships, and confront exploitation based on gender.
- To teach children to have respect for their own bodies, with reference to the NSPCC PANTS programme.
- To give them an understanding of the importance of health, hygiene, respect, and care for their bodies as per the Science Curriculum.
- To prepare pupils for puberty and encourage them to take responsibility for their own actions as per the Science Curriculum.
- To understand that there are differences in relationships which could be based on cultural, religious, and individual circumstances.
- To give them an understanding of reproduction and sexual development and themes such as FGM.
- To consider the values of family life, stable relationships, and the responsibilities of parenthood.
- To build the vocabulary and confidence in children to enable them to talk openly and positively about emotions, relationships, and their bodies.

Why teach Relationships Education at primary school?

The government has made Relationships Education a statutory part of the curriculum and we agree that this is a crucial aspect of the primary curriculum.

We want children to develop the skills to make positive, caring, respectful and healthy relationships, in their friendships, within their families and with other children and adults.

We recognise that many children in primary schools already have active online lives and that the knowledge and skills they learn in Relationships Education will enable them to navigate the online world safely and understand what is and is not appropriate and respectful behaviour.

Through Relationships Education, pupils also gain the knowledge they need to recognise and report abuse, including emotional, physical, and sexual abuse and keep themselves safe, online, and offline.

For all these important reasons, the government has made Relationships Education a compulsory part of the school curriculum in which all pupils are required to participate, and parents do not have the right to withdraw them.

Delivery of Relationships Education

At Belmont school we help children develop social and emotional skills and wellbeing, through:

- Communication, including how to manage changing relationships and emotions.
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision making
- Self-respect-awareness and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work.

These skills are taught within the context of a family life, school culture and the wider community.

To ensure progression and a spiral curriculum, we use Jigsaw approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

Answering children's questions

We answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if the teacher feels they need to consult with the Headteacher or parents. Some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class.

Who teaches Relationships Education?

Relationships Education will be taught by the class teacher but sometimes outside organisations are involved e.g., a Theatre Company during anti-bullying week.

If visitors are involved in Relationships Education, we will:

- Ensure their contribution is integrated into our scheme of work.
- Provide the visitor with an up-to-date copy of the school's Relationships Education Policy and ensure they adhere to it.
- Ensure that the class teacher is present throughout the lesson/session, taking responsibility for class management.
- Follow up the learning in later lessons.

Lessons will be delivered through a spiral curriculum as a core theme which runs through and alongside other topics to develop knowledge, skills, and attributes, where prior learning is revisited, reinforced, and extended year on year. This is grounded in the established evidence base for effective practice in PSHE education.

Roles and Responsibilities

The PSHE Subject Leader is responsible for the co-ordination, development, monitoring, and evaluation of Relationships Education. The governor/committee has oversight (Chair of Governors).

This policy was developed through discussions with staff, governors, and parents. The policy will be presented to all staff, governors, parents, and a copy made available to them. All staff are responsible for the delivery of the Relationships Education curriculum and are trained with how to deal with child protection issues, as detailed in our Child Protection Policy. External agencies adhere to the Harrow Council visitor's guidance.

The role of the PSHE Leader:

- To provide schemes of work, and to ensure continuity and progression throughout the school.
- Monitor the effectiveness of the programme.
- Support all staff to ensure that the main components are addressed effectively.
- Evaluate the effectiveness of the programme by reviewing staff evaluations and pupil evaluations and monitoring the curriculum.

Relationships Education and Safeguarding

At Belmont School we believe that safeguarding should be present in all aspects of the school and that pupils should be kept safe from harm emotionally and physically through the knowledge of how to care for their bodies, health, and minds. The focus of this policy is to prevent and educate.

Many outside factors influence children, and we believe that an emphasis on safeguarding has an impact on the culture of the school, can be found throughout all judgements and is accentuated within a broad and balanced curriculum. Relationships Education lessons are part of our planned PSHE programme. These support our duty to safeguard pupils. The lessons enable pupils to:

- Know their rights to be protected and kept safe.
- Understand potential dangers they could face.
- Be encouraged to adopt safe and responsible practices and deal sensibly with risk.
- Develop personal skills to protect themselves and others from unsafe influences and physical and emotional harm.
- Know when and who to ask for help when needed.

Teachers will safeguard by:

- Understanding that effective Relationships Education, 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 and must follow safeguarding reporting procedures.
- Ensuring pupils will be able to raise questions anonymously by enabling access to a “safe space” in classrooms where students can pose questions with anonymity.
- Sensitive issues will be handled by referring to curriculum and directing any unanswered questions to parents.
- Teachers will consult with the designated safeguarding lead and in his /her absence their deputy or a member of SLT in a prudent and timely manner.
- Visitors/external agencies which support the delivery of Relationships Education will be required to follow the Harrow Council visitor’s guidance and in school guidance.
- The protocol for inviting visitors into lessons is to introduce the visitor and their purpose and not to leave visitors unattended.

Issues covered include:

- Bullying, including cyber bullying (by text message, on social networking sites, and so on) and Prejudice-based bullying (also in Computing.)
- Racist, disability, and homophobic and transphobic abuse
- Radicalisation and extremist behaviour
- Child sexual exploitation
- Understanding what consent means and why is important for them to know.

- Sexting
- Substance misuse (also in science)
- Issues that may be specific to local area or population, for example, gang activity and youth violence.
- Issues affecting children including domestic violence, sexual exploitation and female genital mutilation (FGM.)

If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Safeguarding Lead and follow the school's Safeguarding and Child Protection Procedures. If a pupil discloses to a teacher that they are sexually active, or are considering sexual activity, then this would be viewed as a child protection issue.

Inclusion and RSE

Relationships Education is an entitlement for all young people. Difference and diversity must be considered when delivering Relationships Education. Special educational needs or disability, gender, age, nationality, religion, cultural and linguistic background, all affect access to Relationships Education.

Belmont School acknowledges that children and young people with SEND may be especially vulnerable to abuse and exploitation. Clear, relevant, and inclusive RSE plays a crucial part in safeguarding. All our working practices are designed to maximise opportunities for our students:

- To learn how to be and keep safe.
- To communicate and be understood through whichever means of communication is most effective for them.
- To build healthy and enriching relationships.
- To maximise their potential and achieve ambitious goals within their local communities.

Universal/Daily offer – Cross-curricular learning opportunities

- Relationships Education, RSE, and Health Education will be embedded within all aspects of school life at Belmont and these everyday experiences will form the main basis through which children and young people will acquire the knowledge, skills and attributes they need to stay healthy, safe, creating and maintaining positive relationships to help them thrive now and in the future.
- Learning opportunities will appear in every step of the student's school day. Some examples of those daily living skills opportunities are:
- Self-Care – *using the toilet, wiping independently, washing hands, using hygiene products, flushing down, looking themselves in the mirror, locking the door, dressing and undressing, feeding etc.*
- Looking after my body: *healthy diet, eating less food/sugar, trying new food, doing exercise, games that I like, sharing games, learning rules, dangers (medicines, chemicals).*
- Dress/undress independently: *including choosing what to wear, checking if clothes are inside out/opposite side, tying their shoelaces, etc.*

- Menstruation support: *cleaning intimate parts appropriately, using female hygiene products, communicating their needs, asking for help, etc.*
- Labelling body parts: *use the correct anatomical vocabulary to name their body parts, including genitals.*
- Changing for swimming: *how to make a space private, correct ways of placing swimming kits avoiding exposing private parts, parts of the body, etc.*
- Privacy: *what is mine? What spaces are private? How to make a space private? Close the door, staying safe, e-safety, etc.*
- Spaces at home, at school and out in the community: *labelling spaces, differentiate activities I do in those spaces, private/public, manners, etc.*
- Maintaining positive friendships: *appropriate/inappropriate touches, bad touches, consequences, how to say sorry, safe places to touch, how to say NO, etc.*
- Relax and calming strategies: *benefits of sleeping, trying new/positive ways of calming down: yoga, relaxation, breathing, stretches, sensory activities, etc.*
- Dangerous situations: *how to respond in an emergency, how to identify dangerous products, how to call 999, basic first aid, cross the road, signs, etc.*
- Family members: *correct name and role of family members, learning address, writing name of mum/dad/career, etc.*
- Likes/dislikes: *what makes me feel good? trying new things, expressing ideas, communicate preferences, etc.*
- Different relationships: *difference between friends and friendly behaviour, difference between parents and teachers, etc.*
- Independence training – preparing for life outside school, making my own choices, expressing my views, independent living training such as going to the shops, etc.
- Staying safe when using appliances: *plug/unplug and correct use of different appliances e.g. toaster, kettle, dishwasher, microwave, oven, Hoover, etc.*
- Friendships – developing and maintaining positive relationships, appropriate touch when playing, saying NO, communicating issues, problem solving, etc.
- Coping with strong feelings – changes when growing up, labelling feelings, confusion, feeling alone, etc.

A total communication approach will be key when working with students. Communicating their needs, asking for help, or requesting more information about topics such as personal hygiene, solving problems, or using private/public spaces will be situations pupils will face every day.

Targeted offer – Through discrete sessions (EQUALS curriculum)

- For children accessing our Pathway classrooms, the 'Relationship and Sex Education' element of the EQUALS curriculum will form an integral part of their weekly learning. This will be personalised to each learner to meet each of their individual needs.
- Lessons will be delivered by class teachers who will be fully informed and expected to deal with issues sensitively. The PSHE co-ordinator will work with staff to discuss issues and planning. Some lessons may be delivered by a specialist in school or a visiting professional.

- Whilst most of the teaching may be done in a class group, alternative pupil groupings may be appropriate e.g., Single sex groups, ability groups across waves, small group's programmes.
- A variety of topics will be covered in these discrete sessions. All topics are designed accordingly with the maturity and developmental stage of pupils. Examples of these topics are relationships, menstruation, self-stimulation, diversity, emotions, consent, public/private, careers and future choices, friendships, etc.
- During these sessions, students will be always supported by trained staff who are aware of their needs and communication strategies.
- As part of the sessions, teachers may use a variety of specialised resources such as social stories, visuals, key objects, or appropriate videos to enhance the learning of the students and support them in their understanding of such important topics.
- Parents will have the right to withdraw their child from certain aspects of the programme. The exception is those parts that are included in the statutory national curriculum.

Specialist offer – Individual / Personalised support

For some of our most complex learners, a bespoke, individualised curriculum may be required. This might include:

- Personalised 1:1 or small group sessions covering challenging topics that might be affecting the child normal development as an adult.
- Individual programmes for students that require more input or additional help for specific aspects of Relations Education / RSE / Health Education.
- Close work with families to identify pupils who may require additional support from external agencies.
- 'Multi-disciplinary team', consisting of Educational Psychologist, Behaviour Analyst, School Nurse, CAMHS practitioner alongside lead for PSHE. Early identification, specific support for pupils who require a higher level of input enabling us to link in strongly with the Emotional Health Service.
- Staff de-briefing meetings following any concern to improve outcomes for pupils.

Working Agreement

Before teaching Relationships Education, the children in the class should develop a working agreement. It should be written in child friendly language and displayed in a prominent place. Rules should be referred to at the beginning of each lesson and will need to be reviewed and revised when necessary.

Example of a working agreement:

We will:

- Be kind to each other.
- Not laugh at each other
- Listen to each other.
- Not interrupt when someone else is speaking.

- Respect other people's views
- Remember that we can always talk about things in private with the teacher.
- Remember that we can always ask for help from a trusted adult.
- Share if we are worried about something.
- Follow the Class Charter

Monitoring and Evaluating Policy and Practice

- The policy will be made available to the children, parents, staff, governors, and inspectors.
- It will be available on the schools' website.
- The programme will be evaluated at the end of each topic via pupil and teacher evaluations, and through informal feedback from staff.
- The PSHE Leader, using evaluation evidence, reports from staff, and feedback from pupils and parents to refine the subject.
- The review of the policy will need to consider staff training needs, effectiveness of resources being used, and the use of outside agencies and outcomes of procedures, when responding to drugs-related incident.

Assessment

Lessons are planned by starting with establishing what pupils already know. In this way, teachers can also address any misconceptions that pupils may have.

We establish what pupils already know through:

- Posters, mind maps and discussions.
- Draw and write activities to find out what pupils already know.
- Other activities to find out what pupils' feel is important to them

Assessment is the process where each pupil's learning and achievement are measured against the lesson objectives.

We assess pupil progress through:

- Pupil reflective assessment sheets at the end of each topic to enable them to reflect on their own learning, progress, and next steps.
- Written or oral assignments
- Questionnaire and surveys
- Pupil self-evaluation
- Reflective logbooks
- One to one discussion
- Feedback to pupils
- Peer Assessment

Monitoring and evaluation

Monitoring is to ensure teaching is in line with school policy and that pupils are taught what is planned for different year groups. Evaluation helps to plan future lessons and enables teachers to review the programme to improve the teaching and learning.

The PSHE Leader is responsible for monitoring and evaluation of Relationships Education.

Methods used include:

- Feedback on lessons
- Pupil interviews
- Individual lesson adaptations
- Pupils completing end of topic evaluations
- Teachers completing end of topic evaluations
- PSHE book looks
- Annual PSHE review
- Data collected from initial need assessment is compared to same assessment at end of topic.

Curriculum

To ensure progression and a spiral curriculum, we use Jigsaw approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE. 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

PSHE Topic & Progression Map

		Autumn 1: Being Me in My World Autumn 2: Celebrating Difference		Spring 1: Dreams and Goals Spring 2: Healthy Me		Summer 1: Relationships Summer 2: Changing Me	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1: Being Me in My World	<p>PSED – ELG: SELF-REGULATION Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: MANAGING SELF Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<ul style="list-style-type: none"> I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe. 	<ul style="list-style-type: none"> I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others. 	<ul style="list-style-type: none"> I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued 	<ul style="list-style-type: none"> I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued 	<ul style="list-style-type: none"> I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context. 	<ul style="list-style-type: none"> I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with others in my community and globally and explain how this can influence the choices I make.
Autumn 2: Celebrating Difference	<p>PSED – ELG: BUILDING RELATIONSHIPS Work and play co-operatively and take turns with others.</p>	<ul style="list-style-type: none"> I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special I can explain what bullying is and 	<ul style="list-style-type: none"> I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender 	<ul style="list-style-type: none"> I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. 	<ul style="list-style-type: none"> I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what 	<ul style="list-style-type: none"> I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved 	<ul style="list-style-type: none"> I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in situations where

	<p>Show sensitivity to their own and to others' needs.</p>	<p>how being bullied might make somebody feel.</p>	<p>stereotypes.</p> <ul style="list-style-type: none"> • I can explain how it feels to have a friend and be a friend. I can also explain why it is 	<ul style="list-style-type: none"> • I can tell you how being involved with a conflict makes me feel and can offer strategies to help 	<p>to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are</p>	<p>(directly or indirectly) in a bullying situation.</p> <ul style="list-style-type: none"> • I can explain why racism and other forms of 	<p>their difference is a source of conflict or a cause for celebration.</p>
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			OK to be different from my friends.	the situation. e.g Solve It Together or asking for help.		discrimination are unkind. <ul style="list-style-type: none"> I can express how I feel about discriminatory behaviour. 	
Spring 1: Dreams and Goals		<ul style="list-style-type: none"> I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive feelings. 	<ul style="list-style-type: none"> I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work. 	<ul style="list-style-type: none"> I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important. 	<ul style="list-style-type: none"> I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude 	<ul style="list-style-type: none"> I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel. 	<ul style="list-style-type: none"> I can explain different ways to work with others to help make the world a better place. I can explain what motivates me to make the world a better place.

<p>Spring 2: Healthy Me</p>	<ul style="list-style-type: none"> I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples of when being healthy can help me feel happy. 	<ul style="list-style-type: none"> I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices 	<ul style="list-style-type: none"> I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services. I can express how being anxious/ scared and unwell feels. 	<ul style="list-style-type: none"> I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure 	<ul style="list-style-type: none"> I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body. 	<ul style="list-style-type: none"> I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.
<p>Summer 1: Relationships</p>	<ul style="list-style-type: none"> I can explain why I have special relationships with 	<ul style="list-style-type: none"> I can explain why some things might make me 	<ul style="list-style-type: none"> I can explain how my life is influenced 	<ul style="list-style-type: none"> I can recognise how people are feeling when they 	<ul style="list-style-type: none"> I can compare different types of friendships and 	<ul style="list-style-type: none"> I can identify when people may be experiencing

		<p>some people and how these relationships help me feel safe and good about myself.</p> <ul style="list-style-type: none"> • I can also explain how my qualities help these relationships. • I can give examples of behaviour in other people that I appreciate and behaviours that I don't like. 	<p>feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <ul style="list-style-type: none"> • I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships 	<p>positively by people I know and also by people from other countries.</p> <ul style="list-style-type: none"> • I can explain why my choices might affect my family, friendships and people around the world who I don't know. 	<p>miss a special person or animal.</p> <ul style="list-style-type: none"> • I can give ways that might help me manage my feelings when missing a special person or animal 	<p>the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <ul style="list-style-type: none"> • I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others. 	<p>feelings associated with loss and also recognise when people are trying to gain power or control.</p> <ul style="list-style-type: none"> • I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.
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<p>Summer 2: Changing Me</p>		<ul style="list-style-type: none"> • I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. • I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. • I can explain why some changes I might experience might feel better than others. 	<ul style="list-style-type: none"> • I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. • I can explain why some types of touches feel OK and others don't. • I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me 	<ul style="list-style-type: none"> • I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. • I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings. 	<ul style="list-style-type: none"> • I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. • I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen. 	<ul style="list-style-type: none"> • I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. • I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends. 	<ul style="list-style-type: none"> • I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. • I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.
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Sex and relationships education in the National Curriculum Science programme of study

Year Group	Topic	Knowledge	Key Vocabulary
EYFS	My Body	Pupils to identify external (non-sexual) body parts. Pupils will be able to list external body parts. Pupils will be able to draw round a hand and write a simple description of some things it can do. Pupils to learn and understand PANTS NSPCC Program.	External Body Parts Private Body Touching Penis Vagina Hygiene
Year 1	Animals, including humans	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (Science Strand).	External Body Parts Private Body Touching Penis Vagina Hygiene
Year 2	Animals, including humans	Notice that animals, including humans, have offspring which grow into adults (Science Strand).	Breast Nipples Vagina Penis Hygiene
Year 3	Plants Food chains	Pupils to identify and describe plant parts and functions, water transportation in plants and skeletal systems. Pupils to identify and name body parts (Science Strand).	Breast Nipples Vagina Penis Touching Comfortable Uncomfortable Hug Kiss Relationship
Year 4	Animals, including humans	Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach, and small and large intestine and explore questions that help them to understand their special functions. Pupils to be introduced to more advanced knowledge of body parts.	External Body Parts Digestive System Mouth Tongue Teeth Oesophagus Stomach Small/ Large Intestine
Year 5	Living things and their habitats	Describe the life process of reproduction in some plants and animals (Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.) (Science Strand) Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Science Strand) Pupils to be introduced to more advanced knowledge of internal organs and their function. Describe the changes as humans develop to old age	Privacy Puberty Facial hair Underarm hair Spots Breasts Pubic Hair Testicles Foreskin Vulva Clitoris

		<p>(Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.)</p> <p>Pupils to learn that actions such as female genital mutilation (FGM) are abuse and to understand their right to protect their body from inappropriate and unwanted contact.</p>	<p>Womb/uterus Menstruation Cycle PMS Sanitary Products Sperm Eggs Female Genital Mutilation Consent Human Rights Protection Marriage Pregnancy Babies Lifecycle Relationship</p>
Year 6	<p>Living things and their habitats</p>	<p>Describe the life process of reproduction in some plants and animals (Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.) (Science Strand)</p> <p>Pupils to be introduced to more advanced knowledge of internal organs and their function.</p> <p>Describe the changes as humans develop to old age.</p> <p>(Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.)</p> <p>Pupils to learn that actions such as female genital mutilation (FGM) are abuse and to understand their right to protect their body from inappropriate and unwanted contact</p>	<p>Privacy Puberty Pubic Hair Facial hair Underarm hair Spots Breasts Testicles Foreskin Vulva Clitoris Womb/uterus Conception Fertilisation Menstruation Cycle PMS Sanitary Products Wet dreams Erection Sperm Eggs Female Genital Mutilation Consent Human Rights Protection Womb/uterus Pregnancy Babies Relationship</p>

Assessment of understanding

Assessment is as central to effective teaching and learning in PSHE education as it is in any other subject. Assessment refers to gauging what has been learned and what still needs to be learned.

The following models will be used to assess pupil's knowledge and understanding of PSHE:



1. Baseline assessment

2. Assessment for Learning (AfL)

3. Assessment of Learning (AoL)

Before starting a new piece of learning gauge prior learning on new topics

Structured questioning, mini end of lesson assessments, feed back and feed forwards

At the end of a piece of learning measure the progress from the starting point

Baseline assessment activity:	More useful for assessing:
Questioning	Knowledge, understanding, attitudes, beliefs, strategies, pupils' questions relating to the topic
Discussion	Knowledge, understanding, attitudes, beliefs, strategies, pupils' questions relating to the topic
Brainstorming	Knowledge, understanding, attitudes, beliefs
Role-play, hot-seating, freeze-frame and other drama techniques	Skills, strategies, attributes, attitudes
Storyboards/cartoon strip/scenario script writing	Skills, strategies, attitudes
Responding to a scenario, picture or video clip	Knowledge, understanding, attitudes, beliefs, strategies
Mind map or spider diagram	Knowledge, understanding, attitudes, beliefs
'Graffiti wall'/working wall'	Starting point of a group, knowledge, understanding, attitudes, beliefs, pupils' questions relating to the topic
Quiz	Knowledge, understanding
Questionnaire	Knowledge, understanding, attitudes, beliefs
Continuum/washing line'	Attitudes, beliefs, attributes
Points on a scale (e.g. pupils rating themselves on a scale for where they see themselves to be in relation to the learning outcomes)	Attitudes, beliefs, attributes
'Draw and write' (pupils respond in pictures and words to an open-ended, neutral instruction: e.g. draw someone doing something risky, draw a healthy person)	Knowledge, understanding, attitudes, beliefs, complex concepts
Explain to an alien	Knowledge, understanding, attitudes, beliefs, strategies, complex concepts
Card sort, e.g. 'diamond 9'	Attitudes, beliefs, understanding

Using baseline activities to measure progress in the endpoint activity

Baseline assessment activity	Endpoint activity to demonstrate progress
Questioning	Revisit key questions, extending with higher order questions. Invite pupils to think of key questions for future learning.
Discussion	Revisit main arguments from baseline discussion; formal debate; presentations.
Brainstorming	If written down, revisit in a different colour – add, amend, expand.
Role-play, hot-seating, freeze-frame and other drama techniques	Repeat activity, showing how strategies have developed/changed and demonstrating new skills; script a conversation or role-play on a related but more challenging situation.
Storyboards/cartoon strip/scenario script writing	Evaluate effectiveness of baseline strategies/ideas through discussion; revisit in a different colour – add, amend, expand, change; role-play their revised script.
Responding to a scenario, picture or video clip	If written down, revisit in a different colour – add, amend, expand; discuss or write down any changes to their response as a result of the learning.
Mind map or spider diagram	Revisit in a different colour – add, amend, expand.
'Graffiti wall'/working wall'	Revisit in a different colour – add, amend, expand; answer questions written on the wall at the beginning and think of key questions for future learning.
Quiz	Repeat quiz; ask pupils to write a new set of quiz questions for peers to answer.
Questionnaire	Repeat questionnaire; ask pupils to write a new questionnaire for peers to answer.
Continuum/washing line'	Repeat the activity, asking pupils to discuss whether- and if so how far- they have moved along the continuum and why; photograph new continuum or washing line positions and compare with photo of baseline positions.
Points on a scale (e.g. pupils rating themselves on a scale for where they see themselves to be in relation to the learning outcomes)	Pupils rate themselves on the same scale in the light of the new learning.
'Draw and write' (pupils respond in pictures and words to an open-ended, neutral instruction: e.g. draw someone doing something risky, draw a healthy person)	Revisit in a different colour – add, amend, expand.
Explain to an alien	Revisit in a different colour – add, amend, expand; think of additional questions for the alien to ask to explore the concept further and answer each other's questions.
Card sort e.g. 'diamond 9'	Repeat the card sort; photograph and compare to a photo of the original; justify verbally or in writing any changes to the order resulting from the new learning.

Additional ideas for endpoint activities to demonstrate learning:

- Presentations
- Producing resources and materials to teach younger pupils
- Leading a discussion or other learning activity with younger pupils
- Producing a blog or podcast
- Keeping a journal, diary or log of times when they have demonstrated a particular skill or attribute during the week

Female Genital Mutilation - FGM

Definition of FGM

“Female Genital mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or therapeutic reasons.”

(World Health Organisation 1997)

FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. It is a violation of the child's right to life and their bodily integrity as well as their right to health. It is illegal in the UK to allow girls to undergo female genital mutilation either in this country or abroad. People guilty of allowing FGM to take place can be punished by fines or up to 14 years in prison.

Female Genital Mutilation occurs mainly in Africa and to a lesser extent in the Middle East and Asia. It is not a religious requirement and there are no health benefits. It is a cultural practice.

Communities particularly affected in the UK include girls from: Somalia, Kenya, Ethiopia, Sierra Leone, Egypt, Nigeria, Eritrea, Yemen, Pakistan, Indonesia and Afghanistan; particularly first-generation immigrants, refugees and asylum seekers.

This procedure often takes place in the summer, using the school holidays to recover (recovery takes 6 – 9 weeks.) It is important to be alert when a girl from a high-risk group is absent from school for a long period or when a family request an 'authorised absence' just before a school holiday.

Children might also be talking about a special ceremony or a special holiday abroad. Signs that FGM may have taken place include:

- Difficulty walking, standing or sitting
- Spending much longer times in the toilets
- Usual behaviour after a long absence
- Not wanting to participate in PE or other physical play/activities
- Acutely painful menstrual cycles
- Asking for help or being anxious but not able to be explicit due to embarrassment or fear

All schools should keep their pupils safe from harm through safeguarding procedures and educating every pupil about their responsibility to care for their bodies and protect themselves from physical and emotional harm. They have a duty to report concerns about girls at risk from FGM or when they know that FGM might already have been performed.

Lessons in PSHE and Relationships Education give pupils information, learn personal and life skills, and explore attitudes and values around protecting themselves and others from abuse, including FGM.

NSPCC FGM helpline: 0800 028 3550 help@nspcc.org.uk

“FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.”

(Department for Education: Keeping Children Safe in Education September 2025)

Parental Involvement

Parents and carers are the key people for their child's learning about sex and relationships and schools should always work in partnership with home. We are committed to working with parents and carers by providing access to policies, curriculum, and information sessions. Parents have the right to see and discuss the content of the lessons of Relationships, Sex and Health Education taught outside of the National Curriculum that their child will receive in Year

5 and 6. Parents will be notified when these lessons will take place to allow parents to discuss lesson content with the teacher or co-ordinator (see Appendix 1).

Procedures for Pupil Withdrawal from Relationships Sex and Health Education

- Parents have the right to withdraw their children from Sex Education taught outside of the National Curriculum, but if they choose to withdraw their children from school provision they have a responsibility to provide alternative Relationships, Sex and Health Education at home.
- This will be reviewed annually.
- A pupil cannot be withdrawn from Relationship, Sex and Health Education where this is taught in the Science National Curriculum.
- Children who are withdrawn from Relationships Sex and Health Education lessons will still receive biological information but not taught in the context of relationships.
- In the instance that the right to withdraw is exercised, parents/carers should be made aware that Relationships, Sex and Health Education could arise naturally from class discussion.
- Parents, in discussion with the Headteacher, should make it clear which aspects of the programme they do not want their child to participate in.
- Children whose parents/carers exact their right to withdraw them from Relationship Sex and Health Education will be temporarily moved to an alternative class.

Appendix 1

Example Letter to Parents/Carers re delivery of Relationships Sex and Health Education:

Dear Parents and Carers,

RE: Relationship, Sex and Health Education Curriculum

We would like to share with you the scheme of work for Personal, Social and Health Education (PSHE) that your child is soon to/will learn this term relating to Relationships, Sex and Health Education (RSHE). This in line with DFE guidance July 2020.

Nowadays, there is a vast amount of information about relationships and sex on the internet, on TV, in magazines, which children and young people are exposed to. This can sometimes make an already confusing time seem even more complicated.

If students are provided with timely and age-appropriate information about their bodies and relationships, they can make their transition into adulthood with the confidence and knowledge to understand what is happening to them, and hopefully grow into confident and healthy adults able to make positive choices.

Belmont School will be running an information session for parents and carers on _____ at _____ am/pm. This session may reinforce what you are already doing at home. The school is committed to working in partnership with parents and is keen to hear your views about what students should be taught and share with you the Relationship, Sex and Health Education scheme of work and any resources we intend to use.

If you would like to attend this session, please complete the slip below and return to your child's class teacher as soon as possible. Thank you for your co-operation.

Yours Sincerely,

Headteacher

Child's name: _____ Class: _____

I am/ am not able to attend the Relationship and Sex Education Information meeting Session information session on _____ at _____ (Please delete as appropriate).

Signature: _____

Date: _____