

Bankside Primary School

Relationships and Health Education Policy

Date: March 2025

Consultation Process:

This policy was drafted by James Acton in collaboration with Sheryll Carter. Input was sought from both teaching and non-teaching staff, and pupils will be consulted through the School Council. Governors provided their feedback during a Governors' meeting.

The policy has been formally approved and adopted by the Head Teacher and the Governing Body. James Acton is responsible for overseeing and reviewing the policy, which will undergo a full review every two years.

Links to Other Relevant Policies:

This policy links to the following policies:

- PSHE Policy
- Equal Opportunities
- SEN/Inclusion
- Behaviour
- Science
- Computing
- Safeguarding

Definition of Relationships and Health Education:

Relationships Education is a curriculum-based approach to teaching children and young people about different types of relationships, including friendships, family relationships, and relationships with peers and adults. It aims to help them develop healthy, respectful, and positive interactions with others.

Relationships Education is a mandatory subject that covers:

- **Friendships** – understanding trust, respect, and healthy boundaries.
- **Family Relationships** – learning about different family structures and the importance of love, care, and stability.
- **Respect & Tolerance** – promoting kindness, inclusion, and respect for diversity.
- **Online Safety** – understanding how to interact safely and responsibly in digital spaces.
- **Emotional Well-being** – developing self-awareness, empathy, and conflict resolution skills.

All of our teaching is based on statutory content. We do not cover any non-statutory material, including topics such as how a baby is made.

Intent:

The intent of our Relationship and Health Education (RHE) policy is to provide pupils with the knowledge, understanding, and skills they need to develop healthy, respectful relationships and make informed decisions about their well-being. Our curriculum is designed to be inclusive, age-appropriate, and aligned with statutory guidelines, ensuring that all pupils feel safe, valued, and prepared for the challenges of modern life. Through engaging and supportive teaching, we aim to foster confidence, resilience, and emotional well-being while promoting kindness, respect, and personal responsibility. Our approach encourages open discussions, equipping pupils with the tools to navigate relationships, stay safe, and lead happy, healthy lives.

Implementation

Key Rights and Responsibilities for Relationships and Health Education (RHE)

This policy applies to:

- The Head Teacher
- All school staff
- The Governing Body
- Pupils
- Parents/Carers
- Partner agencies working in or with the school

The Head Teacher is responsible for ensuring RHE is taught consistently across the school.

Inclusion, Equality, and Diversity

In line with the **Equality Act 2010**, we are committed to providing high-quality RHE that supports all pupils in building confidence, fostering a positive sense of self, and maintaining good health. Our curriculum is inclusive and accessible to all pupils, regardless of age, sex, race, disability, religion or belief, gender reassignment, or sexual orientation.

Every class consists of pupils with diverse abilities, backgrounds, and experiences. To ensure an inclusive learning environment, teachers will:

- Use inclusive language and approaches that reflect the diversity of the school community.
- Ensure all pupils feel valued and respected in the classroom.
- Promote social learning and mutual respect among pupils.
- Address sensitive issues in a way that fosters understanding and equality.

RHE provides a framework for discussing complex and sensitive topics while promoting equal opportunities for all.

Responding to Pupils' Diverse Learning Needs

We tailor our RHE provision to accommodate:

- Religious and cultural diversity.
- Differing gender needs and abilities, including SEND.
- Diverse sexual orientations and gender identities.
- Homophobic, transphobic, and biphobic bullying and behaviours.
- Pupils' age, physical, and emotional maturity.
- Pupils who are new to English.

Ethnicity, Religion, and Cultural Diversity

Our policy values the diverse backgrounds of our pupils, fostering respect and understanding of different views and beliefs. We encourage respect for all religions and cultures and do not expect pupils to represent the views of a particular group unless they choose to do so.

Gender Groups

At Bankside Primary School, RHE is taught in mixed-gender cohorts. This approach ensures that pupils:

- Understand the physical and emotional changes experienced by their peers.
- Engage in discussions about consent, abuse, and healthy relationships.
- Develop mutual respect and awareness of different experiences.

Special Educational Needs and Disabilities (SEND)

We ensure that all pupils receive RHE in a way that meets their individual needs. Strategies include:

- Differentiated lessons to ensure accessibility for all.
- Specialist advice where necessary.
- A range of teaching approaches, including discussions, group work, and practical activities.

Some pupils may be more vulnerable to abuse or exploitation and may require additional support in developing personal safety skills. For pupils receiving SEN support, schools will:

- Maintain regular communication with parents.
- Set clear outcomes and review progress at least three times per year.
- Strengthen parental engagement to enhance learning and well-being.

Lesbian, Gay, Bisexual, Transgender, and Plus (LGBT+)

Under the **Equality Act 2010**, our RHE curriculum is designed to be inclusive of all pupils, regardless of their sexual orientation or gender identity. We:

- Provide accurate and age-appropriate information.
- Promote understanding and respect for LGBT+ individuals.
- Address questions sensitively and honestly.
- Use diverse examples, stories, and scenarios in teaching materials.

Pupils Who Are New to English

To ensure all pupils have equal access to RHE:

- Language support is provided where needed.
- Lessons are adapted to suit varying levels of English proficiency.

What We Teach

Statutory Aspects of Sex Education within the National Curriculum Science

The following topics are compulsory, and parents/carers **do not** have the right to withdraw their child from these lessons:

Key Stage 1:

- Identifying and naming parts of the human body and their functions.
- Understanding that animals, including humans, have offspring that grow into adults.
- Learning about the importance of hygiene.

Key Stage 2:

- Exploring the life cycles of mammals, amphibians, insects, and birds.
- Understanding reproduction in plants and animals.
- Learning about human development and the changes that occur with age.

Statutory Aspects of RHE:

- Families and people who care for me.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe.

Statutory Aspects of Health Education (Relevant to RHE):

- Health and prevention.
- Changing adolescent body.

RHE begins early to help children develop an understanding of relationships, recognise when they feel uncomfortable or unsafe, and prepare for puberty before it happens. A structured, age-appropriate approach ensures pupils revisit these topics regularly, reinforcing learning and allowing opportunities for further discussion.

How We Teach It

Delivery of RHE

Pupils receive their entitlement for RHE through a **spiral curriculum**, ensuring progressive learning at an age-appropriate level. The curriculum is delivered in dedicated timetabled sessions through various opportunities, including:

- Designated RHE lessons
- Regularly scheduled sessions
- Use of external agencies/services
- School ethos and culture
- Small group work
- Cross-curricular links (e.g., Science)
- Assemblies
- Enrichment days/weeks (e.g., Internet Safety Day)

At Bankside Primary School, RHE is primarily delivered by school staff, ensuring consistency and a supportive learning environment. Enrichment activities further reinforce key topics and themes.

Resources

The school uses high-quality, age-appropriate resources to deliver RHE, including:

- **You, Me, PSHE**
- **IMATTER**
- **Pol-Ed**
- **Medway**
- **PSHE Association**

Working with Visitors and External Agencies

Where appropriate, external specialists or community members may be invited to enhance RHE delivery. This allows pupils to gain insight from expert perspectives and engage in different ways. When working with visitors:

- The **school's visitor policy** will be followed.
- A **teacher will always be present** during sessions.
- Visitors will receive a copy of the RHE policy and any other relevant policies and are expected to comply with them.
- Additional support will be provided to pupils where needed after sessions.

Our partnerships with the local community are valued and contribute to the quality of our RHE provision.

Use of Language

We ensure that the language used in RHE is:

- **Inclusive, respectful, and age-appropriate**
- **Consistently challenging of sexism, homophobia, and other forms of prejudice**
- **Aligned with our whole-school ethos of respect and inclusivity**

We inform parents about when **anatomical terms** will be used in class. However, these terms may also be used in other contexts, such as addressing inappropriate language or reinforcing respectful communication.

At Bankside Primary School, we challenge casual use of **homophobic or discriminatory language**. Pupils are taught that using terms such as "gay" in a derogatory way is unacceptable. Staff are encouraged to respond with phrases like:

"You have used the word 'gay' but not in the right way."

Pupils will hear references to diverse relationships (e.g., "gay," "straight") in lessons and assemblies to support British Values, respect, and inclusivity.

Answering Questions

RHE often prompts **sensitive or unexpected questions** from pupils. To handle this:

- **Teachers address questions related to the planned curriculum with the whole class.**
- **Questions beyond the curriculum are answered sensitively and age-appropriately, only to the pupil(s) who asked.**
- If unsure, staff will seek guidance from the **RHE Lead or Child Protection Team**.
- Some questions may be referred to **parents** if they are deemed inappropriate to answer in school.

A **question box/“ask it” basket** will be used to allow pupils to submit anonymous questions.

Teachers will ensure that:

- Personal information about staff, pupils, or families is **not disclosed in lessons**.
- Any question indicating **abuse or risk of harm** is referred to the **Designated Safeguarding Lead** in line with school policy.

Safeguarding and Child Protection

Through RHE, pupils will learn to **recognise and report abuse**, including emotional, physical, and sexual abuse. Key topics include:

- **Boundaries, consent, and privacy**
- **Understanding their rights over their own bodies**
- **Recognizing appropriate and inappropriate behaviours in friendships, family, and online interactions**

Pupils are taught how to report concerns and seek advice when they feel unsafe. Lessons emphasize that **abuse is never the victim's fault**, reinforcing why victim-blaming is unacceptable.

Children's Rights:

We teach all pupils that they have the right to:

- Say **no**
- Respect their own bodies
- Speak out and seek help

Recognising Peer-on-Peer Abuse

We acknowledge that **peer-on-peer abuse** can manifest in different ways, such as:

- **Online bullying**
- **Sharing inappropriate images**
- **Initiation/hazing activities**
- **Inappropriate or harmful behaviours**

The use of **anatomical names for body parts** ensures children can accurately describe abusive behaviours if necessary. Establishing **clear ground rules** in lessons helps create a **safe learning environment**, both for effective learning and safeguarding.

Confidentiality in RHE Lessons

While RHE discussions are important, pupils are reminded that:

- The classroom is **not a confidential space** for personal disclosures.
- Lessons are not the place to share **personal experiences**.
- Ground rules will be set to maintain a safe and respectful learning environment.

Any visitor to the classroom will be bound by the school's policy on confidentiality, regardless of whether they or their organisation have a different policy. We will make visitors aware of this and make sure that pupils have access to additional support after the lesson if needed. Any information passed on to a staff member or other responsible adult, which causes concern about the child's safety, will be communicated to the designated

person as soon as possible and always within 24 hours, in line with our safeguarding and child protection policy.

Roles and Responsibilities

Governing Body

The Governing Body is responsible for monitoring, developing, and reviewing the RHE policy. Their role includes:

- Ensuring **all pupils make progress** in achieving educational outcomes.
- Monitoring **teaching quality and curriculum planning**.
- Ensuring **RHE is accessible to all pupils, including those with SEND**.
- Providing **clear information for parents** about their rights and the curriculum.
- Allocating **resources, staffing, and timetable support** to fulfil legal obligations.

School Staff

All staff will:

- Stay **up to date** with RHE policy and curriculum requirements.
- Engage in **professional development training** on RHE.
- Follow school **safeguarding procedures** if a pupil raises a concern.
- Ensure **personal beliefs** do not affect RHE delivery.
- Adapt lessons to suit **diverse abilities, backgrounds, and identities**, including SEND pupils.

Parents and Carers

Parents are a **child's first educators** in relationships and health education. The school will:

- Ensure parents **know what will be taught and when**.
- Provide opportunities for parents to **ask questions**.

Parents with concerns about the **RHE curriculum** should contact the school to discuss them with relevant staff.

Staffing and Professional Development

The **RHE Lead (James Acton)** will receive specialist training to:

- Develop and **annually review** the RHE policy.
- Ensure all staff are **trained** and confident in RHE delivery.
- Support staff who feel **uncomfortable** delivering RHE content.
- Ensure the **curriculum is age-appropriate** and meets pupils' needs.
- Encourage **parental engagement** in RHE curriculum development.

Impact: Assessment and Monitoring

Assessment and Recording

Our **spiral curriculum** allows pupils to revisit key RHE topics throughout their education. Lessons begin with **assessing prior knowledge** to address misconceptions and ensure progressive learning.

Teachers assess pupil understanding through:

- **Discussions and brainstorms**
- **Pre- and post-assessment activities**
- **Reflective assessment sheets**
- **Written or oral assignments**
- **Self-evaluations and peer discussions**

Monitoring RHE Delivery

The **RHE Subject Leader (James Acton)** monitors RHE through:

- **Lesson observations**
- **Work scrutinies**
- **Pupil feedback and surveys**
- **Planning reviews**

Feedback is shared with staff, the Learning Mentor, and the Head Teacher to ensure high-quality provision. **Staff CPD impact** is also reviewed to enhance RHE delivery.

Signed: J. Acton

Date: 1st March 2025

Appendix A: Language

At Bankside Primary School, we believe that providing children with the correct vocabulary is an essential part of our **safeguarding responsibilities**. As such, pupils will be taught the **anatomical terms** for body parts in an age-appropriate manner.

While slang or everyday terms may be discussed, this will be done within the context of **understanding respectful and appropriate language**. Parents/carers will be informed in advance about when anatomical terms will be introduced in class through the **annual parental PSHE link** on the school website, as well as through discussions or meetings as needed.

Agreed Vocabulary

The following vocabulary list is **not exhaustive** but represents the key terms that may be introduced across different year groups.

Examples of Key Vocabulary:

- **Anatomy & Development:** Puberty, Conception, Pregnancy, Birth, Ovary, Ovum, Egg, Fallopian Tube, Womb, Uterus, Menstruation, Period, Vagina, Vulva, Labia, Cervix, Oestrogen, Penis, Foreskin, Testicles, Scrotum, Sperm, Sperm Ducts, Prostate Gland, Urethra, Ejaculation, Erection, Wet Dream, Testosterone.
- **Reproduction & Birth:** Sexual Intercourse, Penetration, Make Love, Pleasure, Foetus, Embryo, Umbilical Cord, Amniotic Fluid, Placenta, Amniotic Sac, Cells, Contractions.
- **Health & Relationships:** Disease, Infection, Love, Relationship, Family, Marriage, Support, Caring, Loving, Consent.
- **Diversity & Inclusion:** Heterosexual, Gay, Lesbian, Bisexual, Transgender, LGBT+, Homophobia, Transphobia, Biphobia.

Lesson and Vocabulary by Year Group

| Year 1 | | | |
|---------------|--|---|---|
| Lesson number | Lesson title | Resources | Vocabulary |
| 1 | <p>My special people part 1</p> <p>I can identify who special people might be I can explain what makes someone 'special' and important</p> | <p>Medway ppt</p> <p>Lesson plan from year 1-2 planning Lesson 1 Page 2</p> <p>Resources Lesson 1 Page 15</p> | <p>special, person, people, friend, family, care, caring, help, thanks</p> |
| 2 | <p>My special people part 2</p> <p>I can describe the different ways special people care for us I can recognise how we can care for them in return</p> | <p>Medway ppt</p> <p>Lesson plan from year 1-2 planning Lesson 1 Page 2</p> <p>Resources Lesson 1 Page 16&17</p> | <p>special, person, people, friend, family, care, caring, help, thanks</p> |
| 3 | <p>Growing up — the human life cycle</p> <p>I can recognise the main stages of the human life cycle (baby, child, adult) and that the process of growing takes time I can describe what changes when people grow from young to old I can identify ways children our age might be more independent now than when they were younger</p> | <p>Medway ppt</p> <p>Lesson plan from year 1-2 planning Lesson 2 Page 6</p> <p>Resources Lesson 2 Page 18&19</p> | <p>grow, change, difference, baby, toddler, child, adult, older person, independent, responsibility, human life cycle</p> |

| Year 2 | | | |
|---------------|---|---|---|
| Lesson number | Lesson title | Resources | Vocabulary |
| 1 | <p>Everybody's body – part 1</p> <p>I understand and respect the differences and similarities between people I can describe similarities and differences between myself and others.</p> | <p>Medway ppt</p> <p>Lesson plan from year 1-2 planning Lesson 3 Page 10</p> <p>Resources Lesson 3 Page 20</p> | <p>same, different, male, female, boy, girl,</p> |
| 2 | <p>Everybody's body – part 2</p> <p>I can recognise and use the correct names for main parts of the body. I can recognise that some parts of the body are private.</p> | <p>Medway ppt</p> <p>Lesson plan from year 1-2 planning Lesson 3 Page 10</p> <p>Resources Lesson 3 Page 20</p> | <p>private parts, genitals, penis, testicles, vagina, breasts</p> |
| 3 | <p>Why are safe hands important?</p> <p>Learn what is meant by safe hands. Identify safe and unsafe hands. Think about why children might forget to use safe hands. Demonstrate empathy and respect.</p> | <p>Pol-Ed Relationships Strand</p> <p>Subjects Pol-Ed - A positive force in education</p> <p>KS1 - Why are safe hands important?</p> | <p>safe, unsafe, empathy, respect</p> |

| Year 3 | | | |
|---------------|---|--|---|
| Lesson number | Lesson title | Resources | Vocabulary |
| 1 | <p>What makes a good friend?</p> <p>I can recognise the different types of relationships, including friendships, that might be important to people (e.g. family, friends, groups to which we belong, neighbours).</p> <p>I can explain why friendship and having friends is valuable.</p> <p>I can describe how friends show they care for and value each other.</p> <p>I can evaluate what is most important in a friendship.</p> | <p>Medway ppt</p> <p>Lesson plan from year 3 planning Lesson 1 Page 2</p> <p>Resources Lesson 1 Page 10</p> | friend, friendship, special, close, caring, valuable, different, qualities, important |
| 2 | <p>Falling out with friends</p> <p>I can identify what helps maintain friendships</p> <p>I can describe feelings when disagreements and conflict occur</p> <p>I can identify what can help and not help if there are friendship problems</p> <p>I can demonstrate strategies for solving arguments with peers</p> | <p>Medway ppt</p> <p>Lesson plan from year 3 planning Lesson 2 Page 6</p> <p>Resources Lesson 2 Page 15</p> | friend, friendship, argument, falling out, making up, apologise, solution |
| 3 | <p>What do we mean by consent in friendships?</p> <p>Learn what is meant by consent.</p> <p>Explore what permission seeking and permission given means to us.</p> <p>Understand that they may feel conflicting emotions when seeking and giving permission.</p> <p>Develop skills of informed decision-making.</p> | <p>Pol- Ed Relationship Strand</p> <p>Subjects Pol-Ed - A positive force in education</p> <p>KS2 - What do we mean by consent in friendships?</p> | Consent, seeking permission, giving permission, safeguarding |

| Year 4 | | | |
|---------------|---|---|---|
| Lesson number | Lesson title | Resources | Vocabulary |
| 1 | <p>Growing and changing</p> <p>I can recognise what puberty is, including when and why it happens</p> <p>I can identify some physical changes that happen to bodies during puberty</p> <p>I can use scientific vocabulary for external male and female body parts, including genitalia</p> <p>I understand that everyone's experience of puberty is different and that it begins and ends at different times</p> | <p>I matter resource</p> <p>PPT for Year 4</p> | <p>puberty, change, grow, mature, child, teenage, adult, hormones, genitals, vulva, vagina, penis, testicles, breasts, pubic hair, Adam's apple, larynx ('voice box')</p> |
| 2 | <p>Menstruation and wet dreams</p> <p>I can use scientific vocabulary to describe body parts, including genitalia.</p> <p>I can explain what happens during menstruation (periods).</p> <p>I can explain what is meant by a wet dream.</p> <p>This lesson will be taught as a single sex session. Girls and Boys to be split due to religious and cultural reasons.</p> | <p>Medway ppt</p> <p>Lesson plan from year 4-5 planning Lesson 2 Page 6</p> <p>Resources Lesson 2 Page 26</p> | <p>internal, external, reproductive organs, uterus, fallopian tubes, ovary/ovaries, cervix, vulva, vagina, clitoris, labia, menstruation, menstrual cycle, period, blood, pads, tampons, Adam's apple, penis, testicles, scrotum, foreskin, epididymis, bladder, anus, sperm, semen, erection, ejaculation, wet dream, pubic hair</p> |
| 3 | <p>Hygiene and puberty</p> <p>I can identify body parts or areas to keep clean during puberty.</p> <p>I can explain how to keep clean during puberty.</p> <p>I can describe ways to manage physical changes during puberty, including the use of products to keep clean.</p> | <p>Medway ppt</p> <p>Lesson plan from year 4-5 planning Lesson 3 Page 11</p> <p>Resources Lesson 3 Page 31</p> | <p>hygiene, clean, cleanliness, self-esteem, self-confidence, sweat, body odour, spots, periods, period products, tampon, pad, re-useable</p> |
| 4 | <p>Emotions and feelings</p> <p>I can identify some of the feelings experienced during puberty.</p> <p>I can describe how and why emotions can change during puberty.</p> | <p>Medway ppt</p> <p>Lesson plan</p> | <p>emotions, rollercoaster, up and down, frustrated, angry, moody,</p> |

| | | | |
|--|---|---|---|
| | I can explain where to get help and support for managing puberty. | from year 4-5 planning Lesson 4 Page 16 Resources Lesson 4 Page 33 | attraction, adolescent, advice, support |
|--|---|---|---|

Year 5

| Lesson number | Lesson title | Resources | Vocabulary |
|----------------------|---|--|--|
| 1 | <p>Growing and changing</p> <p>I can explain what puberty is and its significance in human development. I know the physical changes that occur during puberty.</p> | <p>I matter</p> <p>PPT Year 5</p> | <p>puberty, reproductive system, penis, testicles, scrotum,, sperm, vagina, uterus/womb, ovaries, fallopian tube, cervix, menstruation/period, ova (Eggs), wet dream, hormones</p> |
| 2 | <p>Puberty recap</p> <p>I can describe the physical and emotional changes that occur during puberty and suggest ways to manage them. I can identify what is important for young people to know about puberty. I can explain where to get help and support for puberty issues or worries.</p> | <p>Medway ppt</p> <p>Lesson plan from Year 6 Lesson 1 Page 2</p> <p>Resources Page 20</p> | <p>puberty, person, child, teenager, adult, changing, growing, physical, emotions, feelings</p> |
| 3 | <p>What is peer pressure?</p> <p>I understand what is meant by peer pressure. I know that peer pressure can be positive or negative I know some strategies for dealing with peer pressure</p> | <p>Pol- Ed Relationship Strand</p> <p>Subjects Pol-Ed - A positive force in education</p> <p>KS2 - What is peer pressure?</p> | <p>Peers, peer pressure, influence, positive, negative,</p> |

| Year 6 | | | |
|---------------|--|---|--|
| Lesson number | Lesson title | Resources | Vocabulary |
| 1 | <p>Growing and changing</p> <p>I can talk about how the body changes during puberty. I understand that periods are a normal part of growing up for girls and wet dreams are a normal part of growing up for boys.</p> | <p>I matter resource</p> <p>PPT year 6</p> | <p>puberty, person, child, teenager, adult, changing, growing, physical, emotions, feelings</p> |
| 2 | <p>Positive and healthy relationships</p> <p>I can identify different kinds of loving relationships, including marriage. I can describe the qualities that enable these relationships to flourish. I can explain the importance of mutual respect in close relationships. I can recognise how relationships may change or end and what can help to manage this.</p> | <p>Medway ppt</p> <p>Year 6 Planning lesson 3 page 10</p> <p>Resources Page 30</p> | <p>relationship, friendship, family, couple, partner, marriage, love, positive, qualities, values, permission, respect, boundaries</p> |
| 3 | <p>How should we treat people?</p> <p>Learn about how people in the home should behave towards each other. Discuss why it can be difficult to talk about problems at home. Challenge ideas that everything happening at home should be kept secret. Reflect on the importance of making informed decisions and having empathy towards others.</p> | <p>Pol- Ed Relationship Strand</p> <p>Subjects Pol-Ed - A positive force in education</p> <p>KS2 - How should we treat people?</p> | <p>Domestic abuse, problems, empathy, secret, Safeguarding</p> |

* Some words may be introduced at different stages depending on appropriateness and relevance.

There may be occasions when these terms are used outside of planned lessons, such as addressing **incidents of misuse or disrespectful language**.

Additionally, support will be provided to **pupils who are new to English** to help them access and understand the language used in RHE lessons.

Respectful Language

We promote the use of **respectful language** that challenges **sexism, homophobia, and other forms of prejudice**. This not only strengthens **RSE education** but also **benefits the whole school community**, ensuring a welcoming and inclusive learning environment.

Addressing Discriminatory Language

Ofsted (2013) found that **casual use of homophobic language** is often unchallenged in schools. At **Bankside Primary School**, we **always challenge it**.

For example, if a pupil uses the word "gay" to mean something negative or undesirable, staff may respond by saying:

"You've used the word 'gay', but not in the right way."

By consistently addressing this, we help pupils understand the **importance of respect** and ensure that our school is a safe and inclusive space for all.

Representation in Teaching

To normalise **diverse identities and relationships**, pupils will regularly hear references to:

- Terms such as "gay," "straight," and "different kinds of relationships" in lessons and assemblies.
- Discussions on **rights, respect, and relationships** within the context of **British Values**.

This approach ensures **inclusivity** and reinforces the school's commitment to **equality and diversity**.

Final Notes

- Language used in RHE lessons will always be **age-appropriate, inclusive, and respectful**.
- Pupils will be encouraged to **ask questions in a safe and structured environment**.
- Our approach is designed to **empower children with the knowledge they need to stay safe, make informed choices, and respect others**.

For further details, parents/carers can refer to the **PSHE page** on the school website or contact the school directly.

