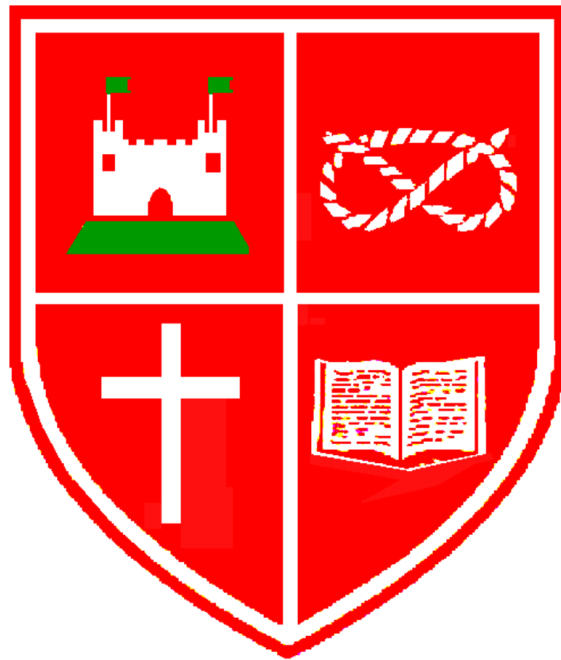




St John's CE Primary Academy

**Relationships, Sex and Health Education
Policy**

July 2026

Date of current policy: September 2026

Date of Next Review: September 2027

St John's CE Primary Academy
Relationships, Sex and Health Education Policy

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St John's CE Primary Academy

Relationships, Sex and Health Education Policy

1- Statement of intent

At St John's CE Primary Academy, our Relationships, Sex and Health curriculum (RSHE) is shaped by the needs of our pupils, as well as reflecting statutory guidance from the Department for Education (DfE). Children need the knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. Through high-quality evidence-based RSHE, we can help prepare pupils for the responsibilities of adult life. We will provide age-appropriate RSHE to all pupils as part of the school's statutory curriculum. Our school aims to ensure that all aspects of RSHE are delivered in a safe space, allowing time and compassion for questions at any level.

Relationships and Health education is compulsory in all primary schools in England. Sex Education is non-statutory; however, it is recommended by the DfE that primary schools teach it to the relevant, age-appropriate year groups. The key topics within each key stage have been carefully planned to ensure they are appropriate. 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.

At St John's we cater for children from the Foundation Stage to Year 6 from the local area which includes children from the Army base, whose backgrounds can bring a wider range of experiences to the school community. Although we are a Church of England school with strong links with the local Church, we do have children from other faiths, both Christian and non-Christian, in our community. We also have children of no faith in our community.

2- Ethos and Guiding Principles

Our agreed mission statement is 'Learning and growing together in God's love'. The individual needs and gifts of all members of the school community are recognised and respected.

- We encourage strong links between the home, school, St. John's Church and the local community.
- Our aim is to nurture self-esteem, confidence and to develop the full potential of everyone in the school community.

The objective of RSHE is to help and support young people through their physical, emotional and moral development.

At St John's CE Primary Academy, we aim to provide a high quality RSHE curriculum that equips pupils with the knowledge, skills and values to:

- build positive, respectful relationships.
- keep themselves safe, including online.
- understand their physical and emotional development.
- know where and how to seek help.

RSHE can be enhanced by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure environment which is conducive to learning.

This policy, embedded within PSHE (Personal, Social and Health Education and Respect curriculum), will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

As a Church of England Academy, we operate in line with the Church of England vision.

3- Roles and responsibilities

The Local Academy Committee (LAC – governing body) is responsible for:

- Ensuring that an up-to-date RSHE policy is in place and reviewed regularly.
- Ensuring the school's RSHE provision meets statutory requirements.
- Overseeing that RSHE supports the school's safeguarding duty.
- Ensuring parents are appropriately consulted and informed.
- Monitoring the impact and effectiveness of RSHE through reports and review
- Ensuring the Christian ethos of the school is maintained throughout.

The Headteacher is responsible for:

- Ensuring RSHE is implemented consistently across the school.
- Ensuring staff teaching RSHE are appropriately trained and supported.
- Ensuring RSHE is delivered in an age-appropriate, inclusive, and safeguarding-led manner.
- Managing parental requests, including requests for withdrawal from primary Sex Education.
- Ensuring concerns arising from RSHE lessons are managed in line with the Safeguarding policy.

The PSHE/RSHE Lead is responsible for:

- Developing, reviewing, and updating the RSHE curriculum and policy.
- Ensuring curriculum content is accurately mapped to statutory guidance.
- Supporting staff with planning, resources, and subject knowledge.
- Monitoring and evaluating RSHE provision and pupil understanding.
- Keeping up to date with DfE guidance, local authority advice, and best practice.
- Supporting communication with parents and carers about RSHE content.

Teachers are responsible for:

- Delivering a high-quality and age-appropriate Relationships, Sex and Health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to promote engagement.
- Ensuring personal views or beliefs are not expressed when delivering the curriculum.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Liaising with the SENCO to identify and respond to the individual needs of children.

- Working with the PSHE/RSHE subject leader to evaluate quality of provision.

Parents are responsible for:

- Supporting their children's personal, social and emotional development, by working with the school to create an open home environment where pupils can continue to learn about matters that have been raised through the curriculum.
- Seeking additional support from the school where they feel it is needed.

4- PSHE Framework

We are implementing a new PSHE scheme beginning September 2026. As a school we will be using myHappyMind as our curriculum framework because it provides a comprehensive, carefully sequenced scheme of work that bring consistency and progression to children's learning across their primary years. MyHappyMind is an NHS-backed curriculum in primary schools, secondary schools, and nurseries and is focused on building resilience, self-esteem, and happiness in children. Built on current research and best practice in child development, safeguarding and health education, it is kept continuously up to date with evolving statutory guidance.

The myHappyMind curriculum is grounded in scientific research and helps children to:

- Feel happier
- Know what to do when they feel worried or stressed
- Improve their focus and learn more
- Achieve more of the goals that they set for themselves
- Develop better relationships with friends and families
- Feel great about who they are and have positive self-esteem

Each Year group works through 5 modules allowing for a whole school culture to build. There are also lessons on neurodiversity to enable the whole school community to better understand and embrace diversity. Each year group from Nursery through to Year 6 will follow the myHappyMind programme.

Module Summary



Meet Your Brain

Helping children to understand how their brains work and teaching strategies for relaxation.



Celebrate

Building children's self-esteem through recognising and celebrating their strengths.



Appreciate

Developing a habit of gratitude! Teaching children the importance of thinking about what we are grateful for and sharing this with others.



Relate

Introducing relationship building skills to ensure children have the foundations to form friendships, be heard and understand others.



Engage

Introducing the power of goal setting to children so that they aspire, dream and learn to persevere.



The program is delivered via an innovative learning platform and the format is pre-recorded video lessons along with a beautiful colour printed journal.

This enables schools to run the program internally and gives the flexibility to deliver it at a time that suits them.

Adapting myHappymind for Our School Community:

Whilst we follow the myHappymind programme, we recognise that our children, families and context have specific needs and characteristics. Our PSHE Subject Leader and class teachers carefully consider each lesson's content and approach to ensure it is appropriate and relevant for our pupils, taking into account:

- The specific needs, experiences and developmental stages of pupils in each class
- Pupil voice - gathered through feedback within lessons, informal discussions with children
- Local context and community considerations
- Feedback from parents, pupils and staff
- Each school's distinctive values and ethos

Where we make adaptations to the programme, these decisions are made thoughtfully, in consultation with senior leadership, and with reference to statutory requirements. Parents and carers are informed about significant adaptations, particularly where these relate to sensitive content.

5- Organisation of the Curriculum

Every primary school is required to deliver statutory Relationships and Health Education. The delivery of the Relationships Education and of Health Education coincide with one another and will be delivered as part of the school's PSHE curriculum as well as being embedded throughout school life.

The RSHE curriculum has been organised in line with the statutory requirements outlined in DfE (2025) Relationships Education, Relationships and Sex Education (RSE) and Health Education.

The RSHE curriculum takes into account the views of teachers, children and parents. We have organised a curriculum that is appropriate for the age and development of children within each year group. When organising the curriculum, consideration is given to pupils' needs, ethnic origin and culture.

RSHE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

Through our Relationships, Sex and Health education children achieve a balance of the following:

- ***Attitudes and values:*** including appreciation of difference, tolerance respect for oneself and others and openness about sex and relationships.
- ***Personal and social skills and emotional literacy:*** including decision making, negotiation, communication, assertiveness and care for self and others.
- ***Knowledge and understanding:*** including puberty, gender issues/stereotyping, fertility and the biological aspects of human reproduction.

6- Consultations with parents/guardians

At St John's, we understand the important role parents/guardians play in enhancing their children's understanding of the Relationships, Sex and Health curriculum. Similarly, we also understand the importance of their views in shaping our curriculum. We work closely with parents/guardians by establishing open communication.

We consult with parents/guardians, children and staff in the following ways:

- Questionnaires and surveys
- Meetings
- Training sessions
- Newsletters and letters

We work closely with parents when reviewing the content of the schools' Relationships and Health Education. We will use the views of parents to make informed decisions about the curriculum content and delivery. However, all final decisions will be made by the school.

Parents/guardians are provided with the following information:

- The content of the Relationships, Sex and Health Education
- The legalities surrounding withdrawing their child from the subjects

- The resources that form the basis of learning will be available on our school's website for parents/guardians to access.

7- Relationship Education overview

As per the updated 2025 DfE guidance, the Relationship Education overview shares content to be covered by the end of Primary Education.

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, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships 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 Curriculum content:

- 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. Pupils should learn skills for developing caring, kind friendships.
- 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, kind 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.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

8- Health Education overview

As per the updated 2026 DfE guidance, the health education overview shares content to be covered by the end of Primary Education.

General wellbeing Curriculum content:

- 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 spent with friends and family, as well as 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 what they are feeling and how they are behaving is 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.

Wellbeing online Curriculum content:

- That for almost everyone the internet is an integral part of life. Pupils should be supported to think about 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 their 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 Curriculum content:

- 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 Curriculum content:

- 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, tobacco and vaping Curriculum content:

- 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 Curriculum content:

- 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 Curriculum content:

- 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 Curriculum content:

- 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 Curriculum content:

- 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 anatomical names of body parts will be taught sensitively and appropriately.
- 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.

9- Sex Education

Although not statutory to deliver Sex Education outside of the science curriculum at primary level, the DfE recommends that *all* primary schools should teach Sex Education in years 5 and/or 6, in line with the content about contraception and birth. This should be tailored to the age, and physical and emotional maturity of the pupils, and should ensure that all children are prepared for the changes that adolescence brings.

The school is free to determine whether children should be taught Sex Education beyond what is required of the national curriculum. At St John's we do teach Sex Education beyond what is required of the science curriculum, as per our Governors' decision.

From September we will follow the myHappymind programme for PSHE and RSHE. MyHappymind have produced Relationships and Sex Education lessons which ensure full coverage of the objectives reflected in the new guidance from the DfE.

In Year 2, children will learn that some parts of the body are private and will be able to name these private parts with appropriate vocabulary e.g. penis, testicles, scrotum, nipples, vulva, vagina.

In Years 3/4, children will learn about the external genitalia and internal reproductive organs in males and females. They will also learn the facts about the menstrual cycle and menstrual wellbeing, including what period products are available and where to get help and advice.

In Year 5, children will learn about the emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods and body hair), as well as strategies to prepare for and manage these changes. Year 5's will also learn that people can develop crushes and be attracted to others romantically and that people can be attracted to someone of the same sex or different sex to them.

In Year 6, children will learn about the process of reproduction and birth as part of the human lifecycle. Year 6 will learn how babies are conceived and born and also cover that there are ways to prevent a baby being made. They will also learn how babies need to be cared for.

All lessons will be delivered by either gender of teaching staff. Parents will be informed when the sessions take place, preparing them for any questions that the children may raise at home. If a child asks specific questions on abortion, contraception or sexuality they will be encouraged to talk to their parents or adult carers.

The age and development of children is always considered when delivering sex education.

10- Approaches to teaching and learning

RSHE is part of our PSHE curriculum and many opportunities exist throughout the curriculum for promoting RSHE, including

- Discreet curriculum time for PSHE
- Circle Time
- National Curriculum science
- Religious Education

- Other subject/curriculum areas
- Through PSHE, citizenship activities and school events
- Through the texts in No Outsiders In Our School, children will look at relationships within the community
- Assemblies
- Residential trips
- Use of external agencies and/or services.

Our school can help young people develop confidence in talking, listening and thinking about RSHE.

A number of teaching strategies help this, including:

- Establishing ground rules with pupils
- Using 'distancing' techniques such as role play
- Knowing how to deal with unexpected questions or comments from pupils
- Using discussion and project learning methods and appropriate materials
- Encouraging reflection

To facilitate pupils learning in RSE:

- The purpose of each lesson is made clear
- Appropriate learning experiences are planned and meet the needs of **all** the pupils in the class
- Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practice and demonstrate skills, explore attitudes and increase their knowledge and understanding
- Teaching resources are up to date, differentiated and culturally and age appropriate
- Time is given for pupils to reflect and consolidate and apply their learning
- Pupils are encouraged to take responsibility for their own learning and to record their own progress
- Attention is given to developing a safe and secure classroom climate
- Staff training needs are met and sessions are delivered by staff who are confident with the curriculum.
- The school leads the programme but occasionally outside visitors, e.g. the school nurse, will have a role to play to enhance the delivery of certain areas.

This policy is designed for a whole school approach and has many links including, but not exclusively, with other policies such as behaviour, equal opportunities, RE and Science.

Terminology –

In recognition of the fact that the use of code names for body parts can facilitate the normalization of child sexual abuse, all teaching staff will use and teach pupils the anatomically correct names for body parts. The DfE (2025) guidance states that 'The correct names of body parts should be used, and pupils should understand that these parts are private.'

In our school our Relationships, Sex and Health Education will be presented within a moral and family framework. We will answer children's questions factually provided that they are appropriate to the age and maturity of the majority of pupils.

Disclosures -

Teachers and other adults involved in RSE will sometimes hear disclosures that suggest a child may be at risk of abuse. It is essential that all are aware of the school's child protection policy. Where an adult believes a child may be at risk the designated safeguarding lead (DSL) must be consulted before any further action is taken.

10 - Equality and accessibility

At St John's we understand our responsibilities in relation to the Equality Act 2010, specifically that we must not unlawfully discriminate against anybody because of their protected characteristics. These include:

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

We are committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of our curriculum. The school understands that children with SEND or SEMH are entitled to learn about RSHE, and so our curriculum will be designed to be inclusive of all children.

In order to accommodate the individual's particular learning style, lessons will be planned, wherever possible, in a **multi-sensory** way so that the various activities will cater for all pupils in the spirit of **inclusion**. There will also be some consideration of how to record lesson outcomes so that the pupil is offered a variety of methods and is not inhibited by any specific difficulty.

11 - Right to withdraw

Relationships and Health education (RHE) are statutory at primary and parents **do not** have the right to withdraw their child from these subjects.

As Sex Education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents have the right to request to withdraw their child from all or parts of the sex education curriculum.

The Headteacher will discuss any withdrawal requests with the parent and, if appropriate, their child, to ensure that their wishes are understood. The benefits of receiving this important education will be discussed with the parent and any adverse effects the withdrawal may have on the pupil will be outlined. Where a pupil is withdrawn from sex education, we will ensure that appropriate alternative provision is received.

The Headteacher will keep a record of the discussion.

A parent who wishes to withdraw their child from Sex Education must make this request in writing to the Headteacher.

12- Celebration of achievement – assessment, recording and reporting

As with any learning process assessment of pupils' personal, social and emotional development is important. It provides information which indicates pupils' progress and achievement and informs the development of the programme.

Pupils do not pass or fail within this area but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on pupil's self awareness and self esteem.

We do not assess pupils in all areas of the PSHE and citizenship programme, however opportunities for pupils to reflect on their progress are identified. It is inappropriate to assess pupils' values.

Celebration of achievement contributes to building pupils' self-esteem, developing a sense of community and belonging, helps create a positive atmosphere in the school and develops pupil's sense of pride.

Monitoring and review

The LAC is responsible for approving this policy.

The policy will be reviewed on an annual basis by the RSHE lead and Headteacher. This policy will also be reviewed in light of any changes to statutory guidance, feedback and issues in the school or local area that may need addressing.

Any changes made to the policy will be communicated to all staff, parents and, where necessary, children.