



Mayfield Primary School

6. Relationships, Sex & Health Education

Date: July 2025

Next Review: Summer 2 FGB 2026



Our Vision. Our intention. Always start with why!



Valuing

Every Achievement

Social - Academic - Moral - Personal

We know that intention can be easy words that look and sound effective. Our true intention is one that is enabled and implemented by the actions we take to show that we mean what we say. Mayfield is committed to building a school that is viewed from the children's eyes. We ask ourselves: How will they approach this? What do they already know? What skills will they bring? Which groups require input? How do we need to teach this? What will engage them? How long do they need? What do they need us to teach them now?

So....

we know our children must be the busiest people in any room. Children must have 'active purpose' and we must erase 'learned helplessness'. Our children's starting points are a vital consideration. We must keep teaching groups as small and precise as possible. Their independence and resilience is imperative. Their strong attendance and punctuality is paramount. We want **everyone** to embrace mistakes and never be afraid to learn from them. We will draft, repeat, refine and polish to achieve lasting progress. Learning is not a rapid, one stop shop. We will talk, listen, perform and present to foster confidence. We must rapidly build vocabulary. Marking **must** have a clear purpose, a response and be as 'live' as possible. We are constantly developing a curriculum that meets our children's needs and it must utilise and embrace our unique location. Classroom layout and design is essential. A unique environment must be generated. We must provide a flexible and responsive timetable and lesson structure. Our teachers must adopt and explore many teaching styles. Social times are a chance for new ideas and to be viewed as a new opportunity and we must be insistent and consistent to foster positive behaviours. We are not afraid to change. We will dare to do and learn. We will challenge established thinking.

We will use common sense. We accept the fallibility of being human. We are not perfect.

We are proud to accept and respect everyone.

Enabling

Every Achievement

Genuine. Honest. Passionate. Take our hand. Change the landscape.

*** Mayfield Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. We recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. ***



WHOLE SCHOOL POLICY FOR RSHE

Mayfield Primary School

This policy sets out how Mayfield Primary School delivers high-quality, evidence-based and age-appropriate PSHE, including statutory Relationships Education and Health Education, in line with the Department for Education (DfE) statutory guidance (updated 15 July 2025, effective from 1 September 2026). Our curriculum promotes pupils' spiritual, moral, social, cultural, mental and physical development and prepares them for the responsibilities and experiences of adult life.

Definition of RSE

RSE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

This policy is underpinned by: • The Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (DfE, 2019; updated 2025). • The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017. • Sections 80A of the Education Act 2002 and 403 of the Education Act 1996.

Pupils follow the direction set out in the DfE Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) 2019 (updated 2025). This guidance states that pupils will cover;

By the end of Primary School:

Families and People Who Care For Me

Pupils should know:

- That families are important for children growing up because they can give love, security and stability.
- The characteristics of healthy family life, 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 others' families, 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, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents 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

Pupils should know

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful Relationships

Pupils should know

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.



- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online Relationships

Pupils should know

- That people sometimes behave differently online, including by pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.
- How to safely interpret media influences and seek advice from adults if unsure about these.

Being Safe

Pupils should know

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it 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 physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.

Changing Adolescent Body

Pupils should know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
 - About menstrual wellbeing including the key facts about the menstrual cycle.
- Recognise feelings, develop mental wellbeing strategies and know how to access support.

Equal Opportunities Statement

Relationships Education, RSE and Health Education must be accessible for all pupils and this is particularly important when teaching pupils with special educational needs and disabilities. High quality teaching that is adapted and personalised will be the starting point to ensure accessibility. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. We tailor content and teaching to meet the specific needs of our pupils who are at different developmental stages. We ensure that their teaching is sensitive, age-appropriate, and developmentally appropriate and delivered with reference to the law. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision is allocated to all groups but there may be occasions where certain children are given extra support from staff.

Delivery of RSE/PSHE & Relationships Education

RSE is taught within the personal, social, health, economic (PSHE) education curriculum and it is firmly embedded in all areas of the curriculum.

RSE is normally delivered by the class teacher/family learning mentor as well as Fylde Coast Women's Aid (Y6 Only), in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school.

- Visitors are invited in to school because of the particular expertise or contribution they are able to make e.g. Halloween and Bonfire Night safety is delivered by the local PCSO



- All visitors are familiar with and understand the school's RSE/PSHE & Relationships policy and work within it;
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

RSE/PSHE & RELATIONSHIPS CURRICULUM COVERAGE

At Mayfield Primary School, we use the NHS endorsed **My Happy Mind** Programme and **POL-ED**. The tables below outline the coverage of the RSE/PSHE & Relationships curriculum from years EYFS-6 within 3 strands as identified by the leadership team. **Strand 1** is our **Online Safety Curriculum**. **Strand 2** is our **'Thematic Curriculum'** overview. **Strand 3** is our **'Reactive/Responsive Curriculum'**, which is delivered at key points over the year to different groups or cohorts of pupils on a needs basis. **We have also identified further theme related opportunities for debate and discussion within our seven-year curriculum.**

STRAND I- ONLINE SAFETY

PSHE & RSE & COMPUTING STRAND 1 CURRICULUM: ONLINE/E-SAFETY YEARLY OVERVIEW			
EYFS	AUTUMN 1 To identify computers in everyday lives. To discuss how computers make our lives easier.	SPRING 1 Children are aware that they can use the internet to play and learn supported by a trusted adult/teacher.	SUMMER 1 Children know that they can use the internet to communicate with family and friends.
	AUTUMN 2 To discuss what can be done online. Discuss how to stay safe online.	SPRING 2 Children begin to understand the difference between real and online experiences.	SUMMER 2 To begin to understand the importance of keeping information private and how this might be done.
YEAR 1	AUTUMN 1 Children understand that they can find a range of information on the internet.	SPRING 1 Children know what to do if they find something inappropriate online.	SUMMER 1 Children know what is meant by personal information and develop awareness of why it is special.
	AUTUMN 2 Children are able to navigate age appropriate website.	SPRING 2 Children know that the Internet can be used to communicate with other people.	SUMMER 2 Children to know what a digital footprint is and how this can impact on our safety online.
YEAR 2	AUTUMN 1 Children use the internet purposefully to answer specific questions.	SPRING 1 Children know the difference between communicating via email and online in a discussion forum.	SUMMER 1 Develop awareness of relevant e-Safety issues and understand that personal information is unique to them.
	AUTUMN 2 Children know that not everything they encounter on the internet is true.	SPRING 2 Children are aware of the different forms of online communication (email, forums, instant messaging and social networking sites) and find out about their associated risks.	SUMMER 2 Identify characteristics of people who are worthy of their trust.
YEAR 3	AUTUMN 1 Children develop strategies for staying safe when using the Internet.	SPRING 1 Children begin to use a range of online communication tools, such as forums, email and polls in order to formulate, develop and exchange ideas.	SUMMER 1 Children safely use the Internet for research and follow lines of enquiry.
	AUTUMN 2 Children to use the Internet to undertake independent and appropriate research and attempt to distinguish between fact and fiction.	SPRING 2 Children develop awareness of online protocols, in order to stay safe on the web.	SUMMER 2 Children understand the function of a search engine and the importance of using correct search criteria.
YEAR 4	AUTUMN 1 Children use the internet as a resource to support their work and begin to understand plagiarism.	SPRING 1 Children use a range of communication tools to collaborate and exchange information with others, e.g. email, blog, forums.	SUMMER 1 Children are aware of the need to develop a set of online protocols in order to stay safe online.
	AUTUMN 2 Children know that not everything they find on the Internet is true and know what to do if they find something they are uncomfortable with.	SPRING 2 Understand and abide by the school's acceptable use policy.	SUMMER 2 Children develop awareness of relevant e-Safety issues.
YEAR 5	AUTUMN 1 Children develop their online set of protocols in order to keep safe online.	SPRING 1 Children use online tools to exchange information and collaborate with others within and beyond their school and begin to evaluate their effectiveness.	SUMMER 1 To create a strong password and the importance of keeping it private. To know to use a different password for different sites. To know not to use predictable information about them as their password.
	AUTUMN 2 Children recognise inaccuracy and bias on the web and evaluate websites for their validity.	SPRING 2 Children understand the potential risks of providing personal information in an increasing range of online technologies both within and outside school.	SUMMER 2 To customize privacy settings and know the importance of keeping settings private e.g. location services.
YEAR 6	AUTUMN 1 Children confidently and competently use the Internet as a tool for research and critically evaluate websites for their use.	SPRING 1 Children are aware of copyright issues and know that not all resources they find on the Internet are legal to use or copy (even if source are acknowledged).	SUMMER 1 Evaluate their use of technology including the use of email, social networking, online gaming and mobilephones and consider how they present themselves online.
	AUTUMN 2 Children know that not all information they find on the Internet is accurate or unbiased and develop strategies for identifying the origin of a website.	SPRING 2 Children select appropriate tools to collaborate and communicate confidently and safely with others within and beyond their school.	SUMMER 2 To discuss different ways to respond to bullying. To interpret emotions behind texts and messages.

'I Dream Of Being'....created by us to meet the needs of our children, create aspiration and deliver our core intention.



STRAND 2 – THEMATIC OVERVIEW

PSHE & RSHE STRAND 2 OVERVIEW			
	Autumn	Spring	Summer
EYFS	MEET YOUR BRAIN Our happy healthy brains PLACES My Emotions CELEBRATE We are Wonderful and Special	APPRECIATE Being Thankful and Gratitude RELATE Friendship and Listening	ENGAGE Setting Goals MY BODY Safe and Healthy RELATIONSHIPS Caring & Respectful Relationships MY HAPPY WORLD People in our Community Who Help Us
Year One	MEET YOUR BRAIN How my Brain Helps Me PLACES Recognising Emotions RELATIONSHIPS Bullying CELEBRATE How Character Makes us Special	APPRECIATION Appreciation and Gratitude HEALTHY LIFESTYLES Staying Healthy and Feeling Good RELATE Relating and Character Strengths RELATIONSHIPS My Unique Family	ENGAGE Engaging and Feeling Good RESPONSIBILITIES Caring for Animals, People, Environment and Protecting Our World COMMUNITIES People who Help Us and Community Groups OURSELVES Growing and Changing with Age Transition
Year Two	MEET YOUR BRAIN How the Brain Looks, How it Grows and Impacts Emotions PLACES Naming and Recognising Feelings CELEBRATE Character and Character Strengths	APPRECIATE Showing Gratitude to Ourselves and Others KEEPING SAFE Keeping Healthy and Safe, Identifying Risks DIGITAL SAFETY Using Digital Devices Safely RELATE Making Relationships with Other People and Using Our Strengths to Relate to Others FRIENDSHIPS Making Friends Being Kind and Respectful	ENGAGE Feeling Good, to do Good, Setting Goals RELATIONSHIPS Safe and Unsafe Secrets, Asking for Permission ECONOMIC WELLBEING Where Money Comes From, Saving and Spending, What We Want and What We Can Have OURSELVES How Growing and Changing Affect Us Transition

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PSHE & RSHE STRAND 2 OVERVIEW			
	Autumn	Spring	Summer
Year Three	MEET YOUR BRAIN How My Brain and My Body Work - What Neuroplasticity Is, The Role of the Amygdala, Neurons, and Neural Pathways PLACES Mental Health and Feelings CELEBRATE Where Character Comes From, Our Strengths	APPRECIATE Appreciation and Gratitude, Appreciating Ourselves HEALTHY LIFESTYLES Healthy Choices, Balanced Diet, Sleep and Exercise RELATE Differences, Stop, Listen and Consider, Friendships FRIENDSHIPS Healthy Positive Friendships FAMILIES Different Relationships and Families, What To Do if It Doesn't Feel Right	ENGAGE What We Do To Feel Good, Big Dream Goals COMMUNITIES What Makes a Good Community, Diversity and Communities RESPONSIBILITIES Care for People, Animals and the Environment, Respecting other Views and Showing Empathy OURSELVES Dealing with Grief/Transition
Year Four	MEET YOUR BRAIN Different Parts of Our Brain: How and Perceived Danger, Amygdala, Neurons and Neural Pathways PLACES Mental Health and Feelings RELATE Respect and Bullying CELEBRATE Character Strengths and Building These	APPRECIATE Appreciation and the 3 Categories of Gratitude FIRST AID What to do in an Emergency DIGITAL SAFETY Digital Devices and Protecting Personal Information RELATE How to Better Understand Differences, Active Listening RELATIONSHIPS Privacy and Personal Boundaries	ENGAGE What we Engage in, How to Feel Good, Setting Big Dream Goals KEEPING SAFE Safety at Home and Out and About, Firework Safety ECONOMIC WELLBEING Money, Needs and Wants, Keeping Track of Money OURSELVES Growing & Changing Transition
Year Five	MEET YOUR BRAIN Amygdala, Neurons and Neural Pathways, Stress, Cortisol PLACES Mental Health and Wellbeing Signs, Correct Verbal to Use CELEBRATE Character Strengths and Virtues	APPRECIATE Appreciate and Gratitude, Developing a Deeper Strength of Gratitude HEALTHY LIFESTYLES Physical Health and Positive and Negative Habits RELATE Friendships, Problem Solving, Showing Gratitude FRIENDSHIPS Peer Pressure FAMILIES Different Types of Families and Relationships	ENGAGE Perseverance and Resilience ECONOMIC WELLBEING Making Spending Decisions, Money and Emotions OURSELVES Keeping Ourselves Safe and Healthy
Year Six	MEET YOUR BRAIN Healthy Habits to Look After Our Mind PLACES That Mental Health Can Effect Anyone RESPONSIBILITIES Rules, Laws and Human Rights RELATIONSHIPS Bullying, Including Online Bullying CELEBRATE Virtues and Character Strengths, Our Own Strengths and Which Ones We Would Like to Grow COMMUNITIES What Makes Communities Special, Why We Should Value Diversity, and How to Challenge Unfair Ideas or Actions	APPRECIATE Appreciation and Gratitude, Reason for Gratitude and How it Can Help Us To Be the Best That We Can Be FIRST AID What to do in an Emergency KEEPING SAFE Drugs, Alcohol and the Law DIGITAL SAFETY Internet, Social Media, Age Restrictions RELATE Building Relationships and Active Listening RELATIONSHIPS Respectful Relationships, Privacy, Boundaries, Consent	ENGAGE Recapping on Strategies, Good Habits, Goal Setting BE YOUR BEST AWARD Positive Mindset, Friendship, Active Listening, Goal Setting OURSELVES My Brain My Thoughts/Transition

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STRAND 3 – RESPONSIVE/REACTIVE CURRICULUM

PSHE & RSHE STRAND 3 (RESPONSIVE) OVERVIEW			
	Autumn	Spring	Summer
	POL-ED Understanding the Law (EYFS/KS1/KS2)	POL-ED Relationships (EYFS/KS1/KS2)	POL-ED Keeping Safe (EYFS/KS1/KS2)
	BRITISH TRANSPORT POLICE/PCSO Railway Safety	LANCS FIRE RESCUE Fire Safety KS1/KS2	DRAWING/LEGO THERAPY School Based Approach
	DEN/NEST Support for DA and ACE's	NSPCC Speak Out. Stay Safe. Online.	Data Protection Age Appropriate Apps School Based Approach

Any effective PSHE & Relationships must have a responsive strand that can be drawn upon and deployed when required at short/little notice. Above is our current response strand. This is constantly reviewed, revised and added to by the PSHE & Relationships leadership.

PSHE & RELATIONSHIPS: UKS2 BESPOKE RESPONSIVE STRAND	
Year Six	DELIVERED BY FYLDE COAST WOMENS AID
	<ul style="list-style-type: none"> Friends, Secrets and People who can Help us Friendship: Conflict Versus Bullying Resolving Conflict and Where to get Help <ul style="list-style-type: none"> Showing Empathy Gender Stereotypes My Online Identity

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RSE STRAND - SCIENCE BASED CURRICULUM

The RSHE section is taught through the relevant units planned across school throughout the year within the **Science curriculum** as outlined in the National Curriculum. These strands, and specific units of study follow the guidance of the Department for Education. **KS1: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.** **KS1: Notice that animals, including humans, have offspring which grow into adults.** **UKS2: Describe the life process of reproduction in some plants and animals; describe the changes as humans develop to old age. (They should learn about the changes experienced in puberty.)**

RSHE AT MAYFIELD ACROSS SCHOOL				
Unit	Animals Including Humans (Our Bodies)	Animals Including Humans	Animals Including Humans	Living Things & Their Habitats
Term/Year	SUMMER YEAR 1	AUTUMN YEAR 2	SPRING YEAR 5	SUMMER YEAR 5
National Curriculum Coverage	Identifying, naming, drawing and labelling the basic parts of the human body and saying which part of the body is associated with each sense.	In this unit, the children will notice that animals, including humans, have offspring which grow into adults. They will find out about and describe the basic needs of animals, including humans, for survival. The children will also describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	In this unit, the children will describe the changes that occur in humans as they develop to old age. They will understand key periods in the human life cycle such as puberty and gestation. They will compare different gestation periods in different mammals.	In this unit, the children will learn about the life cycles of mammals, amphibians, insects and birds. They will observe life-cycle changes in a variety of living plants and animals in the local environment. The children will also learn about reproduction (sexual and asexual) in some plants and animals.
Substantive Knowledge	Body parts: head, eyes, nose, mouth, ears, neck, shoulders, arms, elbows, hands, fingers, thumb, chest, stomach, legs, thighs, shins, ankles, toes. Senses: smell, sight, hearing, touch, taste	Reproduction and growth in animals: egg, chick, chicken; egg, caterpillar, pupa, butterfly, spawn, tadpole, frog, lamb, sheep. Reproduction and growth in humans: baby, toddler, child, teenager and adult. Basic needs of animals (including humans) – water, food and air Different types of food dairy, carbohydrates, protein, fruit and vegetables, fat/sugar Hygiene: handwashing, bathing, teeth brushing, face washing, changing clothes	Baby, toddler, child, teenager, adult Puberty in males Pubic hair growth, voice deepens, body odour, sweat, penis enlarges Puberty in females Pubic hair growth, hips widen, breasts develop, periods (menstrual cycle) begins Human gestation = approximately 9 months. Timeline from gestation to puberty	Sexual reproduction: pollen from one flower fertilising the egg of another to produce a seed. Asexual reproduction: only one parent is needed in asexual reproduction and the offspring are exact copies Mammals produce live young. Amphibians, reptiles, insects and birds produce eggs
Disciplinary Science Knowledge/ Skills Associated with Substantive RSHE Knowledge	Asking Scientific Questions Children generate questions for investigation such as: do people with longer arms have longer legs? Can more people identify grown cocktail crisps than cheese and onion? Do all animals with ... have ...? FAIR TEST Recording/Drawing Conclusions Can I taste the difference between different flavoured crisps/skittles? etc?	Classifying Based on the children's own criteria: classify food items classify animals. Observing (over time) Observe a life cycle (e.g. caterpillars, chicks, farm animals). Observe how their body changes during/after exercise. Asking Scientific Questions Research adult animals and their young considering reproduction, growth and basic needs.	Asking Scientific Questions Researching characteristics of humans at different points in development. Writing questions for an expert like a doctor, nurse or health visitor.	Classifying Classify animals according to their life cycle Observing (over time) Observing changes in an animal over a period of time by hatching chicks. Grow from cuttings and observe whether they grow roots/stem/ leaf/flower. Grow from, and harvest, bulbs through the year. (Observe strawberry/spider plants through the year. Asking Scientific Questions Research how gardeners asexually reproduce plants. Children generate questions such as: Do larger mammals have longer gestation periods? Do larger animals live longer? Do smaller animals live more age?

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Withdrawal

Parents/Carers cannot withdraw their children from the statutory National Curriculum relationships education and health and well-being lessons. This content will be taught in our weekly PSHE sessions. However, they have the right to withdraw their children from all or part of the sex and relationships education provided at school. Those parents/carers wishing to exercise this right are invited to discuss this with the Head teacher or Deputy Head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed. A letter to parents is sent before the start of the topic.

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named DSL's before any decision is made. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Safeguarding Pupils

PSHE is part of our safeguarding system. Staff follow the school's child protection policy. Students are made aware that confidentiality cannot be guaranteed if a disclosure indicates risk of harm. Teaching about recognising abuse, reporting concerns, and accessing trusted support is explicit and age-appropriate

Controversial and Sensitive Issues

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

Online Safety, Media Influence and Challenging Harmful Attitudes

In line with the 2025 update, our curriculum explicitly addresses online safety, media literacy, exposure to harmful content (including misogyny), and strategies to challenge prejudice, harassment and sexual violence which is taught at an age appropriate level when appropriate depending on subject area. Teaching helps pupils identify positive role models, challenge harmful stereotypes and seek help when needed.

Mental Wellbeing and Early Prevention

We teach emotional literacy, coping strategies, and how to seek support. While suicide prevention planning is emphasised for secondary schools, primary provision focuses on building resilience, recognising feelings, and knowing trusted adults and services.

Dealing with Questions

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Lead/DSL Team if they are concerned.

Sexual Identity and Sexual Orientation

Mayfield Primary School believes that RSE should meet the needs of all pupils regardless of their developing sexuality (LGBT) and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue, to reassure them of the content and context.

Monitoring Arrangements

The delivery of RSE/PSHE & Relationships is monitored by SLT and the PSHE Lead through:

- Learning Walks
- Monitoring of PSHE Big Books
- Lesson Observations
- Pupil Discussions
- Staff Discussions

Review of Policy

This policy will be reviewed by the PSHE Subject Lead annually. At every review the policy will be ratified by the governing body.