



Personal Development and Wellbeing Policy

(Relationship and Sex Education)

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Person(s) Responsible:	Cat Akrigg

Personal Development and Wellbeing Policy – (Relationships and Sex Education)

Overview

At Stamford Park Primary School, we believe that Relationships Education is an important part of a broad and balanced curriculum. It supports pupils to develop the knowledge, skills and understanding they need to build positive relationships, keep themselves safe and make informed decisions about their health and wellbeing.

Relationships Education is taught as an integral part of our Personal Development and Wellbeing (PDW) curriculum, alongside relevant learning within the statutory Science curriculum. Teaching is age-appropriate, inclusive and carefully sequenced throughout the primary years.

Relationships Education is statutory for all pupils in primary education. At Stamford Park Primary School, we do not teach sex education beyond the content required within the statutory National Curriculum for Science.

What is Relationship Education?

Relationships Education is a statutory part of the curriculum for all primary-aged pupils. The *Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019* make Relationships Education compulsory for all pupils receiving primary education.

Relationships Education provides pupils with the knowledge and understanding they need to develop positive, healthy and respectful relationships. It supports children to understand themselves and others, recognise appropriate and inappropriate behaviour, respect differences, establish personal boundaries and know how and where to seek help if they feel worried or unsafe.

Through our Relationships Education curriculum, pupils learn about areas including:

- families and people who care for them;
- caring friendships;
- respectful relationships;
- appropriate boundaries and consent;
- recognising and challenging stereotypes;
- resolving conflict;
- online relationships and staying safe online; and
- recognising unsafe or unhealthy relationships and knowing how to seek help.

Relationships Education is compulsory and parents do not have the right to withdraw their child from these lessons. Pupils also receive relevant teaching through the statutory National Curriculum for Science, from which there is no right of withdrawal.

Stamford Park Primary School does not teach sex education beyond the content required within the statutory Science curriculum.

Rationale

At Stamford Park Primary School, we believe that high-quality Relationships Education is fundamental to pupils' personal development, wellbeing and safeguarding. It extends beyond biological knowledge and supports children to develop a positive understanding of themselves, others and the relationships they experience.

Our curriculum provides pupils with age-appropriate knowledge and skills to understand their emotions, develop self-esteem, build healthy and respectful relationships, recognise appropriate boundaries and make informed and responsible choices.

We aim to provide a safe, supportive and inclusive learning environment in which pupils feel confident to express their thoughts, ask questions and discuss their feelings and concerns. Teaching is sensitive to pupils' age, maturity, individual needs and experiences.

Through Relationships Education, we aim to equip pupils with the knowledge, confidence and skills they need to keep themselves and others safe, communicate effectively, respect difference and develop positive relationships. In doing so, we help prepare pupils for the opportunities, responsibilities and experiences of later life.

Aims and Objectives

At Stamford Park Primary School, we aim to provide a safe, supportive and inclusive environment in which pupils can develop the knowledge, skills and confidence needed to understand themselves, build positive relationships and make informed choices.

Through our Relationships Education and wider Personal Development and Wellbeing curriculum, we aim to:

- develop pupils' confidence, self-esteem and emotional awareness;
- help pupils form and maintain positive, healthy and respectful relationships;
- develop pupils' communication, decision-making and problem-solving skills;
- teach pupils to recognise and respect personal boundaries and understand age-appropriate concepts of consent;
- enable pupils to recognise unhealthy, unsafe or inappropriate relationships and know how and where to seek help;
- help pupils understand and respond safely to external influences, including peers, the media, social media and the wider online world;
- develop respect for others and an understanding and acceptance of difference;
- challenge harmful stereotypes, discrimination and prejudice in an age-appropriate way;

- help pupils understand the physical and emotional changes they may experience as they grow and develop;
- provide pupils with the knowledge required within the statutory Science curriculum, including relevant learning about human life cycles and reproduction; and
- prepare pupils for the opportunities, responsibilities and experiences of later life.

Teaching will promote the importance of kindness, respect, honesty, responsibility and supportive relationships, while recognising that families and relationships can take different forms.

Implementation of the curriculum

Relationships Education is delivered primarily through our Personal Development and Wellbeing (PDW) curriculum, using the Kapow Primary scheme of work. Relevant aspects are also taught through the statutory National Curriculum for Science and through wider opportunities across school life.

The curriculum is carefully sequenced so that pupils develop their knowledge and understanding progressively as they move through the school. Learning is age-appropriate and builds upon pupils' previous knowledge, experiences and developmental needs.

Teachers use the Kapow Primary scheme as the basis for teaching, adapting lessons and resources where appropriate to reflect the needs of individual pupils and the context of our school community. Teaching is inclusive and accessible to all pupils, including those with special educational needs and/or disabilities.

Relationships Education is reinforced through the wider life of the school, including assemblies, class discussions and other opportunities that support pupils' personal development, self-esteem, mental wellbeing and understanding of positive relationships.

Where appropriate, additional support or teaching may be provided in response to the needs of individual pupils, groups or emerging issues, while remaining consistent with the principles and expectations set out within this policy.

Delivery through the National Curriculum

Relationships Education is taught primarily through our Personal Development and Wellbeing (PDW) curriculum. Relevant statutory content is also taught through the National Curriculum for Science.

As part of the statutory Science curriculum, pupils are taught age-appropriate content relating to human development and life cycles. This includes:

Key Stage 1

- identifying, naming and drawing the basic parts of the human body;
- recognising that animals, including humans, have offspring which grow into adults; and

- understanding basic needs for survival and the importance of exercise, healthy eating and hygiene.

Key Stage 2

- learning about life cycles and reproduction in some plants and animals; and
- describing the changes that occur as humans develop to old age, including changes associated with puberty.

This statutory Science content is taught to all pupils as appropriate to their year group. Parents do not have the right to withdraw their child from any part of the statutory National Curriculum for Science.

Learning within Science is complemented by our PDW curriculum, which provides pupils with the wider knowledge and skills they need to understand growing and changing, relationships, personal safety and wellbeing.

Personal Development and Wellbeing Sessions

Pupils in Years 1 to 6 receive planned Personal Development and Wellbeing (PDW) lessons, primarily through the Kapow Primary scheme of work. Lessons are sequenced progressively and provide opportunities for pupils to develop their knowledge, skills and understanding as they move through the school.

Through these sessions, pupils learn about themselves and others, positive and respectful relationships, physical and emotional wellbeing, personal safety, diversity, growing and changing, and their rights and responsibilities.

Lessons are delivered in a safe and supportive environment. Teachers establish clear ground rules and encourage pupils to ask questions and contribute appropriately. Teaching is adapted where necessary to take account of pupils' age, maturity, developmental stage and individual needs.

The curriculum supports pupils to develop confidence, resilience, empathy and self-awareness and provides an important foundation for safeguarding, helping pupils to recognise when something may be unsafe or inappropriate and know how and where to seek help.

Puberty and growing up

As pupils progress through Key Stage 2, they receive age-appropriate teaching about puberty, growing and changing. This includes the physical and emotional changes associated with puberty and is delivered sensitively, using accurate scientific vocabulary. Pupils are provided with appropriate opportunities to ask questions within a safe and supportive environment.

What will the children learn about?

The Relationships Education and Health Education curriculum is designed to ensure that pupils develop the knowledge and understanding they need to form positive relationships, keep themselves safe and make informed decisions about their health and wellbeing.

Teaching is age-appropriate and progressive, with knowledge and concepts revisited and developed as pupils move through the school. By the end of primary school, pupils will have been taught about the following key areas:

Families and people who care for me

Pupils learn about the importance of families in providing love, care, security and stability. They learn that families can take different forms and that these differences should be respected. Pupils are also taught how to recognise when a family relationship may be making them feel unhappy or unsafe and how to seek help from a trusted adult.

Caring friendships

Pupils learn about the characteristics of healthy friendships, including kindness, honesty, trust, respect, loyalty, empathy and support. They learn that friendships can experience difficulties and disagreements and develop strategies for resolving these appropriately. Pupils are also taught to recognise friendships that are unhealthy, controlling or make them feel uncomfortable and to know how to seek support.

Respectful relationships

Pupils learn the importance of treating others with kindness, dignity and respect, including people whose backgrounds, beliefs, cultures, abilities, families or lifestyles may be different from their own. They learn about courtesy, self-respect, stereotypes, discrimination and different forms of bullying, including cyberbullying. Pupils are taught about personal boundaries and the importance of seeking, giving and respecting permission in age-appropriate situations.

Online relationships

Pupils learn that the same principles of kindness, honesty and respect apply online as they do offline. They are taught that people online may not always be who they claim to be and learn how to recognise and respond to online risks. Pupils develop an understanding of privacy, personal information and safe online behaviour and learn how to report concerns and seek help.

Being safe

Pupils learn about appropriate boundaries, privacy and personal safety. They are taught that their body belongs to them, how to recognise appropriate and inappropriate physical contact and how to respond if something makes them feel uncomfortable or unsafe. Pupils learn the correct scientific vocabulary for

body parts and develop the knowledge and confidence needed to report concerns and seek help from trusted adults.

Health Education

Through our wider PDW curriculum and other relevant curriculum areas, pupils are also taught statutory Health Education content. This includes:

- **Mental wellbeing** - recognising and talking about emotions, developing strategies to support wellbeing, understanding loneliness, loss and bereavement, and knowing when and how to seek help.
- **Internet safety and harms** - understanding the benefits and risks of the online world, maintaining a healthy balance of online and offline activity, protecting personal information and critically evaluating online content.
- **Physical health and fitness** - understanding the physical and mental benefits of an active lifestyle and the importance of regular physical activity.
- **Healthy eating** - understanding the principles and benefits of a healthy, balanced diet and good hydration.
- **Drugs, alcohol and tobacco** - developing age-appropriate knowledge of medicines and the risks associated with smoking, vaping, alcohol and harmful substances.
- **Health and prevention** - understanding hygiene, sleep, dental health, sun safety, infection prevention, immunisation and other ways of maintaining good health.
- **Basic first aid** - knowing how to seek emergency assistance and developing age-appropriate knowledge of basic first aid.
- **The changing adolescent body** - understanding the physical and emotional changes associated with puberty, including menstruation and personal hygiene.

Detailed curriculum content and progression are set out within the school's PDW curriculum and associated schemes of work. Curriculum content is reviewed regularly to ensure that it remains appropriate, relevant and responsive to the needs of our pupils.

Difficult Questions

Relationships Education may give rise to sensitive or difficult questions. Clear ground rules are established to create a safe and respectful environment in which pupils feel able to ask appropriate questions without embarrassment.

Staff will respond to questions honestly, factually and sensitively, taking account of the pupil's age, maturity and developmental stage and the agreed scope of the curriculum. Staff will not provide information that is inappropriate for a pupil's age or level of understanding.

Where a question is not appropriate to answer within a whole-class setting, falls outside the scope of the curriculum, or requires a more individual response, the member of staff will explain this sensitively.

The pupil may be supported individually and, where appropriate, parents or carers may be encouraged to continue the discussion at home.

If a question, comment or disclosure raises a safeguarding concern, staff will follow the school's safeguarding procedures and report the concern immediately to the Designated Safeguarding Lead (DSL) or a Deputy DSL. Staff must never promise confidentiality to a pupil.

Working with Parents and Carers

We recognise that parents and carers are the first educators of their children and play a vital role in supporting their understanding of relationships, health and wellbeing. Stamford Park Primary School is committed to working in partnership with parents and carers to support pupils' learning in these areas.

We aim to be open and transparent about the content of our Relationships Education and wider Personal Development and Wellbeing curriculum. Parents and carers are provided with information about what is taught and are welcome to contact the school if they have questions or concerns about curriculum content or its delivery.

Parents and carers may request to view the resources used to teach Relationships Education and relevant PDW content. The Headteacher and/or subject lead will support parents to understand the context in which materials are used and how learning is sequenced and delivered in an age-appropriate way.

We encourage parents and carers to continue relevant conversations at home and aim to maintain a respectful partnership between school and families.

Right to Withdraw

Relationships Education and Health Education are statutory in primary schools and parents do not have the right to withdraw their child from this provision.

Parents also do not have the right to withdraw their child from content taught as part of the statutory National Curriculum for Science.

Stamford Park Primary School does not provide sex education beyond that required within the statutory Science curriculum. Therefore, there is no additional non-statutory sex education provision from which parents may request that their child is withdrawn.

Parents and carers who have questions or concerns about any aspect of the curriculum are encouraged to contact the Headteacher or subject lead to discuss these.

Further information: [RSE & PSHE Parent Information | Kapow Primary](#)

Child Protection and Confidentiality

Relationships Education plays an important role in safeguarding pupils by helping them to understand healthy and appropriate relationships, recognise when something may be wrong or unsafe, and know how and where to seek help.

A safe and supportive learning environment will be established for Relationships Education and PDW lessons. Ground rules will be used to help pupils understand appropriate ways to contribute and to reinforce that personal or sensitive information should not be shared within a whole-class discussion. Pupils will be reminded that they can speak privately to a member of staff or another trusted adult if they have a question, worry or concern.

Staff must never promise confidentiality to a pupil. If a pupil makes a disclosure or a question, comment or behaviour raises a safeguarding concern, the member of staff will respond sensitively and follow the school's safeguarding procedures. Concerns will be reported promptly to the Designated Safeguarding Lead (DSL) or a Deputy DSL and recorded in accordance with the school's procedures.

Information will be shared on a need-to-know basis in accordance with the school's Safeguarding and Child Protection Policy and established information-sharing procedures. The safety and welfare of the child will always take priority.

Equality, Inclusion and SEND

Stamford Park Primary School is committed to providing Relationships Education that is inclusive, accessible and appropriate for all pupils.

Teaching will reflect and respect the diversity of our school community and wider society. Pupils will be taught to respect others and understand that families, relationships, backgrounds and individual circumstances may differ. Discrimination, prejudice and harmful stereotypes will be challenged in an age-appropriate and sensitive manner.

Relationships Education will be taught in accordance with the school's duties under equality legislation. Teaching will be inclusive of pupils with protected characteristics and will promote respect, dignity and equality.

Pupils with special educational needs and/or disabilities (SEND) will be supported to access the curriculum appropriately. Teaching, resources and methods of communication will be adapted where necessary to take account of individual needs, developmental stage, communication needs and levels of understanding.

Staff will recognise that some pupils with SEND may be more vulnerable to abuse, exploitation or inappropriate relationships and may require additional or more explicit teaching about personal boundaries, consent, appropriate relationships, online safety and how to seek help.

Adaptations will maintain the intended safeguarding messages and curriculum content while ensuring that teaching is meaningful and accessible to individual pupils.

Roles and Responsibilities

Effective Relationships Education is a shared responsibility across the school community. The following sets out the key responsibilities for the implementation of this policy.

The Governing Body will:

- approve this policy and review it in accordance with the agreed review cycle;
- ensure that the school meets its statutory responsibilities for Relationships and Health Education; and
- hold the Headteacher to account for the effective implementation of this policy.

The Headteacher will:

- have overall responsibility for the implementation of this policy;
- ensure that Relationships Education and Health Education are taught consistently and in accordance with statutory requirements;
- work with the subject lead to ensure that the curriculum is appropriately planned, resourced, monitored and reviewed;
- ensure staff have access to appropriate guidance, resources and training;
- ensure parents and carers are provided with appropriate information about the curriculum; and
- ensure that safeguarding, equality and inclusion remain central to the school's approach.

The PDW Subject Lead will:

- lead the development, implementation and review of Relationships Education within the wider PDW curriculum;
- ensure curriculum content is appropriately sequenced and reflects statutory requirements;
- support staff with planning, resources and the delivery of sensitive or challenging content;
- monitor and evaluate the quality and impact of provision;
- identify and facilitate appropriate staff training and development; and
- report to the Headteacher and Governing Body as required.

Teaching staff will:

- deliver Relationships Education and relevant Health Education in accordance with this policy and the agreed curriculum;
- create a safe, respectful and inclusive learning environment;
- adapt teaching appropriately to meet pupils' individual needs, including those with SEND;
- respond to pupils' questions sensitively and appropriately;
- ensure that their personal views and beliefs do not affect the balanced and inclusive delivery of the curriculum;
- follow the school's safeguarding procedures where concerns or disclosures arise; and
- seek advice from the subject lead or DSL where necessary.

Pupils will be encouraged to:

- engage positively in learning;
- contribute to and follow agreed ground rules;
- respect the views, experiences and differences of others;
- ask questions and seek help when they need it; and
- contribute to a safe and inclusive learning environment.

Parents and carers are encouraged to:

- engage with information provided by the school about Relationships Education and the wider PDW curriculum;
- support their child's learning and personal development through appropriate conversations at home;
- raise any questions or concerns with the school; and
- work in partnership with the school to support their child's wellbeing and development.

Monitoring

The quality and effectiveness of Relationships Education will be monitored as part of the school's wider monitoring of Personal Development and Wellbeing.

The PDW Subject Lead, supported by the Headteacher and senior leaders, will monitor the implementation, quality and impact of the curriculum. Monitoring may include:

- review of curriculum planning and resources;
- lesson observations and learning walks;
- pupil voice;
- review of pupils' learning and understanding;
- staff feedback and professional discussion; and
- feedback from parents and carers, where appropriate.

Monitoring will consider whether the curriculum is appropriately sequenced, inclusive and accessible and whether pupils are developing the knowledge and understanding required to build positive relationships, support their wellbeing and keep themselves safe.

The PDW Subject Lead will use the outcomes of monitoring to identify strengths and areas for development and will report to the Headteacher and Governing Body as appropriate.

This policy and the associated curriculum will be reviewed regularly to ensure that provision remains relevant to the needs of pupils and reflects statutory requirements.

Related Policies

This policy should be read alongside the school's:

- Safeguarding and Child Protection Policy;
- Behaviour, Relationships and Regulation Policy;
- Online Safety Policy;
- SEND Policy;
- Equality Policy; and
- Mental Health and Wellbeing Policy.