



# Winlaton West Lane Primary



## RSE Policy September 2026-2027

Name of school:	Winlaton West Lane Community Primary School
Date of Policy:	September 2026
Member of Staff responsible:	Vicky Nugent
Review Date:	September 2027



## Introduction

**Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right. (Department for Education, July 2025, Relationships Education, Relationships and Sex Education (RSE) and Health Education. Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers).**

Maintained schools and academies are required to provide a curriculum which is broad and balanced in accordance with Section 78 of the Education Act 2002. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

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, make relationships education compulsory for all pupils receiving primary education and relationships and sex education (RSE) compulsory for all pupils receiving secondary education. They also make health education compulsory in all schools except independent schools. This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

Our school RSHE policy refers to both PSHE (Personal, Social, Health Education) and RSHE (Relationships, Sex and Health Education) because RSHE is included within PSHE. Our PSHE programme offers a broader range of content than RSHE alone, including citizenship education, finance education and age-appropriate careers education.

Our PSHE policy is also informed by, [Working together to safeguard children](#), [The Equality Act 2010](#), [Promoting children and young people's mental health and wellbeing](#), [The Prevent duty: safeguarding learners vulnerable to radicalisation](#), [Behaviour in schools](#), [Preventing and tackling bullying](#), [Child online safety: Protecting children from online sexual exploitation and abuse](#), [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#), [Special educational needs and disability code of practice: 0 to 25 years](#), [EYFS statutory framework for group and school-based providers](#), [Teaching online safety in schools](#), [Equality and human rights guidance](#), [Promoting fundamental British values as part of SMSC in schools](#)



## Aim of the PSHE policy

To provide pupils with the knowledge and skills they need in order to reach their potential as individuals and within society. This education also helps them explore their own and others' attitudes and values within the local, national and global community.

In participating in PSHE learning, pupils recognise their own worth, the value of others and reflect on the multitude of the spiritual, moral, social and cultural issues they will face as young adults and beyond.

They also learn to understand and respect diversity, the rule of law, and learn ways to identify and manage risk.

In our school we choose to deliver Personal, Social, Health Education using Kapow, Melva and Pol-Ed.

## Objectives of the policy:

This policy will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Stay safe in the on and off-line world
- Remain physically healthy and seek appropriate support to do so
- Remain emotionally healthy and seek appropriate support if they are worried about their mental health
- Form and maintain healthy and safe relationships
- Identify and manage risk
- Live and work with others
- Be active citizens
- Understand their own and others' values, rights and responsibilities
- Consider their aspirations and develop resilience for life challenges ahead
- Live in a democratic society
- Develop personal skills such as effective communication, assertiveness, budgeting and wider life-skills

## PSHE Programme Content Overview

Kapow RSE and PSHE is a carefully sequenced curriculum from EYFS to Year 6, to support teacher confidence as much as pupil learning. It follows a spiral curriculum model, where key concepts are revisited and deepened over time, ensuring that learning is age appropriate, meaningful and secure.

Lessons across Years 1-6 are organised into nine key areas:

- My healthy self
- Connecting with others
- The online world
- Staying safe
- Health protection
- Growing up
- Citizenship (non-statutory at present)
- Sex education (non-statutory)



**See appendix 1 for the yearly overview of RSE & PSHE taught throughout the school year.**

## **Relationship and Sex Education (Relationships, Sex and Health Education)**

### **Definition of Relationships, Sex and Health Education (RSHE)**

Relationships and Health Education is compulsory for all primary schools as set out in the DfE Guidance (2025). Primary schools may provide additional age-appropriate sex education outside that covered by statutory Health Education (Developing Bodies), and this can be included within PSHE or as part of the statutory Science curriculum (life-cycles).

All schools are legally obliged to have an up-to-date policy for Relationships and Sex Education (RSE) that describes the content and organisation of RSE, and these details are included within this policy. We have also chosen to include Health Education in this policy in line with best practice. This PSHE policy is available to anyone on request and is also available on the school website. (If it's not then you need to say how people can access it) It is our school governors' responsibility to ensure that the policy is developed and implemented effectively. Parents and carers should be made aware of the sex education elements of PSHE they can withdraw their child from.

We define Relationships Education as learning how to form and sustain positive relationships but will also help children identify risks and harms. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This can be done without describing the detail of any sexual activity involved.

### **Parental withdraw from sex education**

Our school recognises that certain elements of sex education go beyond the statutory requirements of Relationships and Health Education within the Department for Education guidance. For the purpose of this policy, **non-statutory sex education** includes any teaching about:

- **Human conception**
- **The growth and development of the foetus**
- **The process of childbirth**

### **Cross-reference to the National Curriculum**

At **Key Stage 1 and Key Stage 2**, pupils are taught about the human body, basic life cycles, and reproduction in animals as part of the **statutory Science National Curriculum**. This includes:

- Identifying basic body parts (KS1)
- Understanding that animals, including humans, have offspring which grow into adults (KS1)
- Learning about life cycles and reproduction in plants and animals (KS2)
- Recognising the changes as humans develop and grow (KS2)



However, the **National Curriculum for Science does not require teaching about human conception, detailed foetal development, or childbirth**. These aspects are therefore considered **non-statutory sex education**.

## Where this is taught

**These topics are delivered through our PSHE (Personal, Social, Health and Economic) Education curriculum in Year 6.**

As this content is **not part of the statutory Science National Curriculum, parents and carers have the right to request that their child is withdrawn from these specific lessons.**

Requests for withdrawal should be submitted in writing to the Headteacher. The school will discuss the request with parents/carers and explain the educational content and purpose of the lessons.

## Additional Information

The school ensures that:

- Teaching is **age-appropriate**, particularly for pupils in upper Key Stage 2
- Content is **medically accurate and sensitively delivered**
- Lessons build on the **statutory foundations provided through the Science curriculum**

Parents and carers will be **informed in advance** when these lessons are scheduled.

Parents and carers have the right to request that their child be withdrawn from some or all of sex education outside of that taught within and as part of the Science curriculum. **They cannot withdraw from any Relationships or Health Education lessons** and this includes lessons about puberty. (Section 21, DfE, 2025, Relationships Education, Relationships and Sex Education (RSE) and Health Education). **Children learning correct terminology for body parts is also a statutory requirement as set out in Section 40 of the statutory guidance for Health Education (DfE, 2025).** Body terminology is introduced in Year 1 and reinforced throughout the school through our science curriculum. This is not considered to be sex education from which parents can withdraw.

Before granting any request to withdraw a child from sex education we seek to work with the parents/carers concerned to ensure that their wishes are understood and to clarify the nature and purpose of our PSHE curriculum. We will also explain any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what was said in class, which may not be accurate. We will document this process to ensure a record is kept.

Once those discussions have taken place, the school will respect the parents' request to withdraw the pupil. If a pupil is withdrawn from sex education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.



## Transparency with parents/ carers about the PSHE curriculum and resources

Parents and carers have the right to see a representative sample of materials used within the teaching of RSHE and can do so by prior appointment with a member of staff, or at any open evening the school chooses to hold about this curriculum area. As many PSHE materials are copyrighted the school is not permitted to put teaching materials on any public facing website or social media. On request any parent/carer can request to see all materials their child will be taught as part of Relationships, Health and Sex Education.

## Request Process

If a parent or carer wishes to view the materials used in RSHE, they should:

1. **Submit a request** to the school office or Headteacher (via email or in writing).
2. The school will **acknowledge the request within a reasonable timeframe** (typically within 5 working days).
3. The school will arrange access to the materials through one or more of the following:
  - A **scheduled appointment in school** to review resources
  - **Secure electronic access** to curriculum content where appropriate
  - Provision of **summaries, lesson overviews, or sample materials**

## Use of External Providers

Our school uses Kapow as an **external scheme** (e.g. published PSHE/RSHE programmes):

- The school will **liaise with the provider** to ensure that materials can be shared with parents in accordance with **licensing and copyright agreements**.
- In some cases, this may include:
  - Providing **view-only access** (e.g. via screen sharing or supervised viewing in school)
  - Sharing **approved extracts or overviews** rather than full downloadable content
- The school will ensure that **sufficient information is provided** for parents/carers to understand the content, even where full reproduction is restricted.

## Limitations

While the school aims to be fully transparent, some materials may:

- Be subject to **copyright restrictions**
- Be accessible only through **secure platforms**

In such cases, the school will ensure **alternative arrangements are made** so that parents/carers can still appropriately review the content.



## Follow-up

After reviewing materials, parents/carers may:

- **Discuss any concerns** with the class teacher, PSHE lead, or senior leadership
- **Make informed decisions**, including regarding withdrawal from non-statutory sex education (where applicable)

## Consultation with Parents and Carers

The school is committed to working in partnership with parents and carers in the development and delivery of Relationships, Sex and Health Education (RSHE).

## How the School Consults Parents/Carers

The school consults parents and carers when developing and reviewing the RSHE policy through the following approaches:

- The **RSHE policy is shared with all parents/carers**, typically via the school website and/or direct communication.
- Parents and carers are invited to attend a **drop-in session led by the RSHE Lead**, where they can:
  - View curriculum content and resources
  - Ask questions about how RSHE is delivered
  - Discuss any concerns or feedback
- Opportunities may also be provided for **written feedback** (e.g. via email or surveys).

## Consideration of Parental Views

The school:

- **Gives serious consideration** to all comments, feedback, and questions raised by parents and carers
- Uses this feedback to help **inform and refine** the RSHE programme and policy where appropriate

## Decision-Making

While the school values and respects the views of parents and carers:

- The **final decision on RSHE curriculum content** rests with the school
- Decisions are made in line with:
  - **Statutory Department for Education guidance**
  - **National Curriculum requirements**



- The **needs of pupils**

Parents and carers should note that they **cannot veto curriculum content**, although they do retain the **right to request withdrawal from non-statutory sex education elements** (as outlined elsewhere in this policy)

## Links with other policies in school

PSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including these:

- Anti-Bullying Policy
- Accessibility Policy
- Behaviour Policy
- Confidentiality Policy
- Drug and Alcohol Education Policy
- Equal Opportunities Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- Safeguarding/Child Protection Policy
- SEND Policy
- Visitor Policy
- Teaching and learning Policy

## The role of the Headteacher and Governing body

Our Governing body ensures:

- all pupils have an entitlement to PSHE/ RSHE;
- the school is fulfilling its statutory obligations in regard to PSHE/RSHE;
- all pupils make progress in regard to PSHE/RSHE;
- PSHE/RSHE is led effectively, managed, timetabled, resourced and well-planned so the school fulfils its statutory obligations;
- the quality of PSHE/RSHE provision is subject to regular monitoring and evaluation;
- teaching is delivered in ways that are accessible to all pupils;
- clear information is provided for parents/guardians on the subject content and the right to request that their child is withdrawn from sex education outside of any statutory elements.

The headteacher and governors monitor this policy on a regular basis.



Governors require the headteacher to keep a written record, giving details of the content and delivery of PSHE that is taught in school. Governors scrutinise materials to check they are in accordance with the school's ethos and values framework, and to meet safeguarding obligations.

## Use of visitors and external agencies

The headteacher and/ or the PSHE Subject Lead will liaise with external agencies and visitors regarding the school PSHE programme and ensures that all adults who work with pupils on these issues are aware of the school policy, and that they work within this framework as part of the school's quality assurance and safeguarding processes.

We use the following external providers as part of our PSHE programme:

- School Nursing Team
- NHS / Local Health Authority visitors
- NSPCC (e.g. Speak Out Stay Safe programme)
- Local charities or safeguarding organisations
- Police liaison officers

Parents/carers are also entitled to view resources used by any visitor/ external agency that supports the school's RSHE curriculum in advance of the lesson(s).

## PSHE and Safeguarding

Inevitably the key themes regarding safeguarding pupil wellbeing are topics that are taught within PSHE. Safeguarding is a statutory duty and we ensure there is age-appropriate content within PSHE to educate pupils about keeping themselves and others safe.

## Inclusion

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children. Our inclusive PSHE fosters good relations between pupils and tackles all types of prejudice and discrimination.

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006). *"Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils."* (DfE, 2019).

As a community school, we recognise that families and individuals may hold a range of beliefs and values about relationships and sex education. We aim to present **balanced and respectful discussion** of topics that may be viewed as sensitive or contentious, enabling pupils to develop their own informed understanding.



Pupils are taught to:

- Respect different viewpoints and beliefs
- Engage in discussion in a **safe and respectful way**
- Understand that, while individuals are entitled to their own opinions, these must be expressed in a way that is **not discriminatory, abusive, or intolerant**

We also ensure that teaching reflects **UK law and equality principles**, helping pupils understand rights and responsibilities within a diverse society.

## Monitoring and Evaluation

The curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary.

The subject lead reviews teaching and learning and uses this to ensure the PSHE programme remains current, closely matched to pupils' needs, and that teaching and learning is effective.

Monitoring and evaluation is carried out as follows:

- **Lesson observations and learning walks** conducted by the PSHE Subject Lead and/or senior leaders to review teaching quality and pupil engagement
- **Pupil voice activities** (e.g. surveys, discussions, school council feedback) to gather pupils' views on PSHE lessons and their impact
- **Teacher feedback and staff discussions**, including regular opportunities for staff to reflect on the effectiveness of lessons and identify areas for development
- **Review of planning and curriculum coverage** to ensure progression, age appropriateness, and alignment with statutory guidance
- **Work scrutiny** where appropriate (e.g. floor books, class books, or recorded outcomes) to assess learning and understanding
- **Monitoring of safeguarding and wellbeing data** to ensure the curriculum responds to emerging pupil needs
- **Evaluation of external visitors and providers** to ensure their contributions are high quality, appropriate, and aligned with the school's policy
- **Parent/carer feedback**, including responses from consultations, drop-in sessions, and informal communication
- **Annual review of the PSHE/RSHE policy and programme** led by the Subject Lead and approved by senior leadership/governors

Findings from monitoring are used to:

- Adapt and improve the PSHE curriculum



- Identify staff training needs
- Ensure content remains relevant, inclusive, and effective

## Responsibility for Delivery

PSHE is delivered by:

- **Class teachers**, who are responsible for teaching the majority of PSHE lessons to their pupils
- **HLTAs or support staff** may support delivery where appropriate
- **External visitors** (e.g. School Nursing Team, NSPCC, or other approved organisations) may contribute to specific topics under the supervision of school staff

## Subject Leadership, Monitoring and Evaluation

- The **PSHE Subject Lead** is responsible for:
  - Overseeing curriculum design and progression
  - Supporting staff with planning and delivery
  - Monitoring teaching and learning
  - Reviewing policy and practice
- The **Headteacher and Senior Leadership Team** support monitoring, evaluation, and strategic development
- A **named governor (e.g. Safeguarding/Wellbeing Governor)** has oversight of PSHE

## Timetabling

- PSHE is taught as a **discrete weekly lesson** (typically 30–60 minutes depending on key stage)
- Some elements are also delivered through:
  - **Assemblies**
  - **The wider curriculum** (e.g. Science, PE, Computing)
  - **Focused themed days or weeks**

## Assessment and Reporting

- PSHE is assessed using:
  - **Teacher assessment** based on discussion, participation, and outcomes
  - **Pupil self-assessment and reflection**
  - Informal assessment through questioning and observation
- Progress is recorded using **age-related expectations** where appropriate
- PSHE may be reported to parents through:
  - **End-of-year reports**
  - **Parent consultations**, where relevant



## Enhancements to PSHE

The PSHE curriculum is enriched through:

- **Visits and workshops** from external providers (e.g. School Nursing Team, NSPCC)
- **Whole-school assemblies** focusing on key themes such as wellbeing, safety, and relationships
- **Themed weeks and events**, such as:
  - Anti-Bullying Week
  - Children's Mental Health Week
  - Online Safety Day
  - Healthy Living / Wellbeing weeks

## Governor Responsibility

- The **named PSHE Governor** (or Safeguarding/Wellbeing Governor) monitors the effectiveness of PSHE through:
  - Meetings with the Subject Lead
  - Reviewing policy and curriculum updates
  - Reporting to the governing body
- The current PSHE Governor is \_\_\_\_\_

## Staff CPD (Continuing Professional Development)

The school ensures staff knowledge and skills remain up to date through:

- **Regular CPD sessions** led by the PSHE Lead or external trainers
- Access to **local authority guidance and training**
- Updates on **statutory guidance and safeguarding issues**
- Opportunities to share good practice in staff meetings

## Affiliation with Gateshead Health and Wellbeing Service

- The school **is** affiliated with the **Gateshead Health and Wellbeing (HWB) Service**
- Where applicable, this supports:
  - Access to up-to-date resources
  - Staff training and guidance
  - Links with local health professionals



## Meeting the Needs of All Pupils

The school is committed to ensuring that the PSHE/RSHE programme is inclusive, relevant, and responsive to the needs of all pupils.

## Pupil Voice and Involvement

Pupils are actively involved in shaping the PSHE programme to ensure it is meaningful and relevant. This is achieved through:

- **Pupil voice activities**, such as surveys, questionnaires, and class discussions
- **School council feedback**, where representatives share views and suggest topics or areas of focus
- Opportunities within lessons for pupils to **ask questions and identify areas they would like to learn more about**
- Reviewing pupil feedback as part of the **annual evaluation of the PSHE curriculum**

Feedback from pupils is carefully considered by the PSHE Lead and used to **adapt planning, address gaps in knowledge, and respond to emerging needs.**

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## Meeting the Needs of Pupils with SEND

The school ensures that the PSHE/RSHE curriculum is **accessible to all pupils**, including those with Special Educational Needs and Disabilities (SEND), by:

- **Differentiating lessons and resources** to match pupils' levels of understanding and communication needs
- Using a range of teaching approaches, including **visual supports, simplified language, repetition, and structured activities**
- Providing **additional adult support** where required
- Ensuring that content is delivered in a **clear, sensitive, and accessible way**, particularly for pupils who may be more vulnerable
- Working in partnership with the **SENDCo and pastoral staff** to ensure learning is appropriate and supportive
- Where necessary, delivering **adapted or personalised content** to meet individual needs

The school recognises that some pupils with SEND may require **more explicit teaching around relationships, boundaries, and safety**, and ensures this is addressed appropriately.

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## Responding to Local Needs



The PSHE curriculum is responsive to **local and community needs**. The school identifies these needs through:

- **Safeguarding and wellbeing data** within school
- Input from **local services**, such as the School Nursing Team and health professionals
- Feedback from **parents, carers, and pupils**
- Engagement with **local authority guidance and health priorities**

For example, the school may place additional emphasis on topics such as:

- **Oral health and hygiene**
- Healthy lifestyles, including diet and physical activity
- Emotional wellbeing and mental health
- Online safety and risks relevant to the local context

These priorities are regularly reviewed to ensure the curriculum remains **current, relevant, and supportive of pupils' wellbeing**

## Disclosures in PSHE/Managing sensitive discussions

Staff are aware that sometimes disclosures may be made during PSHE lessons; in which case, safeguarding procedures are followed as appropriate. Sometimes it is clear that certain pupils may need time to talk one-to-one after the lesson closes, or needs to be signposted to further sources of advice or support. If disclosures occur, the school's confidentiality policy is followed.

As a general rule a pupil'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, they will talk to the Designated Safeguarding Lead (DSL) who takes action as laid down in the school's safeguarding policy. All staff members are familiar with the policy and know the identity of the DSL. The pupil concerned will be informed that confidentiality is being breached and reasons why. The pupil will be supported by staff throughout the process. Visitors to the school will be advised of this process should a disclosure occur as part of their session.

## The PSHE Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and pupils alike, is vital in PSHE. To enable this, we use PSHE 'ground rules' at the beginning of lessons, which are reinforced throughout. Pupils are encouraged to ask questions and share any concerns with trusted adults in order to promote a welcoming and open learning culture.

## PSHE Ground Rules

At the start of PSHE lessons, classes agree and revisit a set of ground rules, which may include:



- **Respect** – listen to others without interrupting and respect different opinions
- **No put-downs** – no teasing, name-calling or negative comments
- **Confidentiality** – we do not share personal information outside the classroom (with the exception of safeguarding concerns)
- **Right to pass** – pupils can choose not to answer a question or take part in a discussion
- **Use correct language** – appropriate and respectful vocabulary is encouraged
- **Ask questions safely** – all questions are valued, but must be appropriate

## Supporting Pupil Voice and Questions

To support an open environment, the school uses:

- **Question boxes** – pupils can submit anonymous questions to be answered by the teacher in a safe and appropriate way
- **Worry boxes** – available in classrooms or designated areas for pupils to raise concerns privately
- **Circle time and discussion opportunities** – structured time for pupils to share thoughts and feelings
- **Access to trusted adults** – pupils are regularly reminded who they can speak to if they have worries or need support (e.g. class teacher, teaching assistants, pastoral staff)

## Safeguarding Considerations

Pupils are made aware that:

- Teachers cannot guarantee complete confidentiality if a **safeguarding concern** is raised
- Any concerns shared will be dealt with in line with the school's **safeguarding policy**

## Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in PSHE. Teachers are prepared to handle personal issues and deal sensitively with, and to follow up appropriately, disclosures made in a group or by individual children. Issues that we address in PSHE are likely to be sensitive and controversial sometimes because they have a political, social or personal impact, or deal with different values and beliefs.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers, peers or families.

Children will be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. There may also be cases when we may need to deviate from our published PSHE policy to safeguard children, for example, if pupils have seen distressing or pornographic content online. This teaching will remain



age-appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion. **The school will inform parents of any deviation from the published PSHE policy in advance and share any relevant materials with them on request.**

## Answering Difficult Questions and Managing Sensitive Issues

Both formal and informal PSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) 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 PSHE Subject Lead or Designated Safeguarding Lead if they are concerned or need support.

Where possible, teaching strategies use 'distancing' so that pupils discuss issues 'theoretically' e.g., through a case study or a scenario, rather than drawing on personal experiences.

If a child asks a question related to sex education, that is not covered in school, or related to content the child has been withdrawn from, the teacher concerned may provide an answer according to the age and maturity of the child if it is appropriate to do so. If it is not appropriate to provide an answer, the teacher will refer the question to be answered at home.

## Policy Review

This policy is reviewed annually

	Signed Headteacher	Signed Chair of Governors
Date of review:		
Date of next review:		