Whingate Primary School

Relationships, Health and Sex Education Policy

(RHSE)

September 2026

Ratified by the Governing Body on: _____

Chair of Governors Signature: _____

Date of Next Review: ____September 2027_____

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1. Context

All schools must have an up-to-date RHSE policy which is made available for inspection and to parents. The policy must:

- Define relationship, health and sex education
- Describe how relationship, health and sex education is provided and who is responsible for providing it
- Say how relationship, health and sex education is monitored and evaluated
- Consult with parents in developing and reviewing the policy
- Include information to clarify why parents do not have a right to withdraw their child from relationships or health education
- Include information about parents' right to request that their child be excused from sex education only
- State how delivery content will be made accessible to all pupils
- Be reviewed regularly
- Be freely available to anyone who asks for a copy
- Be published on the school website

The policy should:

- Reflect the views of teachers and pupils

This policy can be found on the school website. A paper copy is available from the school office.

Any change will be reflected in the school prospectus and included in the induction programme for visitors and new staff.

2. Background and Definitions

Schools are required to teach a new framework for Relationships, Sex and Health Education from September 2026.

The changes to the framework include:

Greater transparency with parents

- Schools must be open with families about what is being taught and when.
- Parents should be able to view any RSE materials used in class.
- RSE policies should clearly explain how parents can access resources.

Clearer boundaries for primary content include:

- Setting and respecting personal boundaries.
- Recognising unsafe online or offline relationships.
- Seeking help when something feels wrong.

This is about safeguarding children with age-appropriate skills and knowledge. By giving children the tools to recognise risk and manage safe decisions, both now and in the future, schools play an important role in helping them navigate a world where social norms, online behaviours and pressures are constantly shifting.

Specific vocabulary and puberty guidance

- Teachers now have explicit direction on terminology for example pupils should learn the correct names for body parts (including penis, vulva, vagina, testicles, nipples, scrotum).
- These terms should be taught within the context of privacy, boundaries and respect.
- Menstruation should be introduced *before* pupils are likely to experience it – the guidance suggests starting from Year 4 – and teachers are encouraged to use clear, accessible language such as "period pads" and "menstrual products" instead of outdated terms.

Online safety in today's context

Since the 2019 guidance, the online world has changed significantly, and the new guidance ensures that teaching keeps up-to-date with changes. Updates include:

- Age limits for social media.
- Risk around image-sharing and online pressure.
- Privacy and location settings.
- Online gaming safety.
- Critical thinking about online wellbeing.

Personal safety and first aid

New content has been added to help children recognise and manage risk, including:

- Rail and water safety.
- Peer influence and pressure.
- Updated first aid guidance – with an emphasis on reporting incidents rather than filming them.

Families and representations

As before in the 2019 guidance, teaching should reflect the diversity of family life – from same-sex parents to kinship carers – so that all children feel recognised and respected. This means careful consideration in the use of content (images, videos, stories) to respect and represent diverse families.

3. Process for Consultation

In order to comply with the new statutory framework, the following process for consultation took place.

Senior Leadership Team meeting to discuss changes to curriculum and policy	April 2026
Draft RHSE Policy shared with the Governing Body	June 2026
Parental questionnaire sent via Microsoft Forms accompanied by factsheet with statutory content	June 2026
Pupil consultation	April / May 2026
Staff meeting to share curriculum changes	September 2026
Begin to implement curriculum changes	September 2026
Changes fully implemented	September 2026 onwards

4. Aims and Objectives for Relationship, Health and Sex Education

Our Aim

At Whingate Primary School, Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Health Education aims to give pupils the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships and the teaching of sex, sexuality and sexual health.
Sex and Relationship Education Guidance (DFEE 2000)

The Sex Education Forum defines SRE as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. The aim of SRE is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing.

We will work together to:

- Provide caring relationships based on mutual respect
- Provide an environment where everyone is safe, secure and has fun
- Ensure there are clear expectations for behaviour and learning
- Encourage self-control, responsibility and good working attitudes
- Match learning to the needs and abilities of each child
- Provide a stimulating, creative, broad and balanced curriculum
- Maintain high expectations and achieve the best possible outcomes for all

RSE is taught by classroom teachers, teaching assistants and, if appropriate, outside visitors. It is the responsibility of the PSHE lead and individual staff to ensure that they feel confident in teaching the subject matter.

RSE is delivered in mixed gender groups, however there may be occasions where single gender groups are more appropriate and relevant.

A range of teaching methods which involve children's full participation are used to teach RSE including fiction texts, reference books, leaflets, extracts from videos, discussion, looking at case studies, drama and role play.

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible, and in line with school guidelines, but if faced with a question that is does not fall within the above, it would be made clear to the pupil why this question is not being answered.

5. The Teaching Programme for RHSE

All schools must teach the following as part of the Science National Curriculum.

The following objectives link Science to RHSE:

Foundation Stage

- Children talk about past and present events in their own lives and in the lives of family members
- They know that other children don't always enjoy the same things, and are sensitive to this
- They know about similarities and differences between themselves and others, and among families, communities and traditions
- Children know about similarities and differences in relation to places, objects, materials and living things
- They talk about the features of their own immediate environment and how environments might vary from one another
- They make observations of animals and plants and explain why some things occur, and talk about changes

Key Stage 1

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement
- Describe the simple functions of the basic parts of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions
- Construct and interpret a variety of food chains, identifying producers, predators and prey

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Describe the ways in which nutrients and water are transported within animals, including humans
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

The remainder of our RSE Curriculum is taught within the following objectives

Foundation Stage

- Personal, social and emotional development involves helping children to develop a positive sense of themselves and others
- To form positive relationships and develop respect for others
- To develop social skills and learn how to manage their feelings
- To understand appropriate behaviour in groups
- To have confidence in their own abilities
- To develop their confidence and skills in expressing themselves
- To speak and listen in a range of situations
- To make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment

Throughout KS1 and KS2 the Statutory Guidance is met through the use of the KAPOW scheme of work.

All documents to show how all statutory objectives are met can be found on our website: https://www.whingate.com/page/?title=PSHE&pid=117

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Year 1	My healthy self: How can we look after our emotions?	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?
Year 2	My healthy self: How can we look after our bodies?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
Year 3	My healthy self: How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why?
Year 4	My healthy self: How can I make healthy choices?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?	Citizenship: How can I spend money responsibly?	Growing up: How will my body and emotions change as I grow up?	Staying safe: What signs help me recognise what is safe or unsafe?
Year 5	My healthy self: How can I support my mind and body as I grow?	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Citizenship: How can we be in control of our money?
Year 6	My healthy self: How do my choices today shape my future health?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about the things I see online?	Citizenship: How can we protect everyone's rights?	Staying safe: How can I stay safe as I grow up?	Sex education: How do people become parents and carers?

Additional lessons which we choose to teach at Whingate in Year 6 only
Pupils learn some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted • know that HIV can affect anyone, not a specific group or type of person • can identify how HIV can and cannot be passed on
Pupils learn about how the risk of HIV can be reduced • know that the risk of HIV being passed on can be reduced if a condom is used • can describe how a condom protects against HIV and other sexually transmitted infections
Pupils learn that contraception can be used to stop a baby from being conceived Pupils: • know that a condom stops sperm from meeting an egg and therefore stops fertilisation • know that women can take a pill to stop an egg being released, preventing conception • understand contraception is both partners' responsibility
Pupils learn about Female Genital Mutilation (FGM) • How to decide if a problem is one they can solve themselves or one that they should share • About the advantages and disadvantages of keeping something dangerous a secret including the possible consequences of keeping a secret • How to recognise trusted adults and ask for help • That sharing worries is a good thing • To understand the need for rules and laws • Know that in the UK there are laws to protect people, including pupils • How to contribute to discussion and debate • Know that pupils have rights • Understand the underwear rule • To know the names of the female genitals • To know which parts of the body are private • To understand the term FGM • To know that FGM is illegal • To describe different cultural beliefs • To know about pupils' rights and the right to say no • How to participate in positive relationships in a considerate and sensitive way, valuing respect and care for self and others • To explore individual and moral issues and develop decision making skills based on critical thinking • How to use their existing knowledge, skills, and positive attitudes to address a problem • Places they can go to for help and support around FGM

KAPOW Scheme Vocabulary List for RSE

Growing up		
Year 2	Year 4	Year 5
change	boundaries	egg
grow	breasts	erection
nipples	period	genitals
penis	physical changes	hormones
private parts	puberty	influence
scrotum		menstrual cup
testicles		period pad
vagina		period pants
vulva		self-conscious
		sensitive
		tampon
		wet dreams
		womb/uterus

Sex education (Optional)
Year 6
conception
consent
ovary
pregnant
sexual intercourse
sperm

**Words on this page are classified as Tier 2 words unless stated otherwise.*

6. Key Responsibilities for RSE

Claire Beswick and Karen Loney (Co-Headteachers), are responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory elements of the curriculum.

Sophie Hood is the designated teacher with responsibility for the development and implementation of RHSE.

Governors will ensure that the RHSE policy has been ratified and will be part of the consultation process for changes to the curriculum.

Specific Responsibilities	**Responsible Individual/Team**
Monitoring and evaluating the teaching and impact of RHSE	Co-Headteachers RSE Lead Governing Body
Co-ordinating the RSE provision, ensuring a spiral curriculum	RSE Lead
Identifying, accessing and co-ordinating training and support for staff	All Staff RSE Lead Co-Headteachers
Establishing and maintaining links with external agencies/other health professionals	RSE Lead
Policy development and review, including consultation and dissemination	RSE Lead
Implementation of the policy; monitoring and assessing its effectiveness in practice	RSE Lead
Managing child protection/safeguarding issues	RSE Lead Safeguarding Team
Establishing and maintaining links with parents/carers	RSE Lead
Liaising with link schools to ensure a smooth transition/approach	RSE Lead Year 6 Staff
Sharing information with staff re. how to deal with issues that should arise during the teaching of RHSE	DSL RSE Lead
Liaising with the media	Co-Headteachers

7. Parental Involvement

The school includes information regarding RSE in the school prospectus and on the website.

Parents are welcome to speak should they wish to view any of the resources or gain support with teaching the content at home.

A letter will be sent to the whole year group in the term in which sex education will take place (Year 6).

Parents have the right to withdraw their children from sex education but not from relationships or health education, including those covered within the Science statutory content. Sex education conversations can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. If parents do choose to exercise this right then school staff will have a further discussion with them to enable them to make an informed decision.

8. Child Protection / Confidentiality

All staff will read and understand part 1 of the Department for Education's statutory safeguarding guidance, *Keeping Children Safe in Education*, and review this guidance at least annually.

All staff will be aware of:

· Our systems which support safeguarding, including reading and understanding their professional responsibilities as outlined in *Guidance for Safer Working Practice (2022).*

· The role of the designated safeguarding lead (DSL).

· Reading and understanding the behaviour policy, and the safeguarding response to children who go missing from education during the school day or otherwise.

· That children's behaviours can be indicative of their emotional wellbeing and can be linked to mental health. They should be aware of behaviours that may communicate that poor wellbeing can be an indicator of factors such as abuse, neglect or exploitation. Staff should understand the children's experiences such of abuse, neglect and adverse childhood experiences can impact on children's mental health, behaviour & education.

· The process for making referrals to local authority children's social work service (CSWS) and for statutory assessments that may follow a referral, including the role they might be expected to play.

· What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as Female Genital Mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.

· In school procedures for recording any cause for concerns and passing information on to DSLs in accordance with school's recording systems.

· The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE), FGM, radicalisation and serious and violent crime.

During RHSE lessons, children will be made aware of suitable avenues for support should they have concern either during or following a lesson.

9. Links with other Policies

This policy is linked with the following policies:

- PSHE
- Equal Opportunities
- Safeguarding/Child Protection
- Confidentiality
- Behaviour
- Anti-Bullying
- Science
- Online Safety
- Equality
- Teaching and Learning

These policies can be found in the school office policies file

10. Use of visitors

Visitors may be involved in the delivery of the RSE curriculum but will complement rather than substitute or replace planned provision.

The PSHE Leader will be responsible for liaising with any professionals in advance of their visit; ensuring that their input fits within the school's spiral curriculum

The standard visitor procedure will be followed on arrival.

Where a visitor is used to supplement the curriculum, they will always be supported by a member of staff from the year group.

The PSHE Leader will gain feedback from staff in order to evaluate the effectiveness of their contribution.

11. Inclusion, Equality and Diversity

Teaching and resources will be differentiated as appropriate to address the needs of all children in order for them to have full access to the content of RHSE.

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 and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RHSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

SRE Policy Guidance (Sex Education Forum 2014)

12. Monitoring and Evaluation

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation/walks, questionnaires to teachers, parents and children e.g. My Health, My School and Wellbeing Surveys. The results of these will shape our curriculum to meet the needs of our children and their families.

The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

Appendix 1

KAPOW's Parent Zone provides parents with up-to-date information.
https://www.kapowprimary.com/subjects/rse-pshe/curriculum/rse-pshe-parent-information/

On our website, there is also guidance for parents on the right to withdraw.

Whingate Primary School

Co-Headteachers:
Claire Beswick and Karen Loney
Chair of Governors:
Mrs Ellis Lewis

17 June 2026

PSHE and RSE Curriculum: Parental Right to Withdraw

At Whingate Primary School we teach Sex education. However, you may still feel it is not appropriate for your child. If this is the case, it can be helpful to consider the reasons we choose include Sex education in our Year 6 curriculum. These include:

- Ensuring children receive accurate, age-appropriate information before misconceptions or misinformation develop.
- Helping pupils feel prepared and confident as they approach the transition to secondary school.
- Supporting respectful language and understanding around bodies, relationships and reproduction.
- Reducing anxiety by addressing questions in a calm, factual and supportive way.

Parents and carers have the right to view lesson resources and discuss content with staff, which can often provide reassurance on how topics are taught and the level of detail included.

Parents and carers also have the right to withdraw their child from Sex education lessons and be provided with alternative lessons during this time. You child will be following the Kapow Primary's RSE & PSHE curriculum, there for the right to withdraw applies only to the optional Year 6 sex education unit and a lesson based on FGM. It does not apply to the following statutory areas:

- Science lessons covering human life cycles (taught in Year 5).
- RSE & PSHE learning about growing up and puberty, including naming body parts, menstruation and physical changes during puberty (taught in Years 2, 4 and 5).

Appendix 2
Parental consultation questions

1.	Select the year group(s) of your child(ren).
2.	Please take a moment to look at our PSHE and RSE long term plan and read the information provided. A copy of this can be found here: https://www.whingate.com/page/?title=PSHE&pid=117
3.	Please take a moment to look at the KAPOW Parent Zone and read the information provided. https://www.kapowprimary.com/subjects/rse-pshe/curriculum/rse-pshe-parent-information/
4.	Do you understand the curriculum content that is included in the 'right to withdraw'? A full explanation of what this means for our school can be found on our website https://www.whingate.com/page/?title=PSHE&pid=117
5.	Are there any topics or areas that we are not covering at Whingate Primary School that you feel we need to address?
6.	Do you have any concerns about any of the topics covered? Please provide further information below.
7.	Do you have any questions you would like to ask?
8.	Please provide your name and your child's name and class if you would like to be contacted to discuss any questions you may have.

-The above questions were distributed via a Microsoft Forms questionnaire, alongside the appropriate curriculum documents. This was available from Tuesday 23rd June to Wednesday 15th July 2026.

-This was posted on the whole school Class Dojo page.

-All curriculum documents are available on our school website: https://www.whingate.com/page/?title=New+Curriculum+for+2027&pid=140

-The Class Dojo update was viewed by 445 parents.

- 6 parents responded to the survey after reading the information.
- Parents from a range of year groups responded (2,5,3,6, Reception, Nursery).
- Parents who responded said that they understood the content shared.
- One parent asked for support with the right to withdraw, further support was provided through class dojo, where the translate facility could be used.
- No parents raised any further questions.

Appendix 3
Summary of pupil consultation

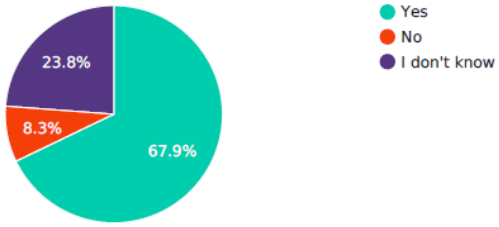
-Pupil consultation was completed using the My Health, My School Survey which was undertaken during April 2026.
The following number of children took part:

- Y3 – 41 children
- Y4 - 49 children
- Y5 – 38 children
- Y6 – 46 children

-Statistics from relevant questions will be used as pre-teach data from the amendments to the new curriculum which will be reviewed for impact at the end of the 2027 academic year.

Questions from the survey (completed in April 2026) relevant to the RHSE policy:

Do you find your Personal, Social, Health and Economic (PSHE) education lessons useful?



Do you find your Personal, Social, Health and Economic (PSHE) education lessons useful?	Tick	
	Number	%
Yes	57	67.86
No	7	8.33
I don't know	20	23.81
We don't have any PSHE lessons	0	0.0
Total	84	100%

How much useful information and learning have you had to help you understand the following things? (e.g. through lessons at school/college)	I have had enough useful learning and information		I need better learning and information		I don't know		Total	
	Number	%	Number	%	Number	%	Number	%
Personal hygiene/ Keeping clean	73	85.88	6	7.06	6	7.06	**85**	100%
Different types of families (single parents, living with grandparents, having step-parents, having two mums or two dads)	62	72.94	10	11.76	13	15.29	**85**	100%
Domestic violence and abusive relationships	0	0	0	0	0	0	**0**	100%
Making good relationships	60	70.59	14	16.47	11	12.94	**85**	100%
Relationships and sex	0	0	0	0	0	0	**0**	100%
Safe and unsafe relationships	58	68.24	10	11.76	17	20.0	**85**	100%
Consent	0	0	0	0	0	0	**0**	100%
How babies are made (conception)	37	43.53	21	24.71	27	31.76	**85**	100%
How babies are made (conception) and born	0	0	0	0	0	0	**0**	100%
Avoiding Sexually Transmitted Infections (e.g. Chlamydia, HIV & AIDS)	0	0	0	0	0	0	**0**	100%
How alcohol and drugs can influence sexual behaviour	0	0	0	0	0	0	**0**	100%
Using contraception	0	0	0	0	0	0	**0**	100%
When you are ready to have sex	0	0	0	0	0	0	**0**	100%
How to be a good parent	0	0	0	0	0	0	**0**	100%
Pregnancy choices	0	0	0	0	0	0	**0**	100%
Child Sexual Exploitation (also known as grooming)	0	0	0	0	0	0	**0**	100%
Female Genital Mutilation (FGM)	0	0	0	0	0	0	**0**	100%
Forced marriages	0	0	0	0	0	0	**0**	100%

To make sure you are safe and healthy, would you know where to go to get help or advice for each of these things?	Yes		No		Total	
	Number	%	Number	%	Number	%
Biphobic bullying and ways to stop it	64	76.19	20	23.81	**84**	100%
Gender identity	0	0	0	0	**0**	100%
Gender identity	0	0	0	0	**0**	100%
Homophobic bullying and ways to stop it	65	77.38	19	22.62	**84**	100%
How to cope with a death	54	64.29	30	35.71	**84**	100%
How to cope with a separation	53	63.1	31	36.9	**84**	100%
Problems in school/college	70	83.33	14	16.67	**84**	100%
Problems out of school/college	67	79.76	17	20.24	**84**	100%
Self-harm	0	0	0	0	**0**	100%
Sexual identity	0	0	0	0	**0**	100%
Social, Emotional and Mental Health	75	89.29	9	10.71	**84**	100%
Suicidal thoughts	0	0	0	0	**0**	100%
Transphobic bullying and ways to stop it	0	0	0	0	**0**	100%
Being active	76	90.48	8	9.52	**84**	100%
First Aid	65	77.38	19	22.62	**84**	100%
Climate change	66	78.57	18	21.43	**84**	100%
Alcohol	59	70.24	25	29.76	**84**	100%
Drugs	58	69.05	26	30.95	**84**	100%
Smoking	59	70.24	25	29.76	**84**	100%
Gambling (mine/family members)	0	0	0	0	**0**	100%
Managing money/budgeting	0	0	0	0	**0**	100%
Money problems	0	0	0	0	**0**	100%
Scams/Identity theft	60	71.43	24	28.57	**84**	100%
Domestic violence and abusive relationships	0	0	0	0	**0**	100%
Relationships	0	0	0	0	**0**	100%
Relationships	66	78.57	18	21.43	**84**	100%
Relationships and sex	0	0	0	0	**0**	100%
Growing up ' changes in body and feelings	73	86.9	11	13.1	**84**	100%
Contraception/sexual health advice and treatment	0	0	0	0	**0**	100%
How to use a condom	0	0	0	0	**0**	100%
Sex	0	0	0	0	**0**	100%
Staying safe on the internet	77	91.67	7	8.33	**84**	100%
Someone asking you for your personal details (such as your address) on the internet	68	80.95	16	19.05	**84**	100%
Someone sending you upsetting messages, pictures or videos on the internet or on your mobile phone	68	80.95	16	19.05	**84**	100%
Something you saw on the internet, which upsets you	69	82.14	15	17.86	**84**	100%

Appendix 4
Summary of staff consultation

-The PSHE team (Sophie Hood and Melissa Varley) met with Whingate's Co-head teachers (Karen Loney and Claire Beswick) to discuss statutory changes and the proposed use of the KAPOW curriculum. The new curriculum content was also shared with Emma Rushton (member of TLC and pupil support).

-A full staff meeting / training session will take place in September 2026.

-Updated LTP, Vocabulary and resources have been shared with staff.

-Staff were asked to read all supporting documents and contact Melissa Varley and Sophie Hood with any comments or questions by the end of September 2026.

-There were no further questions or oppositions at the end of the consultation process.

-Continuous curriculum and teaching support is available throughout the year from Sophie Hood and Melissa Varley.