

School RSHE Appendix

Whitemoor Academy

Appendix to the Aspire & Shine Education Trust RSHE Policy — Academic Year 2026/27

This appendix should be read alongside the Aspire & Shine Education Trust Relationships, Sex and Health Education (RSHE) Policy. While the Trust policy sets out the principles, statutory requirements and framework that apply across all schools, this appendix provides the local, academy-specific operational information referred to within it.

1. Key Contacts

The following members of staff can be contacted regarding RSHE at this school:

Role	Name	Contact details
Headteacher	Rob Lord	admin@whitemoor.nottingham.sch.uk
RSHE Lead / Coordinator	Leah Corbett	
Designated Safeguarding Lead (DSL)	Ellen Kelliher	
SENDCO	Danielle Waterfall	
Named contact for parent enquiries regarding RSHE	Pete Bevington	
Named contact for menstrual wellbeing support	Claire Calladine	

2. Curriculum Delivery

2.1 Delivery model and curriculum overview

Guidance for schools: Summarise how RSHE is delivered at this school — for example, the scheme/resources used, which year groups are taught what, how often lessons take place, and who teaches them (e.g. class teachers, a dedicated PSHE lead, external providers).

Scheme or resources used: SCARF (Safety, Caring, Achievement, Resilience, Friendship) scheme of work

Delivery method (e.g. discrete lessons, cross-curricular, drop-down days): Discrete lessons

Frequency of lessons: Taught weekly, from Nursery to Year 6

Staff responsible for teaching RSHE: Class teachers

Summary of curriculum content by year group: See below

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities & difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets & touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls & boys – similarities & difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing & celebrating difference Developing respect & accepting others Bullying & getting help	How our feelings can keep us safe – inc. online safety Safe & unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene & health Cooperation	Getting help Becoming independent My body parts Taking care of self & others
Y2	Bullying & teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind & helping others Celebrating difference People who help us Listening Skills	Safe & unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving & spending	Growth Mindset Looking after my body Hygiene & health Exercise & sleep	Life cycles Dealing with loss Being supportive Growing & changing Privacy
Y3	Cooperation Online rules & restrictions Online behaviours Friendship (respectful relationships) Coping with loss	Recognising & respecting diversity Being respectful & tolerant My community Bullying, inc. online	Managing risk Decision-making skills Drugs & their risks Staying safe online Digital literacy	Helping & being helped Looking after the environment Managing money Developing critical thinking	Keeping myself healthy & well Celebrating & developing my skills Developing empathy	Changing bodies & puberty Keeping safe Safe & unsafe secrets Relationships, inc. online
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising & celebrating difference (inc. religions & cultural difference) Understanding & challenging stereotypes	Managing risk inc. online Understanding the norms of drug use (cigarette & alcohol use) Influences Online safety & behaviours	Making a difference (different ways of helping others or the environment) Media influence & digital literacy Decisions about spending money	Having choices & making decisions about my health Taking care of my environment My skills & interests	Body changes during puberty Managing difficult feelings Relationships inc. marriage
Y5	Feelings Friendship skills, inc. compromise Assertive skills Cooperation Recognising emotional needs	Recognising & celebrating difference, inc. religions & cultural Critical digital awareness Online Bullying & self esteem	Online safety Bullying inc. online Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	My health rights, respect & duties Making a difference Decisions about lending, borrowing & spending Media manipulation Artificial Intelligence	Growing independence & taking ownership Keeping myself healthy Media awareness & safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising & celebrating difference Recognising & reflecting on prejudice-based bullying Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Digital footprint Drugs: norms & risks (inc. the law)	Understanding media bias Digital critical thinking Caring: communities & the environment Earning & saving money Understanding democracy	Aspirations Managing risk Looking after wellbeing Digital literacy & critical thinking skills	Coping with changes Keeping safe inc. online AI/ deep fakes Body Image Sex education Self-esteem

2.2 Curriculum and assessment links

Guidance for schools: Provide direct links to where the school's RSHE curriculum map, policy documents and assessment information are published on the school website.

RSHE curriculum overview (website link): https://www.whitemooracademy.co.uk/_site/data/files/migrated/pshe-education-scarf/scaf-long-term-plan.jpg

PSHE/RSHE policy page (website link): <https://www.whitemooracademy.co.uk/policies>

Assessment and progression information (website link):
<https://www.whitemooracademy.co.uk/page/?title=Relationships%2C+Health+and+Sex+Education&pid=111>

3. Working with Parents and Carers

3.1 Informing and engaging parents

Guidance for schools: Describe how the school keeps parents informed about RSHE — for example, curriculum letters, information evenings, access to materials, and how parents can raise questions or concerns.

- How and when parents are notified of RSHE content ahead of teaching
Upcoming RSHE content is shared with parents through half-termly newsletters and Class Dojo communications before the relevant units are taught.
- Opportunities for parents to view curriculum materials
Curriculum materials are shared and discussed during the September Meet the Teacher event. Parents may also request further information from the school as required.
- Arrangements for parent information sessions or workshops
Parent consultation sessions will be organised by the RSHE Lead as and when significant changes are made to RSHE content or delivery.
- How parents can raise a question or concern about RSHE
Parents can raise questions or concerns by email, telephone or in person via the school office. In the first instance, enquiries will be directed to the class teacher, with further support available from the RSHE Lead or a member of the senior leadership team where appropriate.

3.2 Withdrawal from Year 6 sex education

Guidance for schools: Set out the school's local process for parents wishing to withdraw their child from any non-statutory sex education content taught in Year 6, in line with the Trust policy. Include who to contact, what happens to the child during withdrawn lessons, and the process for discussing the request with the Headteacher.

Who parents should contact to request withdrawal: the school office, marked for the attention of the Headteacher.

Process for discussing the request (e.g. meeting with Headteacher): A written request to withdraw from the relevant Year 6 sex education lessons should be submitted to the school. This will be followed by a telephone call or meeting with a member of the senior leadership team to discuss the request and ensure parents understand the content being taught and their right to withdraw.

Arrangements for the child during withdrawn lessons: The child will be provided with appropriate supervised alternative learning in a separate classroom or designated area for the duration of the withdrawn lesson. They will continue to take part in all statutory Relationships and Health Education lessons.

Timeframe for responding to withdrawal requests: The school will respond to withdrawal requests within one week of receiving the written request.

4. Other School-Specific Information

Guidance for schools: Use this section for any additional local information, contacts or procedures that support implementation of the Trust RSHE policy at this school — for example, links with the school nurse, local safeguarding arrangements, or specific SEND adaptations.

The school works closely with parents, carers and external agencies to support the delivery of RSHE. Safeguarding is at the heart of our curriculum, and any concerns arising from RSHE lessons are managed in line with the school's safeguarding and child protection procedures.

Where appropriate, the school may seek support and advice from external professionals, including the School Nursing Service and other health and wellbeing agencies. Content is delivered in an age-appropriate and inclusive way, with reasonable adaptations made to meet the needs of pupils with SEND. These adaptations may include modified resources, additional adult support, pre-teaching of key concepts and the use of visual aids to ensure that all pupils can access the curriculum.

5. Review

Appendix last reviewed: September 2026

Next review due: September 2027

Reviewed by: Pete Bevington