



CHANTRY COMMUNITY

PRIMARY SCHOOL

Relationships, Sex Education and Health Education Policy

Key Document Details:			
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Reviewer:	Head Teacher	Version No:	2.0
Approver:	LGB	Date Ratified:	March 2026

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Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Equality Impact Assessment

Who is the policy or process intended for?	Pupils	Employees	Govs/ Trustees	Volunteers	Visitors
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Status of the policy or process:	New policy or process		Existing policy or process		
	<input type="checkbox"/>		<input checked="" type="checkbox"/>		
Analysis					
Protected Characteristic	Impact analysis			Explanation of impact analysis	
	Positive	Neutral	Negative		
Age:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Disability:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sex:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Gender reassignment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Race:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Religion or belief:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sexual orientation:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Marriage or civil partnership:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pregnancy and maternity:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pupil groups (PP/SEN/CLA):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Evaluation and decision making					
Summary of action taken:					
Final decision:					

Statement of Intent

At Chantry Community Primary School, we provide age-appropriate Relationships, Sex Education and Health Education (RSHE) to all pupils as part of the school's statutory curriculum. Our school aims to assure parents and pupils understand that all aspects of RSHE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to



RSHE will be delivered in a sensitive manner as part of a whole-school approach where parents and teachers work in partnership.

RHE, including puberty, is compulsory in all primary schools in England. The key topics applicable for all key stages in our school have been carefully planned in consultation with responses from parents, young people, schools and experts. Parents are given the opportunity to discuss this policy at any time and staff will be provided with accurate training and further resources to deliver lessons to pupils.

We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to our Relationships and Health Education, which is required to be delivered to every primary-aged pupil.

Our Relationships Education focuses on equipping our pupils with the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with our pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them and building on their early education our pupils are taught how to take turns, how to treat each other with kindness, consideration and respect and the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Our Relationship Education also addresses online safety and appropriate behaviour in a way that is relevant to our pupils' lives. Teachers include content in their lessons on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Our Relationship Education also focuses on our pupils learning about different families, which is taught in a sensitive manner based on knowledge of our pupils and their circumstances. Pupils are taught that families of many forms can provide a nurturing environment (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures). We take great care to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.

Our Health Education focuses on equipping pupils with the knowledge they need to make informed decisions about their own health and ensures that they receive factual information about the changes they will experience emotionally and physically during puberty.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based Relationship Education, Sex Education and Health Education (RSHE) for all our pupils. This policy sets out the framework for our RSHE Curriculum, providing clarity on how it is informed, organised and delivered. Any Health or Sex Education included within the RSHE curriculum consists of age-appropriate content taught through the National Science Curriculum.



Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Section 80A of the Education Act 2002
Equality Act 2010
Children and Social Work Act 2017
The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
DfE (2013) 'Science programmes of study: key stages 1 and 2'
DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
DfE (2021) 'Teaching about relationships, sex and health'
DfE (2025) 'Keeping children safe in education 2025'

This policy operates in conjunction with the following school policies:

Child Protection and Safeguarding Policy
Behaviour Policy
SEND Policy
PSHE policy
Inclusion Policy
Anti-bullying Policy
Online Safety Policy

Roles and Responsibilities

The governing board is responsible for:

- Playing an active role in monitoring, developing and reviewing the policy and its implementation in school.
- Appointing a link governor for RSHE Curriculum who supports the school and monitors any aspects of RSHE included within the SDP.
- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn from certain aspects.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.



- Ensuring that all staff receive ongoing training on issues relating to RSHE and are taught how to deliver lessons on such issues.
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSHE.

The Headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring adequate time on school timetable to deliver RSHE as a statutory curriculum subject.
- Providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSHE to pupils; for example, if staff do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Ensuring that parents are aware of this policy and ensuring taught content is available to parents.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The RSHE Subject Leader is responsible for:

- Overseeing the delivery of the subject.
- Ensuring that staff values and attitudes will not prevent them from providing a balanced RSHE Curriculum in school.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- Ensuring the topics taught are age-appropriate and high-quality and up-to-date.
- Ensuring teachers are provided with adequate resources to support teaching of the subject.
- Ensuring the school meets its statutory requirements in relation to the Relationships and Health Curriculum.
- Ensuring the Relationships, Sex Education and Health Curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the Relationships, Sex Education and Health Curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Liaising and working in partnership with parents and carers to support further conversations at home and to share the resources ahead of teaching upon request.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher.
- All staff are suitably trained to deliver all aspects of the RSHE curriculum.



The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.
- Ensuring that the needs of vulnerable pupils are taken into consideration in designing and teaching the subject.

The Teachers are responsible for:

- Delivering a high-quality and age-appropriate RSHE Curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to Relationships, sex Education and Health Education topics.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subject.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the RSHE subject leader to evaluate the quality of provision.

Parents are responsible for:

- Enabling their children to grow and mature and to form healthy relationships.
- Supporting their children through their personal development and the emotional and physical aspects of growing up.
- Ensuring that they are aware of aspects of the curriculum, including when it is going to be delivered and the content.
- Supporting their children's personal, social and emotional development, by working with the school to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE.
- Seeking additional support in this from the school where they feel it is needed.

Organisation of the Curriculum



Every primary school is required to deliver statutory Relationships and Health Education. The delivery of the Relationships and Health Education coincide with one another and will be delivered as part of the school's PSHE Curriculum.

For the purpose of this policy:

- **“Relationships Education”** is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.
- **“Health Education”** is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.
- **“Sex Education”** is tailored to the age and the physical and emotional maturity of the pupils. It ensures that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for Science - how a baby is conceived and born.

The school has organised a RSHE curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

The school is dedicated to ensuring our RSHE curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.

The school will consult with parents, pupils and staff when considering significant changes in response to government changes around the curriculum. These may take the form of:

- Questionnaires and surveys
- Focus groups
- Meetings
- Training sessions
- Newsletters and letters

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Emailing the school office

Consultation with parents



The school understands the important role parents play in enhancing their children's understanding of RSHE Curriculum and how important parents' views are in shaping the curriculum. The school will provide parents with the opportunity to understand and ask questions about the school's approach to RSHE when changes are made, and parents are always welcome to discuss matters around this curriculum area at any time.

The school will consult closely with parents when reviewing the content of the school's RSHE curriculum and will give them the opportunity to voice their opinions. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be made by school.

Parents can have access to the following information:

- The content of the PSHE curriculum including RSHE content
- The delivery of the RSHE curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum such as videos used in older year groups

Parents will be consulted in the review of this policy and encouraged to provide their views at any time.

Relationships Education Overview

Families and people who care for me

By the end of primary school, pupils will know:

- That families are important for them growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.



Caring Friendships

By the end of primary school, pupils will know:

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

Respectful Relationships

By the end of primary school, pupils will know:

- The importance of respecting others – even when they are very different from them, make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online Relationships

By the end of primary school, pupils will know:



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

Being Safe

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter, including online, who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

Relationships Education per Year Group

The school is free to determine, within the statutory curriculum content outlined in the ‘**Relationships Education overview**’ section, what pupils are taught during each year group.

The school always considers the age and development of pupils when deciding what will be taught in each year group. The school implements a progressive curriculum, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

Reception

In the Families and Relationship topic, pupils will learn:



- To identify themselves in relation to their family and care structures around them. They know about similarities and differences between themselves and others, and among families.

In the Safe Relationships topic, pupils will learn:

- To talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable.

In the Respecting Ourselves and Others, pupils will learn:

- How to show sensitivity to others' needs and feelings and form positive relationships with adults and other children. They adjust their behaviour to different situations.

Year 1

In the Families and Relationship topic, pupils will learn:

- About people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers
- The role these different people play in children's lives and how they care for them
- What it means to be a family and how families are different, e.g. single parents,
- Same-sex parents, step –parents, raised by grandparents, living in different households and foster families etc.
- About the importance of telling someone — and how to tell them — if they are worried about something in their family

In the Safe Relationships topic, pupils will learn:

- About situations when someone's body or feelings might be hurt and whom to go to for help
- About what it means to keep something private, including parts of the body that are private
- To identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)
- How to respond if being touched makes them feel uncomfortable or unsafe
- When it is important to ask for permission to touch others
- How to ask for and give/not give permission

In the Respecting Ourselves and Others topic, pupils will learn:

- What kind and unkind behaviour mean in and out of school



- How kind and unkind behaviour can make people feel
- About what respect means
- About class rules, being polite to others, sharing and taking turns

Year 2

In the Families and Relationship topic, pupils will learn:

- How to be a good friend, e.g. kindness, listening, honesty
- About different ways that people meet and make friends
- Strategies for positive play with friends, e.g. joining in, including others, etc.
- About what causes arguments between friends
- How to positively resolve arguments between friends
- How to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else.

In the Safe Relationships topic, pupils will learn:

- How to recognise hurtful behaviour, including online
- What to do and whom to tell if they see or experience hurtful behaviour, including online
- About what bullying is and different types of bullying
- How someone may feel if they are being bullied
- About the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help
- How to resist pressure to do something that feels uncomfortable or unsafe
- How to ask for help if they feel unsafe or worried and what vocabulary to use

In the Respecting Ourselves and Others topic, pupils will learn:

- About the things they have in common with their friends, classmates, and other people
- How friends can have both similarities and differences
- How to play and work cooperatively in different groups and situations
- How to share their ideas and listen to others, take part in discussions, and give reasons for their views.

Year 3

In the Families and Relationship topic, pupils will learn:



- To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents
- That being part of a family provides support, stability and love
- About the positive aspects of being part of a family, such as spending time together and caring for each other
- About the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty
- To identify if/when something in a family might make someone upset or worried
- What to do and whom to tell if family relationships are making them feel unhappy or unsafe

In the Safe Relationships topic, pupils will learn:

- What is appropriate to share with friends, classmates, family and wider social groups including online
- About what privacy and personal boundaries are, including online
- Basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision
- That bullying and hurtful behaviour is unacceptable in any situation
- About the effects and consequences of bullying for the people involved
- About bullying online, and the similarities and differences to face-to-face bullying
- What to do and whom to tell if they see or experience bullying or hurtful behaviour

In the Respecting Ourselves and Others topic, pupils will learn:

- To recognise respectful behaviours e.g. helping or including others, being responsible
- How to model respectful behaviour in different situations e.g. at home, at school, online
- The importance of self-respect and their right to be treated respectfully by others
- What it means to treat others, and be treated, politely
- The ways in which people show respect and courtesy in different cultures and in wider society

Year 4

In the Families and Relationship topic, pupils will learn:



- About the features of positive healthy friendships such as mutual respect, trust and sharing interests
- Strategies to build positive friendships
- How to seek support with relationships if they feel lonely or excluded
- How to communicate respectfully with friends when using digital devices
- How knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know
- What to do or whom to tell if they are worried about any contact online

In the Safe Relationships topic, pupils will learn:

- To differentiate between playful teasing, hurtful behaviour and bullying, including online
- How to respond if they witness or experience hurtful behaviour or bullying, including online
- Recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable
- How to manage pressures associated with dares
- When it is right to keep or break a confidence or share a secret
- How to recognise risks online such as harmful content or contact
- How people may behave differently online including pretending to be someone they are not
- How to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online

In the Respecting Ourselves and Others topic, pupils will learn:

- To recognise differences between people such as gender, race, faith, family structures and relationships.
- To recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations
- About the importance of respecting the differences and similarities between people
- Vocabulary to sensitively discuss difference and include everyone

Year 5

In the Families and Relationship topic, pupils will learn:

- What makes a healthy friendship and how they make people feel included
- Strategies to help someone feel included
- About peer influence and how it can make people feel or behave
- The impact of the need for peer approval in different situations, including online
- Strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication



- That it is common for friendships to experience challenges
- Strategies to positively resolve disputes and reconcile differences in friendships
- That friendships can change over time and the benefits of having new and different types of friends
- How to recognise if a friendship is making them feel unsafe, worried, or uncomfortable
- When and how to seek support in relation to friendships

In the Safe Relationships topic, pupils will learn:

- To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations
- How to ask for, give and not give permission for physical contact
- How it feels in a person's mind and body when they are uncomfortable
- That it is never someone's fault if they have experienced unacceptable contact
- How to respond to unwanted or unacceptable physical contact
- That no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about
- Whom to tell if they are concerned about unwanted physical contact

In the Respecting Ourselves and Others topic, pupils will learn:

- To recognise that everyone should be treated equally
- Why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- What discrimination means and different types of discrimination e.g. racism, sexism, homophobia
- To identify online bullying and discrimination of groups or individuals e.g. trolling and harassment
- The impact of discrimination on individuals, groups and wider society
- Ways to safely challenge discrimination
- How to report discrimination online

Year 6

In the Families and Relationship topic, pupils will learn:

- What it means to be attracted to someone and different kinds of loving relationships
- That people who love each other can be of any gender, ethnicity or faith
- The difference between gender identity and sexual orientation and everyone's right to be loved
- About the qualities of healthy relationships that help individuals flourish, how to identify un-healthy relationships



- Ways in which couples show their love and commitment to one another, including those who are not married or who live apart
- What marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults
- That people have the right to choose whom they marry or whether to get married
- That to force anyone into marriage is illegal
- How and where to report forced marriage or ask for help if they are worried

In the Safe Relationships topic, pupils will learn:

- To compare the features of a healthy and unhealthy friendship
- About the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong
- Strategies to respond to pressure from friends including online
- How to assess the risk of different online 'challenges' and 'dares'
- How to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable
- How to get advice and report concerns about personal safety, including online
- What consent means and how to seek and give/not give permission in different situations

In the Respecting Ourselves and Others topic, pupils will learn:

- About the link between values and behaviour and how to be a positive role model
- How to discuss issues respectfully
- How to listen to and respect other points of view
- How to constructively challenge points of view they disagree with
- Ways to participate effectively in discussions online and manage conflict or disagreements

Health Education Overview

The focus of Health Education at primary level is teaching the characteristics of good physical health and mental wellbeing.

Mental Wellbeing

By the end of primary school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.



- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling, and how they are behaving, is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult.
- That bullying, including cyberbullying, has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support, including recognising the triggers for seeking support, extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet Safety and Harms

By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why some social media, some computer games and online gaming are age-restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.



- How to be a discerning consumer of information online, including understanding that information, inclusive of that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Physical Health and Fitness

By the end of primary school, pupils will know:

The characteristics and mental and physical benefits of an active lifestyle.

The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.

The risks associated with an inactive lifestyle, including obesity.

How and when to seek support, including which adults to speak to in school, if they are worried about their health.

Healthy Eating

By the end of primary school, pupils will know:

What constitutes a healthy diet, including an understanding of calories and other nutritional content.

The principles of planning and preparing a range of healthy meals.

The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on health.

Drugs, Alcohol and Tobacco

By the end of primary school, pupils will know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and Prevention

By the end of primary school, pupils will know:

How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.

About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.

About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.



About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
The facts and science relating to immunisation and vaccination.

Basic First Aid

By the end of primary school, pupils will know:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing Adolescent Body

By the end of primary school, pupils will know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle.

Health Education per Year Group

The school is free to determine, within the statutory curriculum content outlined in '[Health Education overview](#)' section, what pupils are taught during each year group.

The school always considers the age and development of pupils when deciding what will be taught in each year group. The school implements a progressive curriculum, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

Reception

In the Physical Health and Mental Wellbeing topic, the pupils will learn:

- To know the importance for good health of physical exercise and a healthy diet.

In the Keeping Safe topic, the pupils will learn:

- To talk about ways to keep safe within and outside of school.

Year 1



In the Physical Health and Mental Wellbeing topic, the pupils will learn:

- What it means to be healthy and why it is important
- Ways to take care of themselves on a daily basis
- About basic hygiene routines, e.g. hand washing
- About healthy and unhealthy foods, including sugar intake
- About physical activity and how it keeps people healthy
- About different types of play, including balancing indoor, outdoor and screen-based play
- About people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors
- How to keep safe in the sun

In the Keeping Safe topic, pupils will learn:

- How rules can help to keep us safe
- Why some things have age restrictions, e.g. TV and film, games, toys or play areas
- Basic rules for keeping safe online
- Whom to tell if they see something online that makes them feel unhappy, worried, or scared

Year 2

In the Physical Health and Mental Wellbeing topic, the pupils will learn:

- About routines and habits for maintaining good physical and mental health
- Why sleep and rest are important for growing and keeping healthy
- That medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies
- The importance of, and routines for, brushing teeth and visiting the dentist
- About food and drink that affect dental health
- How to describe and share a range of feelings
- Ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others
- How to manage big feelings including those associated with change, loss and Bereavement
- When and how to ask for help, and how to help others, with their feelings

In the Keeping Safe topic, pupils will learn:



- How to recognise risk in everyday situations, e.g. road, water and rail safety, medicines
- How to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'
- To identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger
- How to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products
- About things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel
- How to respond if there is an accident and someone is hurt
- About whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say.

Year 3

In the Physical Health and Mental Wellbeing topic, the pupils will learn:

- About the choices that people make in daily life that could affect their health
- To identify healthy and unhealthy choices
- (e.g. in relation to food, exercise, sleep)
- What can help people to make healthy choices and what might negatively influence them
- About habits and that sometimes they can be maintained, changed or stopped
- The positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle
- What is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally
- That regular exercise such as walking or cycling has positive benefits for their mental and physical health
- About the things that affect feelings both positively and negatively
- Strategies to identify and talk about their feelings
- About some of the different ways people express feelings e.g. words, actions, body language
- To recognise how feelings can change overtime and become more or less powerful

In the Keeping Safe topic, pupils will learn:



- How to identify typical hazards at home and in school
- How to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen
- About fire safety at home including the need for smoke alarms
- The importance of following safety rules from parents and other adults
- How to help keep themselves safe in the local environment or unfamiliar places including road, rail, water and firework safety

Year 4

In the Physical Health and Mental Wellbeing topic, the pupils will learn:

- To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally
- What good physical health means and how to recognise early signs of physical illness
- That common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary
- How to maintain oral hygiene and dental health, including how to brush and floss correctly
- The importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health

In the Keeping Safe topic, pupils will learn:

- The importance of taking medicines correctly and using household products safely
- To recognise what is meant by a 'drug'
- That drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing
- To identify some of the effects related to different common drugs and that all drugs, including medicines, may have side effects
- To identify some of the risks associated with drugs common to everyday life
- That for some people using drugs can become a habit which is difficult to break
- How to ask for help or advice

Year 5



In the Physical Health and Mental Wellbeing topic, the pupils will learn:

- How sleep contributes to a healthy lifestyle
- Healthy sleep strategies and how to maintain them
- About the benefits of being outdoors and in the sun for physical and mental health
- How to manage risk in relation to sun exposure, including skin damage and heat stroke
- How medicines can contribute to health and how allergies can be managed
- That some diseases can be prevented by vaccinations and immunisations
- That bacteria and viruses can affect health
- How they can prevent the spread of bacteria and viruses with everyday hygiene routines
- To recognise the shared responsibility of keeping a clean environment

In the Keeping Safe topic, pupils will learn:

- To identify when situations are becoming risky, unsafe or an emergency
- To identify occasions where they can help take responsibility for their own safety
- To differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour
- How to deal with common injuries using basic first aid techniques
- How to respond in an emergency, including when and how to contact different emergency services
- That female genital mutilation (FGM) is against British law
- What to do and whom to tell if they think they or someone they know might be at risk of FGM

Year 6

In the Physical Health and Mental Wellbeing topic, the pupils will learn:

- That mental health is just as important as physical health and that both need looking after and to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available
- To recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support
- How negative experiences such as being bullied or feeling lonely can affect mental wellbeing
- That there are situations when someone may experience mixed or conflicting feelings



- How feelings can often be helpful, whilst recognising that they sometimes need to be overcome
- About the changes that may occur in life including death, and how these can cause conflicting feelings
- That changes can mean people experience feelings of loss or grief and how to ask for help and support with loss, grief or other aspects of change
- How balancing time online with other activities helps to maintain their health and wellbeing
- What to do and whom to tell if they are frightened or worried about something they have seen online

In the Keeping Safe topic, pupils will learn:

- How to protect personal information online and to identify potential risks of personal information being misused
- Strategies for dealing with requests for personal information or images of themselves
- To identify types of images that are appropriate to share with others and those which might not be appropriate
- That images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be
- What to do if they take, share or come across an image which may upset, hurt or embarrass them or others
- How to report the misuse of personal information or sharing of upsetting content/images online
- About the different age rating systems for social media, T.V, films, games and online gaming
- Why age restrictions are important and how they help people make safe decisions
- About what to watch, use or play
- About the risks and effects of different drugs and the organisations where people can get help and support concerning drug use
- About the laws relating to drugs common to everyday life and illegal drugs
- To recognise why people, choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs

Sex Education



All pupils must be taught the aspects of Sex Education outlined in the primary Science Curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, we do teach pupils Sex Education beyond what is required of the Science Curriculum.

Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with the '[Organisation of the curriculum](#)' and '[Consultation with parents](#)' sections of this policy. Parents are given the opportunity to advise on what should be taught through Sex Education.

The age and development of pupils is always considered when delivering Sex Education.

Year 1

In the Year 1 Growing and Changing topic, the children will learn:

- To recognise what makes them special and unique including their likes, dislikes and what they are good at
- How to manage and whom to tell when finding things difficult, or when things go wrong
- How they are the same and different to others
- About different kinds of feelings
- How to recognise feelings in themselves and others
- How feelings can affect how people behave

Year 2

In the Year 2 Growing and Changing topic, the children will learn:

Alongside their Science topic, Animals, including humans, notice that animals, including humans, have offspring which grow into adults -

- About the human life cycle and how people grow from young to old
- How our needs and bodies change as we grow up
- To identify and name the main parts of the body including external genitalia
- (e.g. vulva, vagina, penis, testicles)
- About change as people grow up, including new opportunities and responsibilities
- Preparing to move to a new class and setting goals for next year.

Year 3



In the Year 3 Growing and Changing topic, the children will learn:

- That everyone is an individual and has unique and valuable contributions to make
- To recognise how strengths and interests form part of a person's identity
- How to identify their own personal strengths and interests and what they're proud of (in school, out of school)
- To recognise common challenges to self-worth e.g. finding school work difficult, friendship issues
- Basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again

Year 4

In the Year 4 Growing and Changing topic, the children will learn:

Children will build on learning in Year 4 around lifecycle changes in animals and understand that they will experience some of these changes in the natural cycle of growing from a child to a teenager and then adult.

- How to identify external genitalia and reproductive organs, penis, testicles, vagina, vulva, uterus, urethra
- About the physical and emotional changes during puberty
- Key facts about the menstrual cycle and menstrual wellbeing
- Strategies to manage the changes during puberty including menstruation
- The importance of personal hygiene routines during puberty including washing regularly and using deodorant
- How to discuss the challenges of puberty with a trusted adult
- How to get information, help and advice about puberty

Year 5

In the Year 5 Growing and Changing topic, the children will learn:

- About personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes
- That for some people their gender identity does not correspond with their biological sex
- How to recognise, respect and express their individuality and personal qualities
- Ways to boost their mood and improve emotional wellbeing



- About the link between participating in interests, hobbies and community groups and mental wellbeing

Year 6

In the Year 6 Growing and Changing topic, the children will learn:

- To recognise some of the changes as they grow up e.g. increasing independence
- About what being more independent might be like, including how it may feel
- About the transition to secondary school and how this may affect their feelings
- About how relationships may change as they grow up or move to secondary school
- Identify what is a healthy and loving relationships
- To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations
- Identify ways that people show commitment in relationships and how relationships develop
- About the responsibilities of being a carer or parent and how this change impacts on lifestyle, employment, aspirations
- Identify the links between love, committed relationships and the decision to become a parent
- Understand how conception and pregnancy occurs as part of the human life cycle
- Where to go for advice and support including medical professionals.

Formal RSE lessons

In addition, in Year 5 and 6, separate RSHE lessons are delivered in the main by the class teacher or Welfare and Pastoral Team. Details are always provided in advance to parents by letter. Research demonstrates that good RSHE does not encourage pupils to engage in sexual activity. Indeed, they are more likely to delay such activity. If teachers decide only to respond to questions when they arise this limits parents' rights to withdraw their child. If parents know that certain topics are to be covered in school this can form a basis for discussion at home. Staff and Governors consider the views of children when planning the programme for RSHE. Lessons on external and internal body changes during puberty are given in Year 5 and 6 (human reproduction only for Year 6). Parents have a right to withdraw their children from these specific lessons only, as other coverage is included in the statutory National Curriculum. The Year 6 lessons on puberty are given to mixed groups of boys and girls, which parents are invited to view in advance.



Delivery of the Curriculum

The relationships and health curriculum will be delivered as part of our PSHE Curriculum.

The school will ensure that keeping children safe and preventative education remain at the heart of PSHE subjects.

Sex education will be delivered through the Science Curriculum and the PSHE Curriculum.

Through effective organisation and delivery of the subject, the school will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional development. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

Curriculum Organisation

Pupils will receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression. The RSHE programme is delivered through a variety of opportunities including:

- Designated PSHE time as part of a spiral curriculum
- Circle time
- Use of external agencies and/or services
- School ethos
- Small group work
- Cross curricular links
- Assemblies
- Enrichment days and weeks

Terminology

In recognition of the fact that the use of code names for body parts can facilitate the normalisation of child sexual abuse, teaching staff will use and teach pupils the anatomically correct names for body parts.



Dealing with Difficult Questions

The school will support teaching staff to feel comfortable to answer questions from pupils, by providing regular CPD training in how to deliver the RSHE Curriculum including sessions on confidentiality, setting ground rules, handling controversial issues, responding to 'awkward' questions and an introduction to the rationale of why teaching RSHE is so important. The school will encourage teaching staff to refer questions they feel ill-equipped to answer to the RSHE subject leader for advice or support in handling the question.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

Whilst there are no formal examinations for the relationships and health curriculum, the school will undertake informal assessments to determine pupil progress – these include the following:

- Written assignments
- Group presentations
- Group tasks
- Projects

Working with External Experts

The school may invite guest speakers into school to talk on issues related to RHE, e.g. an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons.

Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it. All resources used by guest speakers will be available to parents to view prior to lesson delivery.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.



- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

Equality and Accessibility

The school understands its responsibilities in relation to the Equality Act 2010; specifically, that it must not unlawfully discriminate against any pupil based on their protected characteristics.

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that RSHE programme is inclusive, and caters to the needs, of pupils with SEND or other support needs, such as those with SEMH needs.

Teachers will understand that they may need to adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other support needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which sets out expectations of pupils.

The school understands that RSHE may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the wellbeing lead to discuss this.

Curriculum Links

The school seeks opportunities to draw links between RSHE and other curriculum subjects wherever possible to enhance pupils' learning. RSHE will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.



- **Computing** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

Withdrawing from the Subjects

Relationships and Health Education are statutory at primary level and parents do not have the right to withdraw their child from the lessons.

As sex education is not statutory at primary level, other than what must be taught as part of the National Science Curriculum, parents have the right to request to withdraw their child from all or part of their Sex Education.

The Headteacher will automatically grant a parent’s request to withdraw their child from Sex Education, other than the content that must be taught as part of the National Science Curriculum; however, the Headteacher will discuss the request with the parent to clarify the nature and purpose of our RSHE Curriculum. The Headteacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

The Headteacher will keep a record of the discussion between themselves, the pupil and the parent. The parent will be informed in writing of the Headteacher’s decision.

Where a pupil is withdrawn from Sex Education lessons, the headteacher will ensure that the pupil receives appropriate alternative education.

Behaviour

The school aims to foster a culture based on mutual respect and understanding for one another, and as such, has a zero-tolerance approach to bullying. Any bullying incidents caused as a result of the RSHE programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises. These incidents will be dealt with following the processes in our Behaviour Policy and Anti-bullying Policy.



Staff Training

All staff members at the school will undergo training to ensure they are up-to-date with the RSHE Curriculum and associated issues. Members of staff responsible for teaching the subject will undergo further training led by the RSHE subject leader, to ensure they are fully equipped to teach the topics including in the RSHE Curriculum effectively.

Training of staff will also be scheduled around any updated guidance on the RSHE Curriculum and any new developments which may need to be addressed in relation to the programme.

Confidentiality

The school will aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's Child Protection and Safeguarding Policy should be followed.

Pupils will be informed prior to delivery of RSHE lessons that confidentiality will remain unless school staff feel that a child is at risk of harm. This information will need to be passed on to the DSL and the pupils will be informed of the procedure. Staff who breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's Disciplinary Policy and Procedure.

Quality of Education

The RSHE subject leader is responsible for monitoring the quality of teaching and learning for the subjects. They will monitor using a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

The RSHE subject leader will feed back to the Head Teacher about the work in this area to evaluate the effectiveness of the subjects and implement any changes.



Monitoring and review

The governing board is responsible for approving this policy.

This policy will be reviewed on an annual basis by the RSHE Subject Leader and Headteacher. The next scheduled review date for this policy is September 2026. This policy will also be reviewed in light of any changes to statutory guidance; feedback from parents, staff or pupils; and issues in the school or local area that may need addressing.

Any changes made to this policy will be communicated to all staff and parents.

