



Stanion C.E (Aided) Primary School

Relationships, Sex and Health
Education Policy (RSHE)

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Overview

Our vision at Stanion CEVA Primary School is;

‘Love the Lord your God with all your heart, with all your soul and with all your mind.’

We acknowledge that in order for our children to embrace the challenges of creating happy and successful lives, they ‘need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy’¹. We understand that high quality, evidence-based and age appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help, and to know where to access support’.

The Church of England has a charter for *‘Faith Sensitive and Inclusive Relationships Education, Relationships and Sex Education and Health Education.’* We believe the Charter embraces the ethos of our School. A copy of the Charter is attached to this policy (Appendix 5) and we will be guided by the principles within it.

This policy is underpinned by the School’s commitment to inclusiveness and eliminating discrimination in accordance with the Equality Act 2010; advancing equality of opportunity between people who share a protected characteristic and people who do not share it, and to foster good relations across all characteristics.

Context and Guiding Principles

All of Relationships, Sex and Health Education is set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. It is complemented, and supported by, the School’s wider policies on behaviour, SEND, respect for equality and diversity, bullying and safeguarding. It sits within the context of our school’s broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.

Relationships and Health Education is compulsory in all primary schools from September 2020. We choose to teach the compulsory content of Relationships and Health Education within a wider programme of Personal, Social, Health Education, integrated within a broad and balanced curriculum. This compulsory content is age appropriate and developmentally appropriate. It is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents / carers. The curriculum on Health Education complements, and is supported by, the school’s wider education on healthy lifestyles through physical education, food technology, science, sport and extra-curricular activity.

Relationships and Health Education supports the wider work of our school in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. It complements the development of virtues such as kindness, integrity, generosity and honesty.

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (DfE, 2019)

We are clear that parents and carers are the prime educators for pupils in relation to the above. We recognise that our school complements and reinforces this role.

Aim

The overriding aim of Relationships, Sex and Health Education, outlined in this policy, is to put in place the key building blocks for healthy, respectful relationships (focusing on family and friendships, in all contexts, including online) alongside an essential understanding of how to be healthy. Teaching about mental wellbeing is central to this. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. Teaching about mental wellbeing will give them the knowledge and capability to take care of themselves and know how to receive support if problems arise.

Statutory Requirements

Since September 2020 it has been statutory for schools to deliver Relationships Education in primary schools. We deliver Sex Education (as encouraged by the Department for Education) to ensure that both boys and girls are prepared for the changes that adolescence brings and – in line with the National Curriculum for Science in Upper Key Stage Two – how a baby is conceived and born. Health Education is also statutory and covers the key facts about puberty, menstrual wellbeing and from September 2026, the correct names of body parts.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Health Education compulsory for all pupils in primary schools.

This policy is based on the guidance *'Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams, teachers'* which contains information on what schools **should** do and sets out the legal duties with which schools **must** comply when teaching Relationships Education and Health Education.

This policy should be read in conjunction with the following policies and guidance:

- [Keeping Children Safe in Education](#) (statutory guidance);
- Safeguarding / Child Protection Policy;
- SEND Policy;
- The Behaviour Policy; and
- Prevent Policy.

Additional guidance can be found in the following documents:

- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline);
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils);
- [Equality Act 2010 and schools](#);

- [SEND code of practice: 0 to 25 years](#) (statutory guidance);
- [Alternative Provision](#) (statutory guidance);
- [Mental Health and Behaviour in Schools](#) (advice for schools);
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying);
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools);
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts); and
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) development).

Policy Development

This policy covers our school's approach to Relationship and Sex education, not only in lessons but through the attitude of our staff, pupils and parents alike, our ethos and approach and commitment to equality both within and outside of the classroom. It was produced in consultation with our staff, pupils, parents and board of governors.

It will be reviewed every 2 years to ensure that it reflects the attitudes and belief of the school population and remains up to date with both current guidance from Government and the DfES but also remains relevant to the experiences of our pupils. To ensure its use, this policy will be available on the school website and a free copy can be requested at the school office.

Relationships Education

What is Relationships Education?

The focus in primary school is teaching the fundamental building blocks and characteristics of positive relationships (which involves helping children understand relationships and behaviours that are not positive), with particular reference to friendships, family relationships and relationships with other children and with adults.

The subject content

Relationships Education starts with pupils being taught about:

- what a relationship is;
- what friendship is;
- what family means; and
- who the people are who can support them.

From the beginning of primary school, building on early education, pupils should be taught:

- how to take turns;
- how to treat each other with kindness, consideration and respect;
- the importance of honesty and truthfulness;

- permission seeking and giving; and
- the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate / unsafe physical and other contact are the forerunners of teaching about consent, which takes place at secondary school.

Respect for others is taught in an age-appropriate way, for example, in terms of understanding one's own and others' boundaries in play and in negotiations about space and possessions.

We use the Coram: Life Education PSHE Scheme of work alongside the statutory guidance for RSE and Health Education as written by the DfE to ensure that all children have the opportunity to meet learning intentions broken down into the following categories by the end of Primary School:

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

We believe comprehensive relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the Relationships Education Guidance.

Healthy friendships and relationships:

From the start of primary school, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. This enables pupils to form a strong, early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

Relationships – online:

The principles of positive relationships also apply online especially as many children in primary school will already be using the internet. When teaching relationships content, teachers will address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers include content on how information and data is shared and used, for example, sharing pictures; understanding that many websites are businesses and hence, may use information provided by users in ways they might not expect.

Families:

Teaching about families requires sensitive and well-judged teaching. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents / carers amongst other structures.) Care is taken to ensure that there is no

stigmatisation of children based on their home circumstances and will reflect sensitively that some children may have a different structure of support around them

Development of personal virtues:

A growing ability to form strong and positive relationships with others depends on the deliberate development of positive personal virtues. Encouraging the development and practice of resilience, for example, helps pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal virtues including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

Positive mental and emotional wellbeing:

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Recognising abuse and boundaries:

Through Relationships Education, we teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This is delivered by focusing on boundaries and privacy, ensuring pupils understand that they have rights over their own bodies. This also includes understanding boundaries in friendships with peers, in families and with others, in all contexts, including online. Pupils are taught to know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages, teaching pupils about making sensible decisions to stay safe (including online) is balanced with the fact that it is never the fault of a child who is abused and why victim blaming is always wrong.

See Appendix 1 for the statutory End of Primary School Expectations.

How Relationships Education is taught and who is responsible for teaching it

Effective teaching ensures that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons. Teaching includes sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

Health Education (Physical Health and Mental Well-being)

In addition to the content above, we also teach Health Education, both physical health (including puberty) and mental well-being. The national curriculum for Science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

What is Health Education?

The aim of teaching pupils about physical health and mental wellbeing is:

- to give them the information that they need to make good decisions about their own health and wellbeing;
- to enable them to recognise what is normal and what is an issue in themselves and others; and
- when issues arise, to know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that our pupils understand that good physical health contributes to good mental wellbeing, and vice versa. It is important to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere, even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing should have a positive impact on behaviour and attainment.

Our effective, quality teaching aims to reduce stigma attached to health issues, in particular those to do with mental wellbeing. We engender an atmosphere that encourages openness. This means that our pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

Puberty, including menstruation should be covered in Health Education and should, as far as possible, be addressed before inset. During these lessons, we ensure male and female pupils are prepared for the changes they are their peers will experience.

We focus on teaching the characteristics of good physical health and mental wellbeing. Teachers are clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

The Subject Content

Health Education starts with pupils being taught about the benefits and importance of:

- daily exercise;
- good nutrition; and
- sufficient sleep.

It gives pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This enables pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including:

- simple self-care techniques;
- personal hygiene;
- prevention of health and wellbeing problems; and

- basic first aid.

Emphasis is given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Pupils are also taught the benefits of hobbies, interests and participation in their own communities. This teaching makes clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

Pupils are taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In Key Stage 2, pupils are taught why social media, computer games and online gaming have age restrictions and our aim is that they should be equipped to manage common difficulties encountered online.

A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

Puberty is covered in Health Education for Key Stage 2. This ensures male and female pupils are prepared for changes they and their peers will experience. The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Hence, pupils are taught key facts about the menstrual cycle. (Adequate and sensitive arrangements are also put in place to help girls prepare for, and manage, menstruation including requests for menstrual products).

See Appendix 1 for the statutory End of Primary School Expectations.

Sex Education in Years 5 and 6

Whilst Relationships and Health Education are compulsory in all primary schools, Sex Education is not. However, it is recommended that primaries teach sex education in years 5 and/or 6 in line with content about conception and birth which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. In line with DfE recommendations, therefore, our school incorporates a sex education programme to meet the needs of our pupils, tailored to the age and the physical and emotional maturity of our pupils and that has regard to their religious background. This ensures that both boys and girls are prepared for the changes that adolescence brings.

We ensure that our teaching and resources are appropriate, having regard to the age and religious backgrounds of our pupils. We also take into account the significance of other factors, such as any special educational needs or disabilities of our pupils.

We consult parents / carers prior to the teaching of Sex Education about the detailed content of what is to be taught. This process will include offering parents an opportunity to digest the materials / resources that will be used when teaching Sex Education. It also includes signposting further resources to support them in talking to their children about Sex Education and how to link this with what is being taught in school.

The objectives of Sex and Relationship Education are;

- To provide the knowledge and information to which all pupils are entitled;
- To clarify/reinforce existing knowledge;
- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support;
- To develop skills for a healthier safer lifestyle;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To respect and care for their bodies;
- To be prepared for puberty and adulthood.

Right to be Excused from Sex Education (Right to Withdraw)

Primary schools that choose to teach Sex Education must allow parents / carers a right to request that their child is withdrawn from this teaching. Before granting any such request the headteacher will discuss the request with parents / carers and clarify the nature and purpose of the curriculum. The headteacher will also discuss with parents / carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

We will also take into account the significance of other factors, such as any special educational needs or disabilities of pupils and will discuss these factors with the parents/carers.

Once the above discussions have taken place we will respect the parents' / carers' request to withdraw the child. Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from Sex Education.

Working with External Agencies

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people. As with any visitor,

we are responsible for ensuring that we check the visitor or visiting organisation's credentials. We will also ensure that the teaching delivered by the visitor fits with our planned programme and published policy. We will discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for our pupils. We will ask to see the materials visitors will use as well as a lesson plan in advance, so that we can ensure it meets the full range of pupils' needs (e.g. special educational needs).

It is important to agree how confidentiality will work in any lesson and that the visitor understands how safeguarding concerns should be dealt with in line with our school policy (see Safeguarding section below.)

Use of visitors should be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.

Managing Difficult Questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships and Health Education and / or Sex Education. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Teachers should use a variety of strategies to provide opportunities for children to ask questions e.g. the use of a question/worry box. However, questions should not be posed anonymously so that any safeguarding issues that arise can be dealt with effectively, in liaison with the DSL.

Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including specific special educational needs or disabilities) and consider the potential for discussion on an individual basis (with two adults present) or in small groups. We will consider what is appropriate and inappropriate in a whole-class setting; it may be that some questions are better not dealt with in front of a whole class. Teachers should only answer questions that are within the year group's Sex Education curriculum. Children should be told to ask their parents if questions go beyond the Sex Education curriculum offered at the school appropriate to their year group.

How delivery of the content of RSHE is made accessible to all pupils, including those with SEND

We recognise the significance of other factors, such as any special educational needs or disabilities of our pupils when teaching these subjects and our teaching methods take account of these differences. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

Links with the National Curriculum:

Our school works hard to ensure that the RSHE programme of study complements, and does not duplicate, content covered in the national curriculum subjects of Science, Computing and PE.

At Key Stages 1 and 2, the national curriculum for Science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty.

The national curriculum for Computing aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation. It also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and where to go for help and support.

The national curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

Safeguarding

At the heart of Relationships, Sex and Health Education is a focus on keeping children safe and we recognise our important role in preventative education. In line with Keeping Children Safe in Education (KCSIE 2025) and our Safeguarding / Child Protection Policy, we teach our pupils about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

We also recognise that good practice allows pupils an open forum to discuss potentially sensitive issues. Such discussions can lead to increased reporting of safeguarding concerns and, therefore, we make our pupils aware of how to raise their concerns and how these will be handled. This includes processes for when they have a concern about a friend or peer.

All staff know what to do if a pupil tells them that they are being abused or neglected or are witnessing abuse, and how to manage the requirement to maintain an appropriate level of confidentiality. We will ensure that pupils understand how confidentiality will be handled in a lesson and what might happen if they choose to raise a concern.

If we invite external agencies in to support delivery of Relationships, Sex and Health Education, we will agree in advance of the session how a safeguarding concern should be dealt with by the external visitor – *see above*.

An overview of the CORAM Scarf Scheme of Work is available for parents/carers who wish to view the content or who wish to deliver Sex Education to their children at home.

Consultation

This policy document has been guided in consultation with staff, parents and governors. It has been placed on the school website and staff notice board prior to governor approval.

Monitoring and Evaluation

The delivery of Relationships, Sex and Health Education is monitored by the Headteacher. The Headteacher is responsible for ensuring that it is taught consistently across the school in line with this policy, and for managing requests to withdraw pupils from Sex Education.

Monitoring and evaluation of the implementation of this policy is the responsibility of the Board of Governors.

This policy was formally adopted by Governors on Tuesday, 24th March 2026

Next Review – March 2028

Signed by Chair of Governors Date.....

Signed by Head Teacher _____ Date_____.

Appendix 1

Statutory Requirements for Relationships Education and Health Education

Relationships Education

By the end of Year 6:

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none">• That families are important for children growing up safe and happy because they can provide love, security and stability.• The characteristics of safe and happy family life, such as 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 the families of other children, 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 are at the heart of safe and happy families and are important for children's security as they grow up.• That marriage and civil partnerships represent 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	<p>Pupils should know</p> <ul style="list-style-type: none">• How important friendships are in making us feel happy and secure, and how people choose and make friends.• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.• That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.• The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even

	<p>strengthened. How to manage conflict, and that resorting to violence is never right.</p> <ul style="list-style-type: none"> • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
Respectful, kind relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. • That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. • The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. • What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online safety and awareness	<p>Pupils should know</p> <ul style="list-style-type: none"> • That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share

	<p>information and images online, and strategies for resisting peer pressure.</p> <ul style="list-style-type: none"> • How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. • That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. • The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
<p>Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. • The concept of privacy and its implications for both children and adults; including 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 contact, including physical contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

	<ul style="list-style-type: none"> • How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.
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Health Education (Physical Health and Mental Well-being)

By the end of Year 6:

<p>General wellbeing</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. • The importance of promoting general wellbeing and physical health. • The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • That isolation and loneliness can affect children, and the benefits of seeking support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. • That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. • Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • That it is common to experience mental health problems, and early support can help.
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<p>Wellbeing online</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. • Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. • The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. • How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. • How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. • That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. • How to understand the information they find online, including from search engines, and know how information is selected and targeted. • That they have rights in relation to sharing personal data, privacy and consent. • Where and how to report concerns and get support with issues online.
<p>Physical health and fitness</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. • The risks associated with an inactive lifestyle, including obesity.

	<ul style="list-style-type: none"> • How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • Understanding the importance of a healthy relationship with food. • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils
Personal Safety	<p>Pupils should know:</p> <ul style="list-style-type: none"> • About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic First Aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. • Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies	<p>Pupils should know:</p> <ul style="list-style-type: none"> • About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. • The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Families and Close Positive Relationships

Growing and Changing

Reception	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Understand that there are changes in nature and humans • Name the different stages in childhood and growing up • Understand that babies are made by a man and a woman • Use the correct vocabulary when naming the different parts of the body • Know to keep themselves safe
Year 1	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Understand the body gets energy from food, water and air (oxygen) • Recognise that exercise and sleep are important parts of a healthy lifestyle • Identify things they could do as a baby, toddler and can do now • Identify the people who help/ have helped them at different stages • Explain the difference between teasing and bullying • Give examples of what they can do if they experience or witness bullying

	<ul style="list-style-type: none"> • Say who they could get help from in a bullying situation • Explain the difference between a secret and a nice surprise • Identify situations as being secrets and surprises • Identify who they can talk to if they feel uncomfortable about any secret they are told or told to keep. • Identify parts of the body that are private • Describe ways in which private parts can be kept private • Identify people they can talk to about their private parts.
Year 2	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Demonstrate positive ways of giving feedback to others • Recognise a range of feelings associated with losing and being reunited with a person they are close to. • Identify different stages of growth (eg; baby, toddler, child, teenager, adult) • Understand and describe some things that people are capable of at different stages. • Identify which parts of our bodies are private • Explain that our genitals help us to make babies when we are older • Understand that we mostly have the same body parts but that they look different from person to person • Explain what privacy means • Know that you are not allowed to touch someone’s private belongings without permission • Give examples of different types of private information • Identify how inappropriate touch can make someone feel • Understand that there are unsafe secrets and secrets that are nice surprises • Explain that if someone is being touched in a way that they don’t like they have to tell someone in their safety network so they can help it to stop.
Year 3	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify different types of relationships; • Recognise who they have positive healthy relationships with. • Understand what is meant by the term body space (or personal space); • Identify when it is appropriate or inappropriate to allow someone into their body space; • Rehearse strategies for when someone is inappropriately in their body space. • Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;

	<ul style="list-style-type: none"> • Recognise and describe appropriate behaviour online as well as offline; • Identify what constitutes personal information and when it is not appropriate or safe to share this; • Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe. • Recognise that babies come from the joining of an egg and sperm; • Explain what happens when an egg doesn't meet a sperm; • Understand that for girls, periods are a normal part of puberty.
<p>Year 4</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Describe some of the changes that happen to people during their lives; • Explain how the Learning Line can be used as a tool to help them manage change more easily; • Suggest people who may be able to help them deal with change. • Name some positive and negative feelings; • Suggest reasons why young people sometimes fall out with their parents; • Take part in a role play practising how to compromise • Identify parts of the body that males and females have in common and those that are different; • Know the correct terminology for their genitalia; • Understand and explain why puberty happens. • Recognise that babies come from the joining of an egg and sperm; • Explain what happens when an egg doesn't meet a sperm; • Understand that periods are a normal part of puberty for girls; • Identify some of the ways they can cope better with periods. • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe. • Recognise that marriage includes same sex and opposite sex partners;

	<ul style="list-style-type: none"> • Know the legal age for marriage in England or Scotland; • Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.
Year 5	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Use a range of words and phrases to describe the intensity of different feelings; • Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; • Explain strategies they can use to build resilience. • Identify people who can be trusted; • Describe strategies for dealing with situations in which they would feel uncomfortable. • Explain the difference between a safe and an unsafe secret; • Identify situations where someone might need to break a confidence in order to keep someone safe. • Identify some products that they may need during puberty and why; • Know what menstruation is and why it happens. • Know the correct words for the external sexual organs; • Discuss some of the myths associated with puberty. • Recognise how our body feels when we're relaxed; • List some of the ways our body feels when it is nervous or sad; • Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. • Explain how someone might feel when they are separated from someone or something they like; • Suggest ways to help someone who is separated from someone or something they like.
Year 6	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Understand that fame can be short-lived; • Recognise that photos can be changed to match society's view of perfect; • Identify qualities that people have, as well as their looks. • Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people. • Understand the risks of sharing images online and how these are hard to control, once shared;

	<ul style="list-style-type: none"> • Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; • Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. • Recognise some of the changes they have experienced and their emotional responses to those changes; • Suggest positive strategies for dealing with change; • Identify people who can support someone who is dealing with a challenging time of change. • Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; • Suggest strategies that would help someone who felt challenged by the changes in puberty; • Understand what FGM is and that it is an illegal practice in this country; • Know where someone could get support if they were concerned about their own or another person's safety. • Identify the changes that happen through puberty to allow sexual reproduction to occur; • Know a variety of ways in which the sperm can fertilise the egg to create a baby; • Know the legal age of consent and what it means.
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Sex Education

By the end of Year 6:

Sex Education (Years 5 and 6)	Pupils should know: <ul style="list-style-type: none"> • about the processes of reproduction and birth as part of the human life cycle. • how babies are conceived and born. • how babies need to be cared for.
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Appendix 2

Parent / Carer Form: Request to be Excused from Sex Education (Right to Withdraw)

TO BE COMPLETED BY PARENTS / CARERS			
Name of child		Class	
Name of parent / carer		Date	
Reason for withdrawing from Sex Education within the Relationships, Sex and Health Education provision			
Parent / carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents / carers	
Headteacher signature	

**A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION,
RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)¹**

We seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. To work in partnership with parents and carers. This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.

2. That RSHE will be delivered professionally and as an identifiable part of PSHE. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.

3. That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act² and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

4. That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms. It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

1 RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

2 The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

5. That RSHE will promote healthy resilient relationships set in the context of character and virtue development. It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.

6. That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights. It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.

7. To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities. It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special educational needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality Relationships and Sex Education.

8. To seek pupils' views about RSHE so that the teaching can be made relevant to their lives. It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

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