



**METHERINGHAM  
PRIMARY SCHOOL**

<b>Document Title:</b>	DRAFT RSHE Policy – RELATIONSHIPS AND SEX EDUCATION AND HEALTH EDUCATION
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<b>Requirement</b>	Statutory
<b>Approved by:</b>	Full Governors

**Version Control Table** *[To be updated as required]*

<b>Version Number</b>	<b>Date Authorised</b>	<b>Summary of Key Changes</b>
2	November 2023	No changes
3	November 2024	Improved structure and wording
4	March 2026	<ul style="list-style-type: none"> <li>• Full Review</li> <li>• Updated statutory references to reflect 2025 guidance for primary Relationships Education and Health Education</li> <li>• Stronger focus on age-appropriate content, ensuring sensitive topics are introduced gradually and appropriately</li> <li>• Enhanced teaching of friendship, kindness, respect, and anti-bullying, including simple conflict resolution</li> <li>• Clearer, simplified teaching about consent (e.g. personal space, saying yes/no, respecting boundaries)</li> <li>• Expanded coverage of online safety, including safe use of apps, games, and recognising unsafe situations</li> <li>• Reinforced safeguarding links, particularly around trusted adults and how pupils can seek help</li> <li>• Updated approach to mental health and wellbeing, including emotions, self-regulation, and resilience</li> <li>• Clarified parental communication, with more transparency about what is taught and when</li> <li>• Clear process for parental right to withdraw from non-statutory sex education elements (typically in Year 5/6)</li> <li>• Ensured any teaching about growing up and puberty is age-appropriate and usually limited to upper KS2</li> <li>• Inclusion of diverse families and respectful relationships, presented in a simple, inclusive way</li> <li>• Stricter guidance on use of external resources and visitors, ensuring suitability for younger pupils</li> <li>• Clear guidance for staff on answering pupil questions sensitively and at an appropriate level</li> <li>• Improved curriculum sequencing, showing progression from EYFS through to Year 6</li> <li>• Strengthened monitoring and review processes, often led by PSHE/RSHE subject leads</li> <li>• Increased emphasis on staff training, especially for handling sensitive topics with younger children</li> <li>• Inclusion of pupil voice, using simple methods like discussions or surveys to inform provision</li> </ul>

## **RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY**

**This policy aligns with the updated RSHE DfE Guidance 2025, which replaces the previous guidance (2019)**

There are many clear links between RSHE and the following policies:

This policy should be read in conjunction with DfE guidance regarding Relationships and Sex Education.

Safeguarding (inc. responding to disclosures)

PSHE policy

Science policy

Anti-Bullying policy

Child-on-Child abuse policy

Behaviour policy

Teaching and Learning policy

Online safety policy

Equality, Diversity and Inclusion policy

DfE Keeping Children Safe in Education (2024)

SEND Code of Practice

Public Sector Equality Duty (PSED)

Working Together to Safeguard Children

EYFS Framework

Promoting Fundamental British Values as part of SMSC

**Staff are aware of the need to refer to these documents and policies when appropriate.**

### **RATIONALE**

**“What you do not want done to yourself, do not do to others”**

**Confucius**

**“We can improve our relationships with others by leaps and bounds if we become encouragers instead of critics.”**

**Joyce Meyer**

**No act of kindness, no matter how small, is ever wasted.”**

**Aesop**

**“In a world where you can be anything, be kind.”**

**Popular modern saying**

RSHE is about children's real lives and so, to keep up with the new and emerging issues that young people are exposed to, there is new content to teach, although this does link closely to the content we are already covering. At Metheringham Primary School, we know that primary relationships education is anchored in an understanding of positive relationships and the groundwork we do in primary school will prepare children for the deeper, more complex knowledge and skills they will need for secondary RSHE and then empower them for their safe, happy, healthy and successful lives as adults in the 21<sup>st</sup> Century. We know that high-quality evidence-based teaching of relationships, sex and health education can also

promote their moral, social, mental and physical development and support our young people to cultivate positive characteristics including, resilience, self-worth, self-respect, honesty, integrity, courage and kindness, which are closely related to our own core school values. We are committed to helping children understand the importance of respectful and caring relationships and in turn support the prevention of harms by helping young people understand and identify when; ‘things are not right.’ The teaching and learning in this crucial area is designed to promote the development of children who thrive as individuals.

### Vocabulary:

- RSHE: Relationships, Sex & Health Education
- PSHE: Personal, Social, Health & Economic Education
- PD: Personal Development
- SMSC: Social, Moral, Cultural and Spiritual Education
- RE: Religious Education
- PE: Physical Education

### Appendices:

APPENDIX 1: STATUTORY PROVISION OF RSHE UNDER SCIENCE CURRICULUM

APPENDIX 2: CURRICULUM CONTENT FOR RELATIONSHIPS EDUCATION

APPENDIX 3: HEALTH AND WELLBEING EDUCATION

APPENDIX 4: OVERVIEW OF THE RSHE CURRICULUM

APPENDIX 5: VOCABULARY

APPENDIX 6: DFE GUIDES FOR PARENTS

APPENDIX 7: BY THE END OF PRIMARY SCHOOL, PUPILS SHOULD KNOW

APPENDIX 8: THE FULL RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION

APPENDIX 9: RIGHT TO WITHDRAW

### Statutory requirements

The duties on schools in this area are set out in legislation. The **Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019**, made under **sections 34 and 35 of the Children and Social Work Act 2017**, make relationships education compulsory for all pupils receiving primary education and relationships and sex education (RSE) compulsory for all pupils receiving secondary education. They also make health education compulsory.

Our RSHE curriculum will align with the **new DfE statutory guidance** published July 2025, which takes effect from **1 September 2026** and is drawn from the new 2025 Department for Education document ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education.’ This is statutory guidance from the Department for Education issued under **Section 80A of the Education Act 2002** and section 403 of the Education Act 1996.

Until 1<sup>st</sup> September 2026, we will continue to teach under the **2019 guidance**. After that, we will teach from a revised curriculum.

From September 2026, all maintained and state-funded schools **must** follow the updated guidance.

Under the new guidance:

**Relationships Education is compulsory** in primary schools. This means children learn, in an age-appropriate way, about:

- **Friendships** – what makes a good friend, kindness, respect, and managing conflict and loneliness.

- **Families** – different types of families (including same-sex families), and how to value and care for the people close to us.
- **Personal Safety** – how to stay safe in the real world and online, safety around water, road and railway, including knowing who to talk to if they feel worried.
- **Health and wellbeing** – looking after their bodies, correct terminology for body parts- including genitalia, which reflects established best safeguarding practice when it comes to giving children the knowledge they need to stay safe, as well as how to identify and report signs of abuse, while reducing stigma, also feelings and mental health, including understanding change, loss and new experiences.

The updated guidance also places even greater emphasis on **online safety, personal safety, and understanding feelings such as grief**. All topics are taught gradually, in ways that are appropriate to children’s age and stage of development.

At Metheringham Primary School, we teach RSHE as set out in this policy.

### Policy Requirement

- This policy refers to Relationships, Sex and Health Education (RSHE) at Metheringham Primary School.  
**It has been developed in consultation with staff, pupils and parents and Governors.**
- The Department for Education and Ofsted have clearly outlined aspects of Relationships Education that are statutory in all primary schools. This policy addresses how this is addressed in our school provision.
- Relationships, Sex and Health Education (RSHE) is an excellent forum to provide pupils with life skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationships, Sex and Health Education is therefore a tool to safeguard children.
- Relationships, Sex & Health Education contributes to the foundations of PSHE (Personal, Social, Health & Economic education) and Citizenship and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.
- Aspects of RSHE are taught as an integral part of the school’s PSHE provision throughout the primary school in a spiral curriculum from Reception to Year 6. In this way, children are able to build on their ideas, knowledge and skills gradually and age-appropriately in a safe environment.
- As a maintained primary school, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017.
- Sex Education in this school, is delivered during lessons at the end of Year 6, these lessons focus on the biological processes of conception, pregnancy and birth. It is taught after a sequenced series of relationships and health education lessons, which have covered the changes that occur during puberty and the reproductive organs of males and females. The final sex education lessons bring together this learning to explain the process of conception (how a human baby is made and born.)
- These lessons are the **only** lessons within the school RSHE curriculum that parents may withdraw their child from. Statutory elements of sex education may also be taught in the National Science Curriculum (see appendix 1).
- In judging overall effectiveness of our school, Ofsted will also consider pupil’s personal development, behaviour, welfare and spiritual, moral, social and cultural development (SMSC.) The delivery of an age-appropriate and well taught RSHE curriculum, within a comprehensive PSHE curriculum, will contribute to this judgement.

**The consultation and policy development process involved the following steps:**

This policy has been developed in consultation with staff, pupils, parents/carers and governors. The consultation and policy development process involved the following steps:

1. Review – Autumn 2025 - The PSHE/RSHE/PD subject lead studied the 2025 Guidance and reviewed the previous 2024 policy.
2. Spring 2026 - Staff consultation – staff were given the opportunity to look at the policy and make recommendations
3. Spring 2026 - Governors and parents any other interested parties were invited to access the policy and offer their feedback.
4. Spring 2026 - Pupil consultation – we investigated what exactly pupils want from their RSE.
5. Spring 2026 - Ratification – once amendments were made, the policy was shared with governors.

### Definition For the purpose of this policy:

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

## BIG IDEAS

Safety in relationships – online and offline

Respect, Equality and Inclusion

Emotional Literacy and Mental Wellbeing

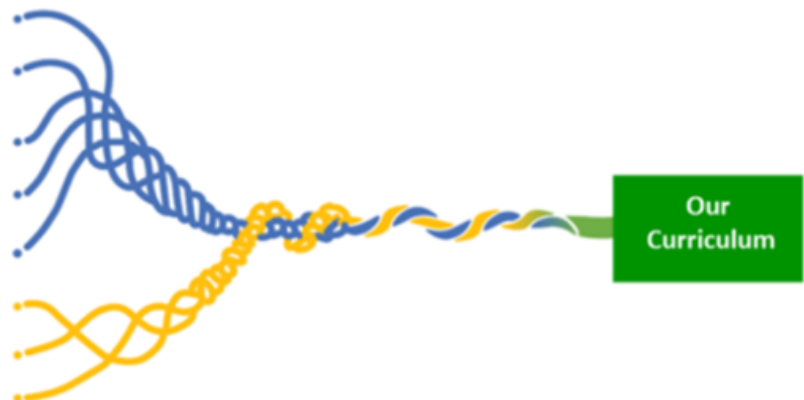
Healthy Relationships and Communication

Physical Health and Self-Care

Identity, Self-Worth and Personal Values

Digital Life and Media Literacy

Critical Thinking and Informed Decision Making



## INTENT - What we want to achieve

At Metheringham Primary School, strong relationships are fundamental to our culture, ethos and our success in being a happy, respectful, safe and inclusive school. Relationships, Sex and Health Education (RSHE) is life-long learning about relationships, emotions, looking after our physical and mental health, different types of families, staying safe, conception, pregnancy and birth. Through a curriculum that is broken down into well-sequenced units, we provide opportunities for pupils to practise skills, so that they will be confident to use them in real-life situations. We aim for the children in our school to acquire the appropriate knowledge, develop their skills and form positive beliefs, values, characteristics and attitudes. RSHE has a key part to play in the social, moral, spiritual and cultural development of our young people.

### Throughout our RSHE programme, we aim to:

The aim of this policy is to enable effective planning, delivery, and assessment of RSHE.

Through our RSHE programme, we aim to ensure that all pupils:

- Learn how to keep their bodies **healthy, clean and safe**
- Understand how to protect themselves and recognise when they may be at risk
- Identify and practise the features of **healthy relationships** (respect, trust, kindness, honesty, communication)
- Recognise **unhealthy or unsafe relationships** (control, bullying, disrespect, manipulation, abuse)
- Understand **privacy, boundaries and consent**, including the PANTS rule, permission, and safe behaviour online
- Develop confidence in **talking about, listening to and reflecting on feelings and relationships**
- Nurture **self-respect, self-worth, empathy and emotional awareness**
- Use the **correct vocabulary** to describe their bodies, emotions and personal identity
- Be prepared for the **changes of puberty** understanding both physical and emotional development BEFORE it happens.
- Take part in **sensitive discussions** within a safe and supportive environment
- Learn to **respect the views of others** while expressing their own views in a considerate manner
- Feel confident to **ask questions and share concerns** in a safe space
- Understand the **Equality Act 2010**, the principles of the 9 **Protected Characteristics**, and **British Values** of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs
- Develop **resilience, critical thinking and strategies to manage change or challenge**
- Be proud of who they are while **respecting and celebrating difference and diversity**
- Contribute to a **positive school ethos** where everyone feels safe, included and that they belong
- Be prepared for **life in modern Britain**, including how to make positive choices, resist negative influences and stay safe both offline and online

### IMPLEMENTATION - How we are going to achieve it?

Our RSHE is not delivered in isolation, but firmly embedded in all curriculum areas and the day-to-day life and running of the school (e.g. Computing, RE, Science and assemblies, values and culture etc) as well as primarily in explicit lessons through our PSHE coverage.

RSHE will be explicitly taught in PSHE lessons using the Kapow Scheme to support this.

RSHE is delivered by familiar adults with whom the children have a good rapport, in order to facilitate constructive and supportive discussions around sensitive topics in a safe and secure environment.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

The statutory Relationships Education curriculum covers the following topics:

- **Families and people who care for me**
- **Caring friendships**
- **Respectful, kind relationships**
- **Online safety and awareness**
- **Being safe**

The above points are covered in an age- appropriate way from EYFS to Year 6 (see appendix 2 for details). Occasionally, we may need to respond to a specific issue arising if it is affecting our school and may therefore need to address this. In order to discharge our safeguarding duties, we may decide to discuss the issue and introduce protective and preventative measures in a way that does not cause alarm or normalise risky behaviours. If we do this, we will ensure that the teaching is age appropriate, respectful and inclusive. Where there are any shifts away from this policy, parents will be informed in advance and we will continue to share relevant material on request.

Staff receive in-house training to support them in responding to the needs of the individual child and support children with any questions or concerns they may have. The PSHE/RSHE Lead offers regular training on RSHE to support staff. This helps teachers stay aware of issues that may arise out of teaching and learning about RSHE. If staff feel uncomfortable or unsure when delivering the RSHE curriculum or dealing with individual pupil needs, they know where to seek advice and support.

### Content

Our school uses the Kapow scheme of work to support our curriculum and deliver RSHE. However, we may also enhance our provision with the use of other resources from the PSHE Association, EC Publishing, One Decision and Medway. The biological aspects of RSHE are taught within the Science curriculum and other aspects are also included within Health Education.

A breakdown of what is covered in Science, Health Education and Relationships Education can be found in Appendix 1

These areas of learning are taught within the context of family, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, multi-generational families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure support around them (for example: looked after children or young carers.) The changing adolescent body (puberty) is covered in Years 4, 5 and 6. It is covered at this age to ensure children are well prepared for the emotional and physical changes that will happen during puberty before it happens. Puberty is part of the statutory Health Education curriculum (see appendix 1.) Sex Education is covered in Year 6 only. In this lesson, it will focus on preparing people with a penis and people with vaginas for the changes that adolescence brings and the scientific process of how a baby is conceived and born.

As a school, we take a range of steps to pro-actively engage with parents so that they are aware of what is being taught in RSHE. We will always work with parents when developing and reviewing our RSHE policy.

### Curriculum

Our RSE curriculum is set out in **Appendix 4**, but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents and carers, pupils and staff considering the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. We will share any curriculum resources and materials with parents and carers on request

Our curriculum may be seen on the RSHE and PSHE page on the school website, which we may need to adapt as and when necessary, as updates and further guidance are released.

### **Sex Education**

Whilst sex education is not compulsory in primary schools, the Department for Education recommends that **“primaries teach sex education in Year 5 and 6 in line with content about conception and birth, which forms part of the national curriculum for science.”** (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2025, paragraph 30). **“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. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.”**

Primary sex education will focus on:

- **The biological aspects of human reproduction (Year 6)**
- **How a baby is conceived and born (Year 6)**

### **Health and wellbeing**

It is **compulsory** for primary schools to deliver a programme of **Health Education** to teach “the characteristics of good physical health and mental wellbeing”. This teaching should not only help pupils to maintain their physical and mental health, both at school and in later life, but also give them the tools to articulate their feelings, understand the links between physical and mental health, to recognise when things are not right and know how to seek support when needed.

The aim of teaching about health and wellbeing is to enable pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed. We will support pupils to develop strategies for self-regulation, perseverance and determination, even in the face of setbacks.

Effective teaching aims to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health. We will promote openness, so that pupils can check their understanding and seek any necessary help and advice.

Curriculum content related to puberty and menstruation is complemented by sensitive arrangements to help girls prepare for and manage menstruation, including with requests for period products. **We use appropriate language such as period pads and menstrual products instead of sanitary items or feminine hygiene products.** We are registered with the The Department for Education's Period Products Scheme.

Since girls can start their period from the age of 8, we recognise that provision must in be in place for pupils who need it. As part of lessons on puberty in Years 4, 5 and 6, girls will be made aware of the procedures in place for accessing and the safe disposal of menstrual products. We are aware that period poverty can be an issue for some pupils and we ensure that girls have access to appropriate period products during school time.

Further details of the Health and wellbeing curriculum can be found in **Appendix 3**

As part of the National Curriculum for science, pupils will cover the following topics related to reproduction and the human life cycle:

Year group	Content
1	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
2	Notice that animal, including human, have offspring which grow into adults (pupils should be introduced to the processes of reproduction and growth in animals – the focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs)
4	Explore and use classification keys to help group, identify and name a variety of living things (begin to put vertebrate animals into groups, for example: fish, amphibians, reptiles, birds and mammals)
5	Describe the life processes of reproduction in plants and animals (pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals  Describe the changes as humans develop into old age (pupils should draw a timeline to indicate stages in the growth and development of human and should learn about the changes experienced in puberty)
6	Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the body)  Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

In addition to this, we provide education on the following Sex Education topics:

Human reproduction is not a statutory part of Relationships Education. However, the DfE advises that children know and understand how human babies are made and born before they reach secondary school. We agree with this as we believe that being taught the facts by well-trained staff is preferable to learning through playground talk or via social media or the internet. **Parents and carers cannot withdraw their child from any lessons about reproduction or the human life cycle covered by the statutory Science National Curriculum. They are also unable to withdraw their child from any aspect of Relationships or Health Education, including teaching about puberty and menstruation.** These lessons help children to develop essential skills and knowledge to be successful, happy and safe in later life, and make mature and well-informed decisions.

Year 6	Content

This will be built upon the knowledge that has been introduced through an age-appropriate spiral curriculum. We do not use photographs or any content which would be deemed inappropriate for children.

How pregnancy occurs i.e. when a sperm meets and egg and the fertilised egg settles into the lining of the womb, including IVF

Identify the links between love, committed relationships, marriage and conception

What sexual intercourse is and how it can be one part of an intimate, loving relationship and can lead to pregnancy

About the responsibilities of being a parent or carer and how having a baby changes a person's life.

As part of statutory health education teaching, children will learn key facts about puberty and the menstrual cycle. This includes the reasons puberty takes place. Teachers will explain that some people in a safe and loving relationship may choose to have a baby, and during puberty your body become ready for that.

### Delivery of RSHE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

We will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and 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.
- RSHE lessons are delivered by class teachers. Most lessons will be delivered to the whole class in mixed gender groups in order to foster a sense of peer-to-peer respect as they encounter the changes of growing up together with the exception of one Health Education lesson in Year 4 which will be taught in single gender groups to encourage children to talk more openly about their thoughts and concerns related to puberty.
- Some topics, for instance sun safety and internet safety, will also be taught through whole school initiatives and assemblies at various points throughout the year. Where subject content overlaps with other curriculum subjects, it may be taught in those subjects' lessons. Parts of the 'Online Relationships' and 'Internet Safety and Harms' sections of the curriculum will be taught through our Online Safety curriculum. Parts of the health education curriculum, including some of 'Physical Health and Fitness' and 'Healthy Eating', will be taught in science.
- In addition to this, circle time activities with an emphasis on being safe, friendships and raising self-esteem etc.
- By external agencies helping us to deliver RSHE in our school including, Lincolnshire Stay Safe Partnership, Positive Health, BOSS, NSPCC etc
- We will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At Metheringham Primary School, relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

Families and people who care for me

- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Primary sex education will focus on:

- Preparing children for the changes that adolescence brings
- How a baby is conceived

Throughout each year group we will use material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

RSHE is taught within the Personal, Social, Health Education (PSHE) curriculum.

Some biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils also receive stand-alone sex education sessions delivered by trained teachers.

Our school ethos means that many topics in the RSHE curriculum will be discussed in a range of subjects, including through core texts in English. RSHE learning will be supported and reinforced through wider curriculum teaching, including: sharing and responding to relevant texts; geography and history projects relating to topics such as respect, historical discrimination, stereotypes and lifestyles of people in other cultures; and expressing emotions through art.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance and share any relevant materials on request.

### **Inclusivity**

Our school will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences and backgrounds
- During lessons, makes pupils feel:
  - Safe and supported to participate and interact
  - Able to engage with the key messages
- Pupils outside of lessons can act and reflect on key messages

We will also consider the level of adaptation required for pupils with additional needs and vulnerable pupils

## Managing difficult questions and teaching sensitive topics

Metheringham Primary School is aware that views around RSHE-related issues are varied. Personal views are respected, and we teach all RSHE issues without bias, equipping pupils with information so that they are able to form their own informed opinions, while respecting that others have the right to a different opinion. When teaching sensitive topics, teachers will use approaches such as distancing techniques, setting ground rules with the class and using a question basket to allow pupils to raise questions anonymously.

Pupils are likely to ask their teachers or other adults questions, which go beyond what is set out in this policy for their age group. We are aware that leaving such questions unanswered may cause pupils to turn to inappropriate sources of information and believe it essential that children do not feel shame for asking such questions. These questions are addressed at an age-appropriate level through our curriculum, so children will usually be told that they will learn about the topic further up the school or encouraged to speak to a trusted adult at home. Class teachers may contact parents or carers to ask if they would prefer the question to be answered individually in school. We endeavour to provide children with an open and honest environment at all times in school, so want them to feel comfortable to ask questions knowing that they will not be ignored. During teaching on Sex Education or more sensitive topics such as puberty, teachers will provide a questions box (Askit Basket) in the classroom before leading a whole class question and answer session. In this way, they can look through questions in advance to determine which are appropriate to answer in a whole class session and which would be better answered individually or at home. If any questions or discussion raise concerns about the safety of a child, the Safeguarding Policy will be followed as usual.

The following protocols for discussion based on lessons with pupils ('Ground Rules')

- No one (teacher or pupil) will have to answer a personal question.
- No one will be forced to take part in a discussion.
- Only correct names for body parts will be used.
- Meanings of words will be explained in a sensible, factual way and age-appropriate way.

In summary, teachers will use their discretion as well-trained professionals, in responding to questions and may say, for example:

- The appropriate person to answer that question is the parent.
- Contact the parent for their preference
- The question can be discussed one to one after the class.
- The topic will be covered at a later stage in their PSHE.

### Guiding Principles:

- Answer honestly, using language appropriate for the pupil's age and understanding.
- Maintain a calm, neutral tone and avoid showing shock or judgment.
- Respect privacy and boundaries for both the pupil and others.
- Encourage pupils to think, reflect, and ask questions safely.
- Know when to escalate a question to senior staff or safeguarding leads if appropriate.

### Example Script:

#### 1. If a question is appropriate for the age group:

*Pupil:* "Why do boys and girls have different bodies?"

*Teacher:* "That's a great question. Boys and girls have different bodies because our bodies develop in different ways as we grow. Both are healthy and normal, and all bodies deserve respect."

#### 2. If the question is too personal or sensitive:

*Pupil:* "Do you know someone who has been abused?"

*Teacher:* "That's a very serious question. I can't discuss other people's private experiences, but it's really important to talk to a trusted adult if you ever feel unsafe. You can always come to me, or speak to [designated safeguarding lead]."

**3. If the pupil asks about something the teacher doesn't know:**

*Pupil:* "What happens after someone dies?"

*Teacher:* "That's a difficult question, and different people have different beliefs. I don't have all the answers, but it's okay to have questions and to talk to people you trust, like your family or a school adult. We can also explore this together in a sensitive way."

**4. If the question is inappropriate for the class context:**

*Pupil:* [Asks an explicit sexual question not suitable for their age]

*Teacher:* "That's not something we're going to discuss today because it's not age-appropriate, but if you have questions about your body, you can speak to me privately, and we can make sure you get the right information safely."

**Key steps staff will take:**

1. **Acknowledge the question** – they won't dismiss it or make the pupil feel ashamed.
2. **Set boundaries** – they will explain if the topic is private or requires age-appropriate discussion.
3. **Provide correct information** – keep answers factual, simple, and neutral.
4. **Signpost support** – remind pupils they can talk to trusted adults, safeguarding leads, or family.
5. **Follow safeguarding procedures** – if the question raises a concern about abuse, harm, or risk, follow school safeguarding protocols immediately.

**Summary:** Staff will create a **safe, respectful environment** where pupils feel heard, can ask questions, and receive guidance appropriate to their age and development, while ensuring safety and safeguarding standards are always met.

**Resources:**

Materials used reflect the consultation with parents/carers and the support from Kapow and the PSHE Association.

Age and cultural backgrounds of the pupils are regarded in relation to images used.

We will view and vet all resources prior to use, and in doing so they will consider whether any resources they plan to use:

- Are aligned with the teaching requirements set out in the statutory guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

**Assessment and Evaluation of Teaching and Learning:**

As with any learning process, assessment of pupil's personal, social and emotional development is important. It provides information, which indicates pupil's progress and achievement and informs the development of the subject. Pupil assessment is informally carried out throughout a topic and considers a variety of observations and evidence from the teacher, peers and self-assessment. There are opportunities to record learning and progress in different ways. This includes a mixture of formative evidence; some maybe in learning books, most evidence will be in our class floor books and a summative

picture of pupils learning eg our PSHE curriculum board. In addition, there will be baseline activities at the start of units and summative 'end of unit quizzes' at the end of a unit, which is entered into Insight Tracking. Teachers will use all of this information to make termly judgements on pupil progress. Teachers delivering RSHE should constantly evaluate their lessons to inform future planning.

Assessment of RSHE is conducted through the monitoring and observations of pupils' learning with reference to the following:

- Knowledge and understanding gained
- Skills learnt and developed
- Attitudes and values explored
- Responses offered by the pupils
- Monitoring and evaluating using CPoms

The RSHE curriculum has been mapped out clearly in the progression grids for PSHE and science which ensure coverage of all of the statutory elements by the end of the primary phase; these are delivered at the appropriate stage for our children. Our high expectations of behaviour, interpersonal relationships, respect and tolerance of others reflect the British Values upheld in both our school community and the wider world. Through our rigorous and progressive curriculum, children develop key skills and are prepared for the wider world beyond primary school; a world in which they can keep themselves safe and healthy and thrive with the support of the positive relationships they forge with those around them.

### Equal opportunities

Metheringham Primary School is committed to the provision of RSHE to all of its pupils. We recognise that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, abuse, exploitation, violence and bullying, so RSHE is particularly important for these children. Our programme aims to respond to the diversity of the children's identity, cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups, but there may be occasions when children with individual needs and/or disabilities are given extra support. We place huge importance on equality and respect, and our curriculum complies with the **Equality Act 2010**, under which disability in all form is a **protected characteristic**. Throughout our curriculum, pupils discuss concepts such as equality, discrimination, stereotyping and prejudice towards a wide range of people and this is fully integrated into our curriculum throughout the school. In lessons that cover RSHE provision, teachers will deal honestly and sensitively with a range of sensitive issues, answer appropriate questions and offer support. This content is not delivered as stand-alone lessons but is discussed at various points in relation to family units, historic discrimination and providing a nurturing environment for children. LGBTQI+ bullying is taken seriously and dealt with in line with our anti-bullying policy. Staff will use inclusive language when discussing family units and relationships. This includes recognising that nurturing and loving families may take many forms, including adoptive parents, same sex families, foster parents and carers, and families headed by grandparents, among many others. Careful and sensitive language choices ensure that all children feel supported and that there is no stigmatisation of children based on their home circumstances.

### IMPACT - How will we know we have achieved

The impact of our curriculum offer will be that the standards of attainment across the school will meet or exceed those which are expected of our children nationally. We continuously assess the implementation and impact of our RSHE curriculum in order to achieve the highest outcomes possible across all year groups and ensure we provide the support that is necessary for all children to have a good

understanding of the complexities of relationships and a secure knowledge and skills base to navigate their way through these, now and in the future.

Through our RSHE curriculum, we believe we can:

- Enhance children's education and help them to become confident individuals, who have positive body awareness, and in-depth knowledge of how to keep themselves safe and healthy and who will, through respect, tolerance and understanding, forge and maintain positive relationships with a diverse range of family and friendship groups.
- Teach children the correct vocabulary to describe themselves and their bodies
- Develop confidence in talking about feelings and relationships
- Help children develop feelings of self-respect, confidence and empathy
- Have the confidence and self-esteem to value themselves and others
- Prepare children for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Create a positive culture around issues of relationships and sexuality
- Understand about the diverse range of different relationships, and families, and their importance for the care and support of children
- Behave responsibly within relationships
- Be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- Understand the role of the media in forming attitudes
- Understand that offence can be caused by the use of sexual terms as an insult

### **Use of external organisations and materials**

When appropriate, we may invite experts to visit the school because of a particular expertise or enhanced contribution they are able to make to support the delivery of RSHE content, for instance, the Lincolnshire Stay Safe Partnership may be invited to support the lesson on positive relationships, LGBTQI+ and dealing with conflict. Our school will follow the usual safeguarding procedures to check the credentials of any visitor and will discuss the content and structure of assemblies or workshops in advance of the visit. This will ensure that the teaching is age-appropriate and accessible for the pupils, and fits with this policy. Visitors will also be informed of the school's policies on confidentiality and safeguarding. Teachers will always be present during these sessions and remain responsible for the delivery of the RSHE curriculum. We will make sure that any agency and any materials used are accurate, appropriate and unbiased and in line with our legal duties around political impartiality. When vetting materials used by external organisations, we will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage

Comply with:

- This policy
- The Teachers' Standards
- The Equality Act 2010
- The Human Rights Act 1998
- The Education Act 1996
- Only work with external agencies where they have full confidence in the agency, its approach and the resources it uses
  - Make sure that any speakers and resources meet the intended outcomes of the relevant part of the curriculum

- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use and cross reference to the curriculum
  - Know the named individuals who will be there, and follow usual safeguarding procedures for these people
- Remind teachers that they can say "no" or, in extreme cases, stop a session (situations in which a session may be halted include the use of inappropriate materials that are not suitable for the age group, personal narratives and opinions, as well as political perspectives)
- Share all external materials with parents and carers on request
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

### Specific Issues within RSHE

#### Confidentiality and Child Protection

This policy should be read in conjunction with the Safeguarding Policy.

#### Safeguarding

RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, as well as about online and offline safety.

State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38), a responsibility which is met partly through our comprehensive programme of RSHE.

Teachers conduct RSHE lessons in a sensitive manner, and in confidence. However, if a child is believed to be at risk or in danger or involved in sexual activity then the member of staff involved will report concerns to the Designated Safeguarding Lead (DSL) who should take action in accordance with the Child Protection Policy. All staff are familiar with the policy and know who the DSL is. See the Child Protection Policy for further guidance on specific issues such as FGM or Child Sexual Exploitation.

As part of Relationships Education, pupils will be made aware of how to raise concerns about potentially sensitive issues and how any report will be handled. This includes processes when they have a concern about a friend or peer.

#### Parental involvement

At Metheringham, we recognise the importance of parents as partners and encourage their involvement in all aspects of learning. With regards to RSHE, we share successes, achievements and behaviour. We share learning information regularly with parents and carers through the weekly newsletter, topic overviews, through termly parent consultations, through open days/mornings, assemblies, Seesaw (sharing platform) and Google Classroom.

We are committed to working with parents and carers and they will be involved through us sharing learning, opportunities to view the resources that will be used to deliver RSHE for their child's year group and discuss the content. Parents' views are taken into account and adjustments may be made. As with all curriculum subjects, parents and carers are also able to discuss the RSHE curriculum at any point in the year with their child's class teacher. This policy has been developed in consultation with parents and carers, staff and Governors and we would seek to undertake similar consultations when the policy is reviewed. Information about the RSHE programme in the Summer Term will be shared with parents and carers. We will liaise with parents via varying means including:

- Information sharing sessions
- The school website
- Information leaflet/letter
- Seesaw

Parents wishing for further support with having conversations with their child about RSHE are invited to contact the school.

This policy will be available on the school website for parents.

### Right to withdraw

Under the 2025 statutory guidance, parents with children at primary school, have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

**Sex Education at Metheringham Primary School is the biological aspects of human reproduction, conception, pregnancy and birth.**

Before granting any request for the withdrawal of a child from sex education, it is good practice for the Head Teacher and the RSHE Lead to discuss the request with parents in order to understand the request and to clarify the nature and purpose of the curriculum through viewing the teaching resources to help inform any decisions they make. The discussion will include the benefits of sex education and the detrimental effects of withdrawal, including social and emotional impacts on the child and the likelihood that the child will hear their peers' version of what was said in class, which may not be factually accurate. Without accurate information, children may then seek what they require online. These sources of information may be incorrect and unreliable and can expose children to information which may not be appropriate for their age. Once a child has been withdrawn, they cannot take part in specific sex education lessons until the request for withdrawal has been removed.

In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until that specific lesson is over.

This request should be confirmed in writing and addressed to the Head Teacher. A copy of withdrawal requests will be placed in the pupil's educational record.

In the unlikely event that the concern cannot be dealt with, the Governors and then the Local Authority will be contacted. **We will always share and remain transparent about teaching materials; parents have the right to view them on request.**

**The withdrawal request form can be found on the school website and in appendix 7 of this policy**

### Monitoring and Review

Delivery of this programme will be monitored by the RSHE Lead in line with the school subject monitoring schedule. It will be monitored through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. The programme's effectiveness will be evaluated through staff meetings to review and share experiences, pupil voice discussions and monitoring of work produced by pupils. The expectations for the quality of pupils' work and the feedback provided by staff is the same as for other curriculum subjects.

The PSHE / RSHE Lead is responsible for:

- Reviewing children's learning and the quality of teaching learning in RSHE
- Monitoring the planning and delivery of the curriculum
- Reviewing and contributing to planning where required to ensure full coverage
- Supporting colleagues in the planning, teaching and assessment of PSHE
- Informing colleagues of current developments in the subject, providing advice and sharing resources

- Evaluating the strengths of the subject and highlighting areas for further improvement on the subject action plan
- Planning and book looks, learning walks and pupil voice.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- This policy will be reviewed by the PSHE Leader annually. At every review, the policy will be approved by the Head Teacher and the Governing Body.

### Confidentiality:

Teachers cannot and should not promise total confidentiality. The nature of the subject is such that teachers may find themselves party to personal information which does not normally surface within the school environment. When a pupil discloses information which is sensitive, not generally known and which the pupil asks not to be passed on the request will be honored unless child protection issues, police investigation or the need for referral to external services becomes apparent. (Please refer to the Safeguarding Policy)

### Roles and Responsibilities

#### **The Governing Body**

As well as fulfilling their legal obligations. Governing bodies should also make sure that:

- All pupils make progress in achieving the expected outcomes
- Teaching is accessible for all pupils with SEND
- Curriculum content and teaching materials are aligned with the most recent guidance
- Clear information is provided for parents on the subject content, teaching materials and external provider and on the right to request that their child is withdrawn from sex education.

The Governing Body will approve the RSHE policy and hold the Headteachers to account for its implementation.

#### **The Headteacher**

The Headteacher (supported by the PSHE Lead) is responsible for managing requests to withdraw pupils from non-statutory components of RSHE.

#### **Staff**

Teaching without prejudice and bias.

All staff are aware that everyone has views on RSHE related issues. However, while it is respected that everyone has the right to their own viewpoint, all RHSE issues are taught without bias. Topics are presented with viewpoints so that pupils are able to form their own, informed opinions but are also encouraged to respect the fact that others may have quite different viewpoints.

Staff are responsible for:

- **Creating a safe learning environment** where all children feel respected, listened to, and able to contribute without fear of judgement.
- **Using accurate and age-appropriate vocabulary**, including correct anatomical terms, and modelling inclusive, respectful language at all times.
- **Avoiding stereotypes** related to gender, family structure, culture, ability, or sexuality, and ensuring that examples and resources reflect the diversity of society.
- **Promoting equality and respect**, challenging discriminatory or prejudiced language and behaviour in a sensitive but clear way.

- **Providing balanced and factual information** that helps children make informed choices and develop their understanding safely.
- **Being sensitive to individual needs**, recognising that pupils may have different levels of maturity, experiences, or additional learning needs.
- **Managing discussions with care**, acknowledging and responding to children's questions appropriately, while maintaining professional boundaries.
- **Liaising with parents and carers** when appropriate, respecting their role in their child's education while upholding statutory requirements.
- **Recognising and responding to safeguarding concerns**, following school policies and procedures if disclosures or worries arise during RSHE lessons.
- **Reflecting on practice**, seeking feedback, training, and development to ensure high-quality, inclusive RSHE provision.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Head Teacher and the PSHE Lead.

### Pupils

- Listen respectfully to adults and each other, even if their views or experiences are different.
- Use kind and respectful language when discussing sensitive topics.
- Look after each other's feelings, avoiding unkind comments or laughing at others.
- Respect privacy, understanding that personal stories or information shared in lessons should not be repeated outside the classroom.
- Try their best to join in, asking questions if they are unsure and sharing ideas when they feel comfortable.
- Be open to learning, understanding that RSHE helps everyone to stay safe, healthy, and respectful.
- Celebrate differences, recognising that families, friendships, and people's identities can be different, and that everyone deserves respect.
- Be responsible online, thinking carefully about what is safe, kind, and respectful when using digital devices and the internet.

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity in line with the Teach and Learning Policy, the Behaviour policy and the agreed class 'Ground Rules.'

### TEACHING ABOUT THE LAW

Pupils will be made aware of relevant laws as part of their RSHE learning.

For example:

- marriage, including forced marriage and civil partnerships
- consent, including the age of consent
- the Online Safety Act
- protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)
- alcohol, smoking, vaping and nicotine products and illicit drug use
- gambling
- the age of criminal responsibility

This policy will be reviewed on an annual basis and will reflect updated ethos and changes.

Written - Vicky Wilcox (PHSE/RSHE/PD Lead) March 2026

Approved .....

Review – September 2027

## APPENDIX 1: STATUTORY PROVISION OF RSHE UNDER SCIENCE CURRICULUM

Relationship Education is also informed by the Science Curriculum.

The content of the National Curriculum for Science, for each Key Stage, related to RSHE is outlined below. This is a statutory part of the school curriculum and children cannot be withdrawn from these aspects

### FOUNDATION STAGE (RECEPTION)

The Early Years Foundation Stage (EYFS) framework differs in structure from the National Curriculum, as it is organised around seven areas of learning rather than individual subjects.

In the EYFS, we do not treat RSHE as a separate subject. Instead, it is woven through different areas of learning, including:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Understanding the World

Children’s knowledge, skills and understanding in these areas develop simultaneously and symbiotically with progress in one area supporting and enriching progress in others.

Our EYFS curriculum outlines how we implement the framework in school and ensure that children are well prepared for the transition into the National Curriculum from Year 1 onwards.

## APPENDIX 2 – CURRICULUM CONTENT FOR RELATIONSHIPS EDUCATION

### **Families and people who care for me**

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. 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.
3. 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children’s security as they grow up.

5. That **marriage and civil partnerships** represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. 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**

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. 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.
3. **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.**
4. 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.
5. **That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.**
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

### **Respectful, kind relationships**

Curriculum content:

1. 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.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. 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.
4. **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.**
5. 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.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. **The conventions of courtesy and manners.**
8. 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.
9. 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.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. 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**

Curriculum content:

1. 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 information and images online, and strategies for resisting peer pressure.
2. 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.
3. 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.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. 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.
6. 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.

### **Being Safe**

Curriculum content:

1. 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.
2. 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.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. 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.
7. 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

## **APPENDIX 3 – HEALTH AND WELLBEING EDUCATION**

### **General wellbeing**

Curriculum content:

1. 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.
2. The importance of promoting general wellbeing and physical health.
3. **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.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.

7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. 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.
9. 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).
10. That it is common to experience mental health problems, and early support can help.

### **Wellbeing online**

Curriculum content:

1. 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.
2. 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.
3. **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.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. 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.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online

### **Physical health and fitness**

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. 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.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

### **Healthy eating**

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. 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, tobacco and vaping**

Curriculum content:

1. 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 protection and prevention**

Curriculum content:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. 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.
4. 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.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. 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**

Curriculum content:

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

### **Basic first aid**

Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries

### **Developing bodies**

Curriculum content:

1. 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.
2. 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.
3. 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.



## PSHE/RSHE OVERVIEW EYFS

CYCLE A	AUTUMN	SPRING	SUMMER
	<p style="text-align: center;"><b>TERM 1 MY FEELINGS</b></p> <p style="text-align: center;">BIG IDEA: Self-regulation</p> <p><b>End point assessment:</b> Can I name feelings and ways to <b>manage</b> them?</p> <p style="text-align: center;"><b>TERM 2 SPECIAL RELATIONSHIPS</b></p> <p style="text-align: center;">BIG IDEA: Building relationships</p> <p><b>End point assessment:</b> Can I <b>talk</b> about who is special to me and <b>name</b> how I am special too?</p>	<p style="text-align: center;"><b>TERM 3 SELF-REGULATION</b></p> <p style="text-align: center;">BIG IDEA: Listening and following instructions</p> <p><b>End point assessment:</b> Can I <b>demonstrate</b> how to <b>regulate</b> my emotions?</p> <p style="text-align: center;"><b>TERM 4 MANAGING SELF</b></p> <p style="text-align: center;">BIG IDEA: Taking on challenges</p> <p><b>End point assessment:</b> Can I <b>demonstrate</b> resilience and determination when faced with challenge?</p>	<p style="text-align: center;"><b>TERM 5 MANAGING SELF</b></p> <p style="text-align: center;">BIG IDEA: My well-being</p> <p><b>End point assessment:</b> Can I <b>talk</b> about how to take care of myself?</p> <p style="text-align: center;"><b>TERM 6 BUILDING RELATIONSHIPS</b></p> <p style="text-align: center;">BIG IDEA: My family and friends</p> <p><b>End point assessment:</b> Can I <b>talk</b> about and respect similarities and differences in people?</p>



## PSHE/RSHE OVERVIEW KS1

	AUTUMN	SPRING	SUMMER
CYCLE A	<b>TERM 1 – CONNECTING WITH OTHERS</b> BIG IDEA: RELATIONSHIPS EDUCATION – FAMILIES AND PEOPLE WHO CARE FOR ME <b>End point assessment: Can I talk about how I can help myself and others feel happy and safe?</b>	<b>TERM 3 – HEALTH PROTECTION</b> BIG IDEA: HEALTHY AND WELLBEING – HEALTH PROTECTION AND PREVENTION <b>End point assessment: Can I talk about how can I protect myself and others in daily life?</b>	<b>TERM 5 – CONNECTING WITH OTHERS</b> BIG IDEA: RELATIONSHIPS EDUCATION – RESPECTFUL, KIND RELATIONSHIPS <b>End point assessment: Can I talk about how I can build safe, kind and caring relationships with others?</b>
	<b>TERM 2 - THE ONLINE WORLD</b> BIG IDEA: HEALTH AND WELLBEING – WELLBEING ONLINE <b>End point assessment: Can I talk about how do we spend time online?</b>	<b>TERM 4 – STAYING SAFE</b> BIG IDEA: HEALTH AND WELLBEING – PERSONAL SAFETY <b>End point assessment: Can I talk knowing when something is safe?</b>	<b>TERM 6 - THE ONLINE WORLD</b> BIG IDEA: HEALTH AND WELLBEING - WELLBEING ONLINE <b>End point assessment: Can I talk about how things are shared online?</b>
CYCLE B	<b>TERM 1 – MY HEALTHY SELF</b> BIG IDEA: HEALTH AND WELLBEING – GENERAL WELLBEING <b>End point assessment: Can I talk about how can we look after our feelings?</b>	<b>TERM 3 –CITIZENSHIP (non-statutory until September 2028)</b> BIG IDEA: MONEY, CAREER AND ASPIRATIONS <b>End point assessment: Can I talk about how people belong to a community and earn money?</b>	<b>TERM 5 – GROWING UP</b> BIG IDEA: HEALTH AND WELLBEING – DEVELOPING BODIES <b>End point assessment: Can I talk about how I can look after and respect my body as I grow up?</b>
	<b>TERM 2 – CITIZENSHIP (non-statutory until September 2028)</b> BIG IDEA: RESPONSIBILITY, COMMUNITY AND DEMOCRACY <b>End point assessment: Can I talk about how can I help others and the environment?</b>	<b>TERM 4 – MY HEALTHY SELF</b> BIG IDEA: HEALTH AND WELLBEING - HEALTHY EATING <b>End point assessment: Can I talk about how I can look after my body?</b>	<b>TERM 6 – STAYING SAFE</b> BIG IDEA: HEALTH AND WELLBEING – PERSONAL SAFETY <b>End point assessment: Can I talk about the safe choices I need to make in different places?</b>



## PSHE/RSHE OVERVIEW LKS2

	AUTUMN	SPRING	SUMMER
CYCLE A	<b>TERM 1 – CONNECTING WITH OTHERS</b> BIG IDEA: RELATIONSHIPS EDUCATION – FAMILIES AND PEOPLE WHO CARE FOR ME <b>End point assessment: Can I talk about what helps me feel safe and included?</b>	<b>TERM 3 – CITIZENSHIP 2 (non-statutory until September 2028)</b> BIG IDEA: MONEY, CAREER AND ASPIRATIONS <b>End point assessment: Can I talk about what careers people choose and why?</b>	<b>TERM 5 – CONNECTING WITH OTHERS</b> BIG IDEA: RELATIONSHIPS EDUCATION – RESPECTFUL, KIND RELATIONSHIPS <b>End point assessment: Can I talk about how we can show respect to each other?</b>
	<b>TERM 2 – THE ONLINE WORLD</b> BIG IDEA: HEALTH AND WELLBEING – ONLINE SAFETY AND AWARENESS <b>End point assessment: Can I talk about how we should treat each other online?</b>	<b>TERM 4 – HEALTH AND WELLBEING</b> BIG IDEA: STAYING SAFE – PERSONAL SAFETY <b>End point assessment: Can I talk about the signs that help me recognise what is safe or unsafe?</b>	<b>TERM 6 – THE ONLINE WORLD</b> BIG IDEA: RELATIONSHIPS EDUCATION – ONLINE SAFETY AND AWARENESS <b>End point assessment: Can I talk about how I evaluate what I see online?</b>
CYCLE B	<b>TERM 1 – MY HEALTHY SELF</b> BIG IDEA: HEALTH AND WELLBEING – GENERAL WELLBEING <b>End point assessment: Can I talk about how I can take care of my body and mind?</b>	<b>TERM 3 – HEALTH PROTECTION</b> BIG IDEA: HEALTH AND WELLBEING – HEALTH PROTECTION AND PREVENTION <b>End point assessment: Can I talk about how to prevent illness and injury and respond if they happen?</b>	<b>TERM 6 – CITIZENSHIP 2 (non-statutory until September 2028)</b> BIG IDEA: MONEY, CAREER AND ASPIRATIONS <b>End point assessment: Can I talk about how to spend my money wisely?</b>
	<b>TERM 2 – CITIZENSHIP 1 (non-statutory until September 2028)</b> BIG IDEA: RESPONSIBILITY, COMMUNITY AND DEMOCRACY <b>End point assessment: Can I talk about the rights and responsibilities that I have?</b>	<b>TERM 4 – MY HEALTHY SELF</b> BIG IDEA: HEALTH AND WELLBEING – PHYSICAL HEALTH AND FITNESS <b>End point assessment: I can talk about how to make healthy choices</b>	<b>TERM 6 – GROWING UP</b> BIG IDEA: HEALTH AND WELLBEING – DEVELOPING BODIES <b>End point assessment: Can I talk about how my body will change as I grow up?</b>



## PSHE/RSHE OVERVIEW UKS2

	AUTUMN	SPRING	SUMMER
CYCLE A	<b>TERM 1 – CONNECTING WITH OTHERS</b> BIG IDEA: RELATIONSHIPS EDUCATION – FAMILIES AND PEOPLE WHO CARE FOR ME <b>End point assessment: Can I talk about why healthy relationships are important?</b>	<b>TERM 3 – CITIZENSHIP (non-statutory until September 2028)</b> BIG IDEA: MONEY, CAREER AND ASPIRATIONS <b>End point assessment: Can I talk about how I can be in control of my money?</b>	<b>TERM 5 – THE ONLINE WORLD</b> BIG IDEA: HEALTH AND WELLBEING – WELLBEING ONLINE <b>End point assessment: I can talk about how I feel about being online?</b>
	<b>TERM 2 – THE ONLINE WORLD</b> BIG IDEA: HEALTH AND WELLBEING – ONLINE SAFETY AND AWARENESS <b>End point assessment: Can I talk about how I am influenced by what I see online?</b>	<b>TERM 4 – CONNECTING WITH OTHERS</b> BIG IDEA: RELATIONSHIPS EDUCATION – RESPECTFUL, KIND RELATIONSHIPS <b>End point assessment: Can I talk about what it means it means to stand up for myself and others?</b>	<b>TERM 6 - STAYING SAFE</b> BIG IDEA: HEALTH AND WELLBEING – PERSONAL SAFETY/DRUGS, ALCOHOL, TOBACCO AND VAPING <b>End point assessment: I can explain how to stay safe as I grow up?</b>
CYCLE B	<b>TERM 1 – MY HEALTH SELF</b> BIG IDEA: HEALTH AND WELLBEING –GENERAL WELLBEING, PGUSICAL HEALTH AND FITNESS AND HEALTHY EATING <b>End point assessment: Can I talk about how to support my mind and body as I grow?</b>	<b>TERM 3 – MY HEALTHY SELF</b> BIG IDEA: HEALTH AND WELLBEING – GENERAL WELLBEING, HEALTH PROTECTION AND PREVENTION AND PHYSICAL HEALTH AND FITNESS <b>End point assessment: Can I talk about how my choices today shape my future wellbeing?</b>	<b>TERM 5 GROWING UP</b> BIG IDEA: HEALTH AND WELLBEING – DEVLEOPING BODIES <b>End point assessment: I can talk about how to manage the changes to my body and emotions as I grow up?</b>
	<b>TERM 2 – CITIZENSHIP 1 (non-statutory until September 2028)</b> BIG IDEA: RESPONSIBILITY, COMMUNITY AND DEMOCRACY <b>End point assessment: I can talk about how I can make a difference in our communities and beyond?</b>	<b>TERM 4 – CITIZENSHIP 2 (non-statutory until September 2028)</b> BIG IDEA: RESPONSIBILITY, COMMUNITY AND DEMOCRACY <b>End point assessment: Can I talk about how we can protect everyone’s rights?</b>	<b>TERM 6 SEX EDUCATION</b> BIG IDEA: SEX EDUCATION <b>End point assessment: Can I talk about how a human baby is conceived and born?</b>

### APPENDIX 5 VOCABULARY

Below is a list of vocabulary from Relationship and Health Education lessons  
 Vocabulary from each year group is carried forwards to the next (Vocabulary in Year 3 will be carried forwards and re-visited in year 4)

Year group/phase	Vocabulary	Notes & Possible Clusters
Reception	caring, friendship, family, safe, unsafe, trust, body, privacy, respect, routine, clean healthy, washing, family, help, support	We begin with simple, everyday relational vocabulary. Embed <b>“safe/unsafe”</b> in contexts children understand.
Year 1	Clean, hygiene, healthy, family, grown, changed, respect, kindness, feelings, boundaries, safe, unsafe, private parts, help, trusted adult	We introduce <b>“private parts”</b> language, trusted adult vocabulary, reinforcing boundaries.
Year 2	Different, similar, stereotype,private, boundaries, boy,male,female,baby, adult, toddler, child, senior citizen, penis, vulva, vagina, testicles, scrotum, nipples, consent, personal space, embarrassment, secrets (good / bad), body, privacy, trusted adult, safe / unsafe touch	We build on Year 1 vocabulary; distinguish between good / bad secrets; reinforce understanding of consent in simple contexts.

Year 3	Difference, personal space, personal boundaries, good friendships, peer pressure, unhealthy friendships, respect, consent, assertive, body changes, puberty, hygiene, anatomical terms (correct names), privacy, peer pressure	Correct anatomical names, early puberty language, hygiene, reinforce consent and respect vocabulary.
Year 4	Period, menstruation, reproduction (basic), assertiveness, rights, boundaries, gender identity, stereotype, inclusion, Body change, puberty, testicles, nipple, pubic hair, breast, egg, menstrual/period products body hair	We expand on biological vocabulary and introduce concepts of gender, stereotypes and increase boundaries conversations
Year 5	<b>As above plus -</b> Physical changes, motional changes, body changes, voice deepens, fallopian tube, womb/uterus, puberty, changes, relationships, consent, sexual online safety, consent, privacy settings	We teach more anatomical/physiological vocabulary; begin discussing consent in more depth, online behaviours, privacy.

#### APPENDIX 6: DfE GUIDE FOR PARENTS

<https://educationhub.blog.gov.uk/2025/07/new-rshe-guidance-what-parents-need-to-know/>

#### APPENDIX 7: BY THE END OF PRIMARY SCHOOL PUPILS SHOULD KNOW

##### Respectful relationships

- The importance of respecting others, even when they're very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- 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 in 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 different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

##### Online relationships

- That people sometimes behave differently online, including by 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 risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met
- How information and data is shared and used online

### **Online relationships**

- That people sometimes behave differently online, including by 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 risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met
- How information and data is shared and used online

### **Being safe**

- 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; 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 physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom 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 or 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 get advice, for example family, school or other sources

## **APPENDIX 8: THE FULL RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION**

The document beneath is the link to the full July 2025 Guidance from the DfE and outlines the full curriculum for primary and secondary schools.

[https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships\\_education\\_relationships\\_and\\_sex\\_education\\_and\\_health\\_education\\_-\\_statutory\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships_education_relationships_and_sex_education_and_health_education_-_statutory_guidance.pdf)

## **APPENDIX 9: REQUEST TO WITHDRAW MY CHILD FROM SEX EDUCATION**

This can be downloaded and printed from the school website.

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Head Teacher signature	

