Swanton Morley VC Primary School
"Love your neighbour as yourself."

Primary Relationships, Sex and Health Education Policy

Formally adopted by the Governing Board of:	Swanton Morley VC Primary
On:	July 2026
Chair of Governors:	*Ruth Robinson*
Headteacher:	*Matt Richards*
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Statement of intent

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

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

We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which is required to be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and ensures can talk to a trusted adult if there is anything worrying them. Health education focusses on equipping pupils with the knowledge they need to make informed decisions about their own health and ensures they receive factual information about the changes they will experience emotionally and physically during puberty.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health education (RSHE) for all our pupils. This policy sets out the framework for our RSHE curriculum, providing clarity on how it is informed, organised and delivered. Any sex education included within the curriculum consists of age-appropriate content which covers how babies are conceived and how they are born. Sex education does not go above and beyond the focus of reproduction. State-funded primary schools are also required to teach health education.

1. Legal framework

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

- Section 80A of the Education Act 2002
- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE 'Science programmes of study: key stages 1 and 2'
- DfE 'Relationships Education, Relationships and Sex Education (RSHE) and Health Education'
- DfE 'Teaching about relationships, sex and health'

- DfE ‘Keeping children safe in education’

This policy operates in conjunction with the following school policies:

- Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Inclusion Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Staff Equality, Equity, Diversity and Inclusion Policy
- Anti-bullying Policy
- Online Safety Policy
- School Improvement Plan (SIP)

2. Roles and responsibilities

The governing board will be responsible for:

- Playing an active role in monitoring, developing and reviewing the policy and its implementation in school.
- Appointing a link governor for RSHE who supports the school and monitors any aspects of RSHE included within the SIP.
- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring the Christian ethos of the school is maintained and developed through the subjects.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school’s website and provided free of charge to anyone who requests it.
- Ensuring that all staff receive ongoing training on issues relating to PSHE and RSHE and how to deliver lessons on such issues.

- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSHE.

The headteacher and senior leadership team will be responsible for:

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

The RSHE subject leader will be responsible for:

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

The SENCO will be responsible for:

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

The teachers will be responsible for:

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

Parents are responsible for:.

- Supporting their children through their personal development and the emotional and physical aspects of growing up.
- Ensuring that they are aware of curriculum content, organisation and delivery.
- Fostering an open home environment where pupils can engage, discuss and continue to learn about topics that have been taught in school.
- Liaising with the school to seek additional support if needed.

3. Organisation of the curriculum

The school understands that it is required to deliver statutory relationships education and health education, and that it has the freedom to determine how this will be taught in the context of a broad and balanced curriculum.

The school will organise the teaching of RSHE:

- As part of the PSHE 'Life Lessons' Curriculum.

For the purpose of this policy:

- "**Relationships education**" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.

- "**Health education**" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- "**Sex education**" is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort.

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

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

The school will teach pupils the age appropriate knowledge they need to recognise and report abuse, including emotional, physical and sexual abuse. Teaching will focus on ensuring pupils understand boundaries and privacy with peers, families and others, in all contexts, including online.

The Life Lessons Curriculum

Our school uses the Life Lesson curriculum. This curriculum provides coverage for all statutory content, as laid out by the 2025 Relationship and Sex Education and Health Education guidance, through an evidence based, peer-led and relational approach.

The Life Lessons Curriculum does not currently provide curriculum resources for the teaching of PSHE/RSHE in the early years. Teaching within Reception is based on the requirements within the Early Years Statutory Framework which includes the prime area of Personal, Social and Emotional Development. This prime area includes pupils' development of respectful friendships, positive relationships with adults and peers, self-regulation strategies, self-care, hygiene and developing independence and resilience. Alongside this, resources from the NSPCC are used to teach pupils about privacy and safety in an age-appropriate way.

The Life Lessons resources are designed to improve behaviour and attitudes amongst pupils, helping them to build and maintain healthy relationships and be kind to the people around them. They are taught to understand their feelings, regulate their emotions and make healthy choices that allow them to stay safe, well and happy. There are lessons on respecting diversity, navigating the online world, managing their money and having high aspirations for their futures.

The Life Lesson's curriculum is organised in the following structure:

Understanding myself	Self with others	Self within the world

<table>
<tr><td colspan="3">Physical wellbeing
Mental health
Understanding our emotions
The way we grow and change during puberty
Making choices to stay safe and well
Drugs, alcohol and tobacco
Sex education*</td><td>Families
Friendships
Reducing hurtful behaviour and bullying
Identifying safe and unsafe relationships
Respecting self and others
Having healthy boundaries</td><td colspan="3">Responsibilities and power
Understanding other people: how we are the same and how we are different
Media and the online world
Economic wellbeing: Money
Aspirations, work, career and volunteering</td></tr>
<tr><td>Wellbeing</td><td>My body & Me</td><td>Healthy choices</td><td>Healthy Relationships</td><td>Identity & Community</td><td>Digital Lives</td><td>Aspiration & money</td></tr>
</table>

* Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE.

Skills and knowledge

The Life Lesson's curriculum provides resources to support both the acquisition of knowledge and the development of skills. Each lesson has a "Life Lesson" objective, designed as a tangible way of practising RSHE skills within an appropriate topic. This is achieved through activities, which give the students practical ways to apply and rehearse what they've learned.

Inclusive

The Life Lessons resources are designed to be inclusive in a number of different ways. They work towards conforming to the WCAG 2.2 accessibility guidelines, ensuring that all learners can see and understand the information on the screen. Some examples of the way Life Lessons make their resources more inclusive include:

- Dual coding is used to provide pictorial support for learners for whom text can be intimidating or harder to read
- 'Scaffolding' activities, so that tasks are broken down into small, manageable chunks
- Tips, word banks and sentence starters to help young people come up with their own ideas, without having to start from a blank page
- Key words to support learning new vocabulary
- Emotions characters, to support young people's understanding of their feelings

Relevant and representative

It is vital that RSHE lessons feel relevant to young people. The Life Lessons curriculum ensures this in a number of different ways:

- Using realistic and diverse characters and scenarios, representing real-life situations that allow young people to safely explore concepts and issues.
- Videos of young people discussing relevant topics, where we get to watch young people from a range of backgrounds share their thoughts and feelings.

Student-centred

According to the 2025 RSHE guidance, learning should be student-focussed and allow young people to be active participants in lessons. The Life Lessons resources do this in a number of ways:

- Use scenarios that allow students to engage with the topic emotionally, whilst keeping a safe distance from sensitive issues
- Use narratives to help students relate to the issue at hand, and present concepts in a tangible way (avoiding using only abstract ideas, that some pupils will struggle to process).
- Frequent opportunities for personal reflections and peer discussion, allowing young people to explore their own opinions and feelings about a range of topics.

Sex education

The Life Lessons curriculum also includes resources to teach sex education, in line with government guidance. Parents have the right to withdraw their children from these lessons if they wish.

These lessons focus on the basics of human intercourse and reproduction, including age-appropriate information about how sexual intercourse and fertilisation happens. The resources use a factual scientific approach, and do not discuss the details of intimate sexual relationships, beyond the biology of intercourse, the basics of sexual consent and the law.

The school will consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Meetings
- Newsletters and letters

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

- Organising a meeting with the headteacher.
- Emailing: head@swantonmorley.norfolk.sch.uk

4. Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships and health and how important parents' views are in shaping the curriculum.

The school will consult closely with parents when reviewing the content of the school's RSHE curriculum and will give them regular opportunities to voice their opinions. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be made by school. The school will permit parents access to all curriculum materials and the school will not enter into contracts with outside providers that seek to prevent parents from seeing materials.

The school will be mindful of the personal circumstances of all pupils to ensure there is no stigmatisation of based on home circumstances, support networks or family needs.

Parents will be provided with the following information:

- The content of the relationships and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school will work closely with parents in reviewing the sex education curriculum and will consult annually regarding content, organisation and delivery of the curriculum.

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns, and help parents in managing conversations with their children on the issues covered by the curriculum. Parents will also be consulted in the review of this policy and encouraged to provide their views at any time.

In line with statutory guidance, parents will be given the right to request that their child be withdrawn from the additional sex education sessions delivered as part of statutory RSHE, which is further outlined at section 14 of this policy.

5. Relationships education overview

Families and people who care for me

Through the curriculum, pupils with be taught:

- That families are important for them 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

Through the curriculum, pupils will be taught:

- 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.
- Skills for developing caring and 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 strengthened.
- How to manage conflict, and that resorting to violence is never right.
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Through the curriculum, pupils will be taught:

- How to pay attention to the needs and preferences of others, including in families and friendships – including discussions around how to 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.
- The difference between being assertive and controlling, and the difference between being kind to other people and neglecting personal needs – including opportunities to discuss such issues.
- That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different, make other choices, or have different preferences or beliefs.
- About the 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 – including opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity through developing skills and interests.
- About the different types of bullying, including online, the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative, 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

Through the curriculum, pupils will be taught:

- 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.
- How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met.
- How to recognise harmful content or harmful contact, and how to report this.
- That there is a minimum age for joining social media sites which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
- About the importance of exercising caution about sharing any information about themselves online.
- About online risks, including that any material provided online might be circulated, and that once a picture or word 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.

Being safe

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others, including online.
- About the concept of privacy and the implications of it for both children and adults, including that it is not right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter, including online, who they do not know.
- How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- 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 and others, and to keep trying until they are heard, and where to get advice, e.g. family, school or other sources.

6. Relationships education per year group

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

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

Reception

Healthy Relationships	Who's in my family? How can I be a good friend? How can I be kind? How do I feel when I'm safe?
Identity and Community	What makes me special? What rules do we have at school? How am I the same as and different to my friends?
Digital Lives	Who can help me when I'm using a device?

Year 1

Healthy Relationships	How do families look after each other? How do I feel when I am safe? How can I be kind and respectful to friends and family? What makes a great friend?
Identity and Community	Celebrating ourselves Celebrating our similarities and differences How can we help everyone to feel included at our school?
Digital Lives	Enjoying the online world Being safe online Getting help when we are online Making good choices online Finding a balance online

Year 2

Healthy Relationships	Fun surprises, uncomfortable secrets Making decisions that feel good for me How can we make our school a happy place for everyone? (inclusion and anti-bullying) How can we tell if someone is a friend or a stranger?
Identity and Community	Every family is special! What helps us to be ourselves? (challenging stereotypes) Rules help to keep us safe, and keep things fair
Digital Lives	Choosing what we do online How can I talk to people safely and kindly online? Sharing photos and videos Spotting lies and what to do about it How to be a great web searcher Staying safe online

Year 3

Healthy Relationships	What can people do to help their families? Our bodies belong to us! Do friends always want the same things? Should we behave the same way with everyone we meet?
Identity and Community	The amazing cultures in our class and community. How do we treat everyone kindly and with respect? How can we include everyone? How can we care for our world?
Digital Lives	Healthy online friendships Feeling uncomfortable online Wellbeing in an online world Choosing what to do and what to share Deciding who to trust online

Year 4

Healthy Relationships	How can friends help us to be our true selves? How can I tell people what I want and need kindly? What do we need when we lose a loved one? How do the people around us influence us? Challenging negative influence
Identity and Community	How does the Equality Act allow us to live our best lives? How can we keep a positive view of other people? (Challenging stereotypes) How can everyone achieve their potential? How do our values shape our identity? Do we all have the same values? (British Values) Why are communities important?
Digital Lives	Who uses the internet? Using social media safely Connecting to trusted people online Is the internet a fair place? Too good to be true? Spotting online fakes Can we know what is real online?

Year 5

Healthy Relationships	What does a healthy friendship feel like? How does it feel when relationships change? How can friends understand each other better? How do we fix a friendship that has gone wrong? (Conflict resolution) Saying what we want (Consent and boundaries)
Identity and Community	Considering all of our needs (Supporting neurodiversity) What does the path to equality look like? How can we listen to other people's experiences better? How can we be our true selves? (exploring stereotypes) Being an amazing ally What environments do we need to thrive? (The social model of disability) What gives us value?
Digital Lives	Red flags online Deciding what to share online Comparing ourselves to others on social media How social media companies use our data Influence and Power online Staying safe in group chats How can I thrive online?

Year 6

Healthy Relationships	What does a healthy romantic relationship feel like? What skills do people need to stay in a healthy relationship for a long time? Communicating boundaries and needs clearly (Consent) How do we surround ourselves with people who respect and care about us? How can we help each other to grow and be our true selves? How can we stay true to ourselves, whilst learning from other people?
Identity and Community	How can we appreciate and respect people without judgement? (Challenging unconscious bias) Why is our heritage important? What do we need to feel like we belong? (Challenging racism and anti-religious hate) Why is it important to love authentically? How do we express our identity? How can we talk about gender and identity? How can we build healthy communities?
Digital Lives	Power and friendship online Discrimination online Motivation and manipulation online Do I live in an echo chamber? Can I spot an online fake? What are the dangers of misinformation? What does identity mean to me?

7. Health education overview

Health education will start with the benefits and importance of physical activity, good nutrition and sufficient sleep, and support pupils to develop emotional awareness. The school will emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors. Care will be taken to avoid exposing pupils to concepts which are not appropriate for them.

General wellbeing

Through the curriculum, pupils will be taught:

- About the benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness.
- About simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- About the range and scale of emotions that they might experience in different situations.
- 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.
- How 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, extending to 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.
- That it is common to experience mental ill health and early support can help.

Internet safety and harms

Through the curriculum, pupils will be taught:

- That for almost everyone the internet is an integral part of life.

- About the positive and negative aspects of the internet.
- To have discussions about 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.
- About 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 one 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.
- About 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, alongside how to seek support from trusted adults.
- How to understand the information they find online, including from search engines, and 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.

Physical health and fitness

Through the curriculum, pupils will be taught:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school, if they are worried about their health.

Healthy eating

Through the curriculum, pupils will be taught:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on health.

Drugs, alcohol and tobacco

Pupils will be taught about the facts relating to legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This will include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health and prevention

Through the curriculum, pupils will be taught:

- 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.
- About the importance of sufficient good-quality sleep for good health, the amount of sleep recommended for their age, and practical steps for improving sleep.
- About the impact of poor sleep on weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- About the facts and science relating to immunisation and vaccination, aligned with when vaccinations are offered to pupils..

Personal safety

Through the curriculum, pupils will be taught

- About hazards 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

Through the curriculum, pupils will be taught:

- How to make a clear and efficient call to emergency services if necessary.

- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Developing bodies

By the end of primary school, pupils will know:

- About growth and other ways the body can change and develop, particularly during adolescence.
- The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples, and that all of these parts of the body are private and how to express their own boundaries around these body parts.
- The facts about the menstrual cycle, including physical and emotional changes.

8. Health education per year group

The school is free to determine, within the statutory curriculum content outlined in 'Health education overview' section, what pupils are taught during each year group.

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

Reception

Wellbeing	Naming my feelings How to calm down when I'm angry Trying new things
My Body and Me	NSPCC PANTS Private parts of my body are private Who is allowed to help me look after my body Who can I talk to if I'm worried
Healthy Choices	How can we cross the road safely? How do I stay safe at school? How can I keep my hands clean? How do I brush my teeth?
Digital Lives	Who can help me when I'm using a device?

Year 1

Wellbeing	Meet your emotions My healthy mind tool kit All experiences are important Taking care of my body
My Body and Me	Sensitive and special parts of our bodies (Include naming genitals)
Healthy Choices	How can we walk to fun places safely? How can we stay safe and have fun at home? How can we stay safe whilst out and about? Being safe everywhere
Digital Lives	Enjoying the online world Being safe online Getting help when we are online Making good choices online Finding a balance online

Year 2

Wellbeing	How many emotions are there? Change and loss are part of life Delicious food fuels my body! Do we all need the same things to stay healthy The right way to get things wrong
My Body and Me	How do our bodies change as we get older?
Healthy Choices	Medicines and chemicals Keeping clean and healthy Doctors and emergencies Looking after my teeth
Digital Lives	Choosing what we do online How can I talk to people safely and kindly online? Sharing photos and videos Spotting lies and what to do about it How to be a great web searcher Staying safe online

Year 3

Wellbeing	We all have powerful emotions How many ways are there to exercise? A healthy and mindful week I am wonderful!
Healthy Choices	Can I remember how to stay healthy? How can I enjoy a walk or a cycle near roads and railways? How can I prepare for an adventure in all weathers and places? How can I face challenges to have fun and achieve my dreams?
Digital Lives	Healthy online friendships Feeling uncomfortable online Wellbeing in an online world Choosing what to do and what to share Deciding who to trust online

Year 4

Wellbeing	Charging our batteries (the importance of sleep) My strong emotion toolkit Celebrating healthy and delicious food from across the world What makes life so amazing? Making marvellous mistakes
Healthy Choices	How can I take control of my wellbeing? What are germs and how can I keep them out of my body? How can I explore natural places safely?
Digital Lives	Who uses the internet? Using social media safely Connecting to trusted people online Is the internet a fair place? Too good to be true? Spotting online fakes Can we know what is real online?

Year 5

Wellbeing	How do we look after our mental health? How can I share what's in my head and heart? What is special about me?
My Body and Me	What is puberty? What is menstruation? Why do we need to clean more during puberty?
Healthy Choices	How can I make good choices about smoking and vaping? How do people become addicted? How can we stay safe around fire? How can I respond quickly to emergencies? Staying safe on adventures
Digital Lives	Red flags online Deciding what to share online Comparing ourselves to others on social media How social media companies use our data Influence and Power online Staying safe in group chats How can I thrive online?

Year 6

Wellbeing	Change is important How can I stay as healthy as possible for my whole life? Staying regulated
My Body and Me	How are our emotions affected by puberty? How do our bodies change during puberty? How do males and females change during puberty? Do you ever feel pressure to look a certain way?
Healthy Choices	Why do some people drink alcohol? What are the facts about drugs? Why are vaccines so important? How can I perform basic first aid?
Digital Lives	Power and friendship online Discrimination online Motivation and manipulation online Do I live in an echo chamber? Can I spot an online fake? What are the dangers of misinformation? What does identity mean to me?

9. Sex education

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

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

Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with the 'Organisation of the curriculum' and 'Consultation with parents' sections of this policy. Parents are given the opportunity to view and ask questions about what is taught through sex education.

The age and development of pupils is always considered when delivering sex education.

Year 6

My Body and Me	Sexual Reproduction- I can understand what sexual reproduction is so that I am better prepared for adulthood.

10. Delivery of the curriculum

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

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

Sex education will be delivered through the science curriculum and the PSHE curriculum.

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

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

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

Opportunities to teach safeguarding

Further to the prescribed curriculum for RSHE, teaching will focus on safeguarding and preventative education

The school will ensure that, as part of relationships education, pupils are taught about how to keep themselves and others safe, including online.

Education will be tailored to the specific needs and vulnerabilities of individual pupils whilst taking account of pupils who may be victims of abuse and pupils who have SEND.

The school will have a clear set of values and standards which will be underpinned by the Behaviour Policy as well as by a planned programme of evidence based RSHE curriculum.

The teaching of safeguarding and preventative education will be fully inclusive and developed to be age and stage of development appropriate.

Curriculum organisation

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

- Designated PSHE time as part of a spiral curriculum
- Circle time
- School ethos
- Small group work
- Cross curricular links
- Collective Worship themes e.g. anti-bullying week

Equality

The school will comply with relevant requirements of the Equality Act 2010, including the Public sector equality duty when teaching RSHE.

The school will ensure topics in RSHE are taught in a way which does not discriminate against pupils or amount to harassment.

Pupils will understand the importance of equality and respect, and learn about the law relating to the protected characteristics by the end of their secondary education.

Religion and belief

RSHE in the school will be delivered sensitively, taking account of the religious backgrounds of pupils and ensuring compliance with the Equality Act 2010, including recognising religion or belief as a protected characteristic.

Where topics are contentious, the school will support balanced discussion and debate, and will be clear when teaching reflects religious belief rather than statutory guidance or wider factual content.

Pupils with SEND

The school will develop and deliver RSHE in a way that is accessible for pupils with SEND and will support them to prepare for adulthood, in line with the SEND Code of Practice (0 to 25 years).

The school will recognise that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other related risks. RSHE will therefore be particularly important for these pupils, including those with social, emotional and mental health needs or learning disabilities, and teaching will be planned to provide appropriate support, safeguarding, and opportunities to build understanding and confidence.

Dealing with difficult questions

The school will ensure that staff delivering RSHE will feel confident and supported to lead lessons and respond appropriately to pupils' questions.

The school will provide regular professional development to support effective delivery of RSHE, including training on confidentiality, establishing ground rules, handling sensitive or controversial issues, and responding to awkward or difficult questions.

Pupils may ask questions that go beyond the RSHE curriculum content covered by the school, or that relate to sex education from which they have been withdrawn. In these situations, the school will ensure that staff will respond in a way that supports the pupil and maintains an appropriate learning environment. Where staff feel a question is not suitable to address in class, they may defer it and seek advice from the RSHE subject leader or the safeguarding lead or involve parents.

Where appropriate, pupils may be encouraged to speak with their parents/carers or a trusted adult, and the school will signpost to internal or external support services when needed. The school will recognise that unanswered questions may lead pupils to seek information from unreliable or inappropriate sources, including online, and will ensure that staff will receive guidance and training on how to handle such situations safely and sensitively.

If a pupil asks a question or makes a comment that raises a safeguarding concern, the school will respond in line with its Safeguarding Policy. Staff will not promise confidentiality and will explain, where appropriate, that they may need to share information with the DSL in order to keep the pupil safe. Any concern, disclosure or indication that a pupil may be at risk of harm (including sexual abuse, exploitation, harmful sexual behaviour, or self-harm) will be reported to the DSL without delay and recorded in accordance with the school's safeguarding policy. Staff will follow the school's child protection and safeguarding procedures at all times.

11. Equality and accessibility

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

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

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

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

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

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

12. Curriculum links

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

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

13. Right to request withdrawal from sex education

The school will always recognise that parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSHE. The school will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

The headteacher will automatically grant a request to withdraw a pupil from sex education, other than content that is taught as part of the science curriculum.

Pupils who are withdrawn from sex education will receive appropriate, purposeful education during the full period of withdrawal.

Parents will not have the right to withdraw their children from Relationships, Sex and Health Education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

14. Staff training

All staff members at the school will undergo training on a termly basis to ensure they are up-to-date with the RSHE programme and associated issues.

15. Confidentiality

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

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

Pupils will be informed prior to delivery of RSHE lessons that confidentiality will remain unless school staff feel that a child is at risk of harm. This information will need to be passed on to the DSL and the pupils will be informed of the procedure.

16. Quality of education

The RSHE subject leader is responsible for monitoring the quality of teaching and learning for the subjects. They will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Lesson observations
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

17. Monitoring and review

The governing board is responsible for approving this policy.

This policy will be reviewed on an annual basis by the RSHE subject leader and headteacher. The next scheduled review date for this policy is July 2027. This policy will also be reviewed in light of any changes to statutory guidance; feedback from parents, staff or pupils; and issues in the school or local area that may need addressing.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils and opportunities to feedback will be provided.