



Relationships and Sex Education Policy



Table of Contents

Aims.....	2
Statutory Requirements.....	2
Policy Development	2
Openness and access to RSHE materials	2
Definition.....	2
Curriculum.....	3
Delivery of RSE	4
Roles and Responsibilities.....	5
Training	5
Monitoring Arrangements	5
Appendix 1: Relationships and sex education curriculum map (attached under PSHE overview) .	0
Appendix 2: By the end of primary school pupils should know.....	0
Appendix 3: Parent form - withdrawal from sex education within RSE	2

Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

Statutory Requirements

This policy has been developed with regard to the Department for Education's statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (July 2025). The policy will be reviewed and updated as required to reflect any future changes to statutory guidance.

Policy Development

This policy has been developed in consultation with parents, pupils and staff, and approved by the Trust. It is reviewed regularly to ensure it remains aligned with statutory guidance and reflects the needs of the school community.

Openness and access to RSHE materials

We are committed to openness and transparency with parents in relation to relationships education, relationships and sex education (RSE) and health education.

Parents may request to view the curriculum content and teaching materials used in RSHE, including any resources provided by external organisations or visitors.

The school does not enter into any agreements that restrict parents' access to RSHE materials. All external providers are required to share materials in advance and to deliver content that is age-appropriate, factually accurate and aligned with statutory guidance. Requests to view materials will be responded to in a timely and supportive manner.

Appendix 1 provides a summary of the RSE curriculum in our school, and Appendix 2 sets out the knowledge pupils are expected to have by the end of primary school.

Definition

By clearly differentiating between Relationships Education and Sex Education, this policy aims to ensure transparency and clarity for parents, enabling them to make informed decisions about their child's education while supporting the school's mission to foster safe, respectful, and well-informed pupils.

Relationships Education

Relationships Education is a statutory requirement for all primary school pupils and focuses on teaching the fundamental building blocks and characteristics of positive relationships.

This includes:

- Families and people who care for us, emphasising the diversity of family structures.
- Caring friendships, exploring the qualities of healthy friendships.
- Respectful relationships, promoting mutual respect and understanding.
- Online relationships, teaching safe and respectful behaviour in digital environments.
- Being safe, ensuring pupils understand personal boundaries and how to seek help if they feel unsafe.

The primary aim of Relationships Education is to equip pupils with the knowledge, skills, and attitudes to build healthy, respectful, and safe relationships throughout their lives.

Parents do not have the right to withdraw their children from Relationships Education, as it is considered essential learning for all pupils to navigate modern society safely and respectfully.

Sex Education

Sex Education in primary schools is non-statutory, except for the biological aspects covered within the science curriculum.

At our school, the focus of Sex Education includes:

- Preparing boys and girls for the physical and emotional changes that adolescence brings.
- How a baby is conceived and born.

Sex Education lessons are designed to be age-appropriate and sensitive to the needs of all pupils, helping them to understand and manage the physical and emotional changes they experience as they grow.

Parents have the right to withdraw their children from the non-statutory aspects of Sex Education.

Requests for withdrawal must be submitted in writing to the headteacher, using the form provided in Appendix 3 of this policy. The school will provide alternative educational activities for pupils who are withdrawn from these lessons.

Curriculum

Our RSE curriculum is set out in Appendix 1. The curriculum is kept under review and may be adapted where necessary to ensure it remains age-appropriate, responsive to pupils' needs and aligned with statutory guidance. It has been developed in consultation with parents, pupils and staff, and reflects the age, needs and lived experiences of the pupils in our school.

Relationships education and relationships and sex education are taught in a factual, balanced and legally accurate manner. Teaching is age-appropriate and based on the law and statutory guidance. The school does not promote partisan views, political positions or activist agendas through RSE. Where topics may be sensitive or contested, teaching focuses on helping pupils understand the law, respect others, and develop the knowledge and skills they need to keep themselves and others safe.

RSE is taught in a way that is accessible to all pupils, including those with special educational needs and disabilities (SEND). Teaching is adapted where necessary through the use of appropriate resources, additional support, alternative approaches or adjusted pacing, so that all pupils can engage with the curriculum in a way that meets their needs and supports their understanding.

Further detail on the content and sequencing of the curriculum can be found in Appendix 1.

Delivery of RSE

RSE is taught through the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included within religious education (RE). Pupils also receive stand-alone sex education sessions delivered by a trained health professional where appropriate. Any external visitors or professionals involved in the delivery of RSE are subject to the same safeguarding, quality assurance and statutory guidance expectations as school staff.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships. RSE is delivered through a combination of planned lessons, discussion-based activities and age-appropriate resources.

Details of curriculum content and progression are set out in Appendices 1 and 2.

Teaching takes place within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances. Families may include single-parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents or carers, alongside other structures. Teaching also reflects sensitively that some pupils may have different forms of support around them, for example looked-after children or young carers.

Where pupils ask questions about sex education content that is not included in the primary curriculum, or where a pupil has been withdrawn from sex education, staff respond in a sensitive, age-appropriate and professional manner. Responses are consistent with this policy, statutory guidance and safeguarding requirements.

Staff do not provide detailed sex education content beyond the agreed curriculum, but ensure pupils are supported, signposted appropriately, and encouraged to speak with a trusted adult where necessary.

Roles and Responsibilities

The CEO will approve the RSE policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see Parents' right to withdraw).

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE.

All staff are expected to contribute to the delivery of RSE in line with this policy. Staff who have concerns about teaching RSE are encouraged to discuss these with the headteacher so that appropriate support or guidance can be provided.

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw - Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE. Any external visitors supporting RSE delivery are subject to the same quality assurance and safeguarding expectations set out in this policy.

Monitoring Arrangements

The delivery and content of relationships education, relationships and sex education and health education are monitored by school leaders to ensure they remain aligned with statutory guidance. Trustees provide oversight and assurance that the curriculum, teaching materials and use of external providers comply with statutory requirements and this policy.

The delivery of RSE in our school is monitored by school leaders through:

- Lesson observations
- Pupil voice
- Consultation with staff, children & families

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy is reviewed by the Trust at least every two years and sooner where required in response to changes in statutory guidance. Each review is approved by the CEO.

Appendix 1: Relationships and sex education curriculum map (attached under PSHE overview)

Upper Foundation Stage – Families and people who care for me
To talk about their families and people that are special to them.
Upper Foundation Stage – Caring friendships
To play co-operatively, taking turns with others.
To take account of one another's ideas about how to organise their activity.
To recognise that their own actions can affect other people (comfort another child when realises they have upset them).
To take steps to resolve conflict with other children negotiating and solving problems without aggression by finding a basic compromise.
Upper Foundation Stage – Respectful relationships
To show sensitivity to others needs and feelings, and form positive relationships with adults and children. (Good listening, responding kindly, and using manners.)
Upper Foundation Stage – Being safe
To talk about how we keep safe both at school and home. (Staying close to an adult, show good listening, following instructions from an adult particularly around roads).
To know who to talk to if they don't feel safe (adult in school, family members).
To know that adults they don't know are strangers and that we shouldn't talk to strangers.
Upper Foundation Stage – Mental wellbeing
To describe themselves in positive terms and talk about their abilities.
To talk about how they and others show feelings (happy, sad, upset, worried, anger).
To recognise the importance of talking about these feelings with others.
Upper Foundation Stage – Online relationships, internet safety and harms
To understand that information can be retrieved online.
To know who to speak/report to in order to stay safe online (parent or adult in school).
To know about 'sensible screen time'
Upper Foundation Stage – Physical health
To talk about the ways to keep healthy in relation to food, exercise, sleep and hygiene.
To understand the importance of eating a range of healthy foods.
To recognise foods which would be unhealthy if eaten too much.
To know some ways to keep the body clean (brushing teeth, basic hand washing).
To manage their own basic hygiene and personal needs successfully. (Getting changed for PE and going to the toilet independently.)

Year 1 – Families and people who care for me
To understand that families are important for children because they can give love, security and stability.
Year 1 – Caring friendships
To know that making friends is important as it makes us feel happy and secure.
To know how to make friends (talking to each other about common interests, play games with each other, work well together in lessons, help each other).
Year 1 – Respectful relationships
To understand the conventions of courtesy and manners (listen carefully when someone is talking to you, saying please and thank you, apologise if needed, show good table manners).
Year 1 – Being safe
To understand how to respond safely and appropriately to adults that they encounter whom they don't know (a stranger is someone they don't know, never talk to a stranger, never respond to what a stranger asks you to do, stay with the adult you are with if a stranger does talk to an adult you know).
To understand the importance of recognising and reporting feelings of being unsafe or feeling bad about any adult (must be done as soon as possible to keep everyone safe).
To know how to report concerns or abuse (speak to the class teacher, an adult in the classroom, a trusted adult <i>CJ, SJ, AL, SB, JH</i>) and has the confidence to do so if needed using "I am worried because...I am upset because...I feel hurt because...".
To know where to get advice about being safe (teacher, trusted adult, family members).
Year 1 – Mental wellbeing
To understand that it is normal to feel a range of emotions and these are called small feelings (happiness, sadness, anger, fear, surprise, nervousness).
To understand that small feelings can range in size depending on the situation.
To recognise the importance of talking about these small feelings with others.
To understand that there are different types of teasing and bullying. (Repeated behaviour by the same person intended to hurt someone physically or emotionally.)
To understand that bullying is wrong and how to get help to deal with bullying (speak to the class teacher, an adult in the classroom, a trusted adult <i>CJ, SJ, AL, SB, JH</i>) immediately).
Year 1 – Online relationships, internet safety and harms
To understand that for most people the internet is an integral part of life and has many benefits (access a range of information very quickly, communicate with people all over the world).
To understand what personal information means (name, age, address, password).
To recognise why personal information should be kept private (it is personal to you) and not shared online.
To understand what to do if they find something inappropriate online or something they are unsure of (stop, minimise, report).
To know who to speak/report to in order to stay safe online (parent or trusted adult in school).
Year 1 – Physical health

To know when to wash their hands (before eating, after using the toilet, playing with pets).
To know how to wash their hands properly (wet hands, add soap, rub in for at least 10 seconds, rinse for at least 10 seconds, dry with a clean towel).
To understand the importance of washing their hands (stops them being ill, stops spreading of germs).
To understand who to call if there is an emergency (999).
Year 1 Definitions
Stranger – an adult they don't know Bullying - repeated behaviour by the same person intended to hurt someone (STOP several times on purpose)

Year 2 – Families and people who care for me
To recognise the characteristics of a healthy family life (spending time together, sharing each other’s lives, protection and care for children, commitment to each other including in times of difficulty).
Year 2 – Caring friendships
To understand that healthy friendships are positive.
To recognise the importance of not making other people feel lonely or excluded from friendship groups (offer to play, offer to talk, offer to listen).
Year 2 – Respectful relationships
To understand the conventions of courtesy and manners (respect the property of others including school equipment, be honest, be kind, be ready to help others).
Year 2 – Being safe
To understand that each person’s body belongs to them.
To recognise the difference between appropriate and inappropriate or unsafe physical contact (good touches such as holding hands or hugging and uncomfortable touches such as hitting, pushing, kicking and touching private parts).
To understand that to keep everyone safe it is not always right to keep secrets.
Year 2 – Mental wellbeing
To recognise the difference between mental health and physical health (keeping your mind healthy rather than your body healthy).
To understand that mental wellbeing is a normal part of daily life in the same way as physical health.
To understand the difference between small feelings and big feelings (big feelings don’t go away and these stop you doing your normal day-to-day activities).
To recognise the importance of immediately talking to a trusted adult about big feelings (my big feelings are making me feel....my big feelings are stopping me from...).
Year 2 – Online relationships, internet safety and harms
To understand the benefits of rationing time online and electronics devices (agreeing a time limit means children can make time for other hobbies and for physical exercise).
To recognise who they should speak to if they see an e-mail from someone they don’t know in their inbox (tell a parent or a trusted adult in school).
Year 2 – Physical health
To explain how to keep active and have enough exercise. (One hour of moderate activity <i>defined as you can still talk but not sing when doing it</i> , such as walking, cycling, or riding a scooter every day. Reduce the time spent sitting or lying down, breaking up these periods with an activity.)
To understand the mental benefits of daily exercise (improves mood, better sleep).
To understand the physical benefits of daily exercise (stronger muscles and bones).
To understand the importance of eating different types of food in order to eat well.
To recognise how some medicines can help (limit cough, soothe throat, ease pain).
To understand how to take medicines safely (only given by an adult in timely doses).
To understand about safe and unsafe exposure to the sun (stay out in the sun for a short period of time each day).

To understand how to reduce the risk of sun damage including sun cancer (use at least SPF15 sun cream from April to September in the United Kingdom, cover up with suitable clothing including sunglasses, find shade where possible).

To understand what to say when calling 999 in an emergency (explain you need an ambulance, give your address, give as much information as possible about the injured person).

Year 2 Definitions

Small feelings – an everyday feeling that we all experience at different times

Big feelings - don't go away and these stop you doing your normal day-to-day activities

Risk – possible that something might go wrong or someone might get hurt

Year 3 – Families and people who care for me
To understand that others' families, either in school or in the wider world, sometimes look different from their family, (married, not married but living together, single parent) but that they should respect those differences and know that other children's families are characterised by love and care.
Year 3 – Caring friendships
To understand the qualities of a good friend (sharing interests, supporting with problems, telling the truth, being kind).
Year 3 – Respectful relationships
To understand the importance of respecting others even when they are different to them (physically, in character, personality, background, preferences, beliefs).
To understand that in school and in the wider society they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority (teacher, employer, religious leader, doctor, police officer).
Year 3 – Being safe
To know how to report concerns or abuse (speak to the class teacher, an adult in school, a trusted adult <i>CJ, SJ, AL, SB, JH</i>) and has the confidence to do if needed using "I want to tell you something that is upsetting me... This is hard for me to say, but I have something important to tell you... I need some advice on something I'm worried about..."
To know where to get advice about being safe for themselves and other (teacher, trusted adult <i>CJ, SJ, AL, SB, JH</i> family members).
Year 3 – Mental wellbeing
To understand how the body changes when you have small feelings (breathing, facial expressions, hands, stomach) and recognise that these are normal.
To recognise that physical exercise (one hour of moderate activity a day) and time outdoors can help your mental wellbeing and happiness.
To understand that just like small feelings, big feelings can range in size and intensity (irritated, angry, furious, livid).
Year 3 – Online relationships, internet safety and harms
To understand that spending too much time on electronic devices (studies suggest more than two hours a day) can impact on their own mental wellbeing.
To understand how results from a search engine are selected and ranked (uses an algorithm to find the most relevant content, often ranked by how popular the page is).
To understand how to check the accuracy of something you have read from the Internet (check a few different websites to see if they all say the same thing).
Year 3 – Physical health
To identify that we need the right types and amount of nutrition as shown in the food pyramid (carbohydrates, protein, milk and dairy, fruit and vegetables, fats and sugars).
To recognise the importance of calories (amount of energy in a food or drink) when choosing what to eat (around 1700 calories a day for an eight-year-old).
To understand the early signs of physical illness (losing weight or unexplained changes to the body).

To recognise the importance of good quality sleep for good health (10 or 11 hours a night for an eight-year-old).
To realise that a lack of sleep can affect your health (weight, mood and ability to learn).
To understand that an inactive lifestyle can lead to health risks (not doing an hour of moderate activity each day can lead to obesity and a greater chance of getting ill).
To know how and when to seek support if they are worried about their health (speak to a trusted adult as soon as signs of physical illness are spotted, visit the doctor or dentist).
To recognise when the situation is safe before trying to help anyone who is hurt (avoid putting themselves in danger such as from broken glass or traffic, move to a safe place, call an adult for help or ring 999)
Year 3 Definitions
Showing respect – valuing feelings and views of others even if they are different to yours. Wellbeing – being healthy and happy Taking responsibility – recognising you have a part to play in your own actions

Year 4 – Families and people who care for me
To recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed (speak to a trusted adult in school, speak to another adult at home, ring Childline on 0800 1111).
Year 4 – Caring friendships
To recognise that most friendships have ups and downs, that these can often be worked through so that the relationship is repaired or even strengthened.
To understand that resorting to violence is never right when people fall out.
Year 4 – Respectful relationships
To recognise practical steps that can be taken to improve or support respectful relationships (give thinking time, give each other space, speak to each other, listen, apologise, compromise).
To recognise the responsibilities when witnessing the bullying of others and know how to get help (immediately tell a trusted adult)
Year 4 – Being safe
To know where to get advice about being safe (teacher, trusted adult, family members and Childline).
Year 4 – Mental wellbeing
To understand the difference in scales of small or big feelings and discuss whether their behaviour is appropriate and proportionate for their feelings. (It isn't alright to hurt someone, be nasty to them or hit someone if they are experiencing different feelings).
To recognise the various self-care techniques (importance of rest, time spent with family and friends, time spent on hobbies and interests, daily physical exercise) that can help your mental wellbeing and happiness.
To understand that all bullying, including cyberbullying, defined as repeated behaviour by the same person intended to hurt someone, has a negative and often lasting impact on mental wellbeing.
Year 4 – Online relationships, internet safety and harms
To consider the effect of their online actions on others and know how to recognise and display respectful behaviour online (same principles apply to online relationships as face-to-face relationships, treat people with the same respect including when anonymous).
To recognise that the internet can be a negative place where online abuse, trolling (starting arguments or upsetting people), cyberbullying and harassment take place which has a negative and often lasting impact on mental wellbeing.
Year 4 – Physical health
To understand the principles of planning and preparing a range of healthy meals (making sure that the food pyramid is being followed and the right amounts of food are consistently eaten).
To understand what a poor diet means (too many calories a day, not eating enough in a day, diet not varied in food types, too much food and drink which is low in fibre and high in fats, salt or sugar).
To understand some of the health risks associated with a poor diet (obesity, tooth decay).
To recognise why dental health is so important (prevents plaque, a form of bacteria, sticking to your teeth or causing gum disease).

To understand how to keep your teeth healthy (brush your teeth twice a day, brush all of your teeth for at least two minutes, floss, regularly change your toothbrush, go to the dentist twice a year).

To understand how to give basic first aid to someone who is bleeding (wash your hands to avoid infection, press firmly on the wound using clean fabric such as dressing or a towel, raise the injured area so it is higher than the person's heart to stop the bleeding).

Year 4 Definitions

Self-care – taking steps to look after yourself

Cyberbullying – bullying someone online (STOP)

Trolling – starting arguments or upsetting people online

Year 5 – Families and people who care for me
To recognise that stable, caring relationships, which may be of different types including same sex relationships, are at the heart of happy families and are important for children’s security as they grow up.
Year 5 – Caring friendships
To understand the qualities of a good friend (sharing interests, supporting with problems, telling the truth, being kind, trustworthy, loyal, generous, mutual respect).
To recognise who to trust and who not to trust.
Year 5 – Respectful relationships
To understand the importance of self-respect and how this links to their own happiness.
To understand the importance of permission-seeking and giving in relationships with friends, peers and adults.
Year 5 – Being safe
To know how to report concerns or abuse, (speak to the class teacher, an adult in school, a trusted adult <i>CJ, SJ, AL, SB, JH</i>) has the confidence to do if needed and knows to keep trying until they have been heard.
Year 5 – Mental wellbeing
To be able to communicate strategies to help cope with the management of small feelings (take deep breaths, go to a calming place, count to ten, speak to a trusted adult, speak to a friend in school).
To recognise that community participation and voluntary activities can help your mental wellbeing and happiness.
To understand that big feelings can lead to isolation and loneliness and to know what this means in relation mental wellbeing (a feeling that they have no one to talk to).
To understand that no matter how lonely or isolated they might feel, people experiencing big feelings should always talk to an adult.
Year 5 – Online relationships, internet safety and harms
To understand how the internet offers many opportunities for communication and collaboration (chat rooms, video conferencing, online forums, social network sites).
To understand why social media, some computer games and online gaming, are restricted (the content isn’t appropriate for a child of a certain age to be looking at).
To use technology safely, respectfully and responsibly (recognise that people behave differently online and might not be who they say they are online, understand the number of friends you should have online should be limited and should always be who they know or trust, understand you never meet up with anyone that you have spoken to online).
To identify a range of ways to report concerns about content and contact on the internet (stop, minimise, block and report, tell a parent, tell a trusted adult in school, contact Childline on 0800 1111).
Year 5 – Physical health
To understand how viruses are spread (droplets from a person coughing or sneezing move through the air and land on the mouths or noses of other people).

To understand how germs are passed (touching the droplets from a person coughing or sneezing that are on a surface such as a desk, and then touching your own eyes, mouth or nose before washing your hands).
To know how viruses are treated (wait for their immune system to kill the virus, antiviral medicine, make a vaccine).
To understand how to give basic first aid to someone with a head injury (get the person to sit down so if they feel dizzy or lose consciousness they won't fall over, put a cold compress on the area to reduce swelling, keep watching the person to make sure they are responsive, if they become less responsive call 999).
To know the key facts about puberty and the changing adolescent body (can start from when you are 9 years old, changes to voice, change to anatomy and body shape, mood swings).
Year 5 Definitions
Giving permission/consent – agreeing for something to happen Peer pressure – being influenced by other people Puberty - the time when a young person's body matures and develops as they turn into adulthood.

Year 6 – Families and people who care for me
To understand that marriage, available to both opposite sex and same sex couples through a civil or religious ceremony, represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
Year 6 – Caring friendships
To know how to judge when a friendship is making them unhappy or uncomfortable (such as being asked to do something you don't want to do), managing the conflict from no longer being friends and seeking advice from others (trusted adult, classroom teacher or classroom support staff) if needed.
Year 6 – Respectful relationships
To know what a stereotype is (mistaken idea or belief about something or a group) and recognise that prejudices can be unfair, negative or destructive (disabled people can't play sport, women can't get a job in engineering).
Year 6 – Being safe
To understand the boundaries that are appropriate in friendships with peers (being able to say no to something that you don't want to do, considering how much of your friend's personal information you tell other people, recognising when it would be beneficial to spend time apart from a friend).
Year 6 – Mental wellbeing
To be able to recognise the triggers to support with the management of small and big feelings (racing heart, feeling lonely, lack of patience, anxious).
To recognise the importance of speaking to a trusted adult if you believe that someone else is experiencing big feelings.
To understand that it is common for people (one out of four people in the UK) to experience mental ill health.
To recognise that for many people who experience mental ill health, the problems can be resolved in the right support is accessed early enough.
Year 6 – Online relationships, internet safety and harms
To recognise why web pages from the internet can give different results or opinions (the date it has been written or uploaded, different authors, the reliability of sources).
To understand how to check the accuracy of something you have read from the internet (consider bias when content has been written to persuade rather than to inform, recognise that ".com" websites are commercial websites that often sell something).
To recognise the impact of positive and negative content online on their own and others' mental and physical wellbeing.
To understand the importance of not sharing the personal information of others online (it might break the Protection from Harassment Act or the Communications Act)
Year 6 – Physical health
To understand that some substances are legal and help you get better whilst others are illegal and can harm the body.

<p>To recognise the risks of smoking, alcohol and drug-taking. (Smoking will damage your lungs and could lead to lung disease, passive smoking can affect people around the smoker and its use can become addictive. Alcohol will damage your liver and could lead to liver disease, alcohol can affect your brain, your behaviour and feelings and its use can become addictive. Drug use can affect your brain, your behaviour and your feelings leading to high and low mood swings and its use can become addictive).</p>
<p>To understand the facts and science relating to allergies, immunisation and vaccination. (An allergy is a reaction from the body to a particular food or substance such as pollen or nuts and can cause sneezing, runny nose, red or watery eyes and a rash. An immunisation is the process where a person is immune to a disease typically through a vaccination. Vaccines stimulate the body's immune system to protect against infection or disease).</p>
<p>To understand how to give basic first aid to someone with a soft tissue injury such as a strain or sprain. (Look for signs of soft tissue damage such as swelling, bruising or pain, use the RICE technique by resting the injured area, apply ice such as a packet of peas wrapped in a towel, compress the injury with a bandage to keep it comfortable and elevate it to reduce swelling.)</p>
<p>To know about menstrual wellbeing including the key facts about the menstrual cycle (it is a sign that a girl is getting close to the end of puberty, on average will happen when 12 years old, changes to the anatomy before first menstrual cycle).</p>
<p style="text-align: center;">Year 6 Definitions</p>
<p>Stereotype - mistaken idea or belief about something or a group Prejudice – believing something negative about a person who is different from you without any proof Trigger – something that brings on or worsens bad feelings</p>

The essential knowledge that our children must know
UFS - To describe themselves in positive terms and talk about their abilities.
UFS - To talk about how they and others show feelings (happy, sad, upset, worried, anger).
Y1 - To understand that it is normal to feel a range of emotions and these are called small feelings (happiness, sadness, anger, fear, surprise, nervousness).
Y1 - To understand that small feelings can range in size depending on the situation.
Y1 - To recognise the importance of talking about these small feelings with others.
Y2 - To recognise the difference between mental health and physical health (keeping your mind healthy rather than your body healthy).
Y2 - To understand that mental wellbeing is a normal part of daily life in the same way as physical health.
Y2 - To understand the difference between small feelings and big feelings (big feelings don't go away and these stop you doing your normal day-to-day activities).
Y2 - To recognise the importance of immediately talking to a trusted adult about big feelings (my big feelings are making me feel....my big feelings are stopping me from...).
Y3 - To understand how the body changes when you have small feelings (breathing, facial expressions, hands, stomach) and recognise that these are normal.
Y3 - To recognise that physical exercise (one hour of moderate activity a day) and time outdoors can help your mental wellbeing and happiness.
Y3 - To understand that just like small feelings, big feelings can range in size and intensity (irritated, angry, furious, livid).
Y4 - To understand the difference in scales of small or big feelings and discuss whether their behaviour is appropriate and proportionate for their feelings. (It isn't alright to hurt someone, be nasty to them or hit someone if they are experiencing different feelings).
Y4 - To recognise the various self-care techniques (importance of rest, time spent with family and friends, time spent on hobbies and interests, daily physical exercise) that can help your mental wellbeing and happiness.
Y5 - To be able to communicate strategies to help cope with the management of small feelings (take deep breaths, go to a calming place, count to ten, speak to a trusted adult, speak to a friend in school).
Y5 - To understand that big feelings can lead to isolation and loneliness and to know what this means in relation mental wellbeing (a feeling that they have no one to talk to).
Y5 - To understand that no matter how lonely or isolated they might feel, people experiencing big feelings should always talk to an adult.
Y6 - To be able to recognise the triggers to support with the management of small and big feelings (racing heart, feeling lonely, lack of patience, anxious).
Y6 - To recognise the importance of speaking to a trusted adult if you believe that someone else is experiencing big feelings.
Y6 - To understand that it is common for people (one out of four people in the UK) to experience mental ill health.
Y6 - To recognise that for many people who experience mental ill health, the problems can be resolved in the right support is accessed early enough.

Appendix 2: By the end of primary school pupils should know.


Topic	Pupils should know
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage 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	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are 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 cyberbullying), 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

Topic	Pupils should know
	<ul style="list-style-type: none"> • The importance of setting, respecting and communicating boundaries, including permission-seeking and giving, in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That many social media platforms have a minimum age requirement, and that these rules are designed to help keep children safe online • 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 including 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	<ul style="list-style-type: none"> • 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 e.g. family, school and/or other sources • How to recognise when a relationship or interaction feels unsafe or harmful, and that it is always right to seek help if something does not feel right

Appendix 3: Parent form - withdrawal from sex education within RSE

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	

Document Detail			
Document Name:	Relationships and Sex Education Policy		
Version:	3		
Chief Officer Signature:			
Effective From:	01/09/2026		
Approved by:	D Dickinson		
Approval Meeting Reference:			
Next Review Date:	01/04/2027		
Version Control			
Version	Date	Author	Change/Reference
1	01/02/2023	M Bretherton	New Policy
2	01/01/2025	M Bretherton	Expanded definitions in relation to Sex Education and Relationships Education
3	09/02/2026	M Bretherton	Updated to reflect the DfE's <i>Relationships Education, Relationships and Sex Education (RSE and Health Education)</i> statutory guidance (July 2025). Updates clarify the school's duty to have regard to the revised guidance and strengthen assurance in the following areas: transparency and parental access to RSHE materials; quality assurance of external visitors and resources; factual, balanced and legally accurate teaching, including political neutrality; accessibility and adaptation for pupils with SEND; handling of pupil questions and withdrawal from sex education; and monitoring and governance oversight, including trustee assurance of compliance with statutory requirements. Minor amendments made to Appendix 2 to reflect July 2025 statutory guidance, including updated references to marriage and civil partnerships, strengthened language on boundaries and respectful relationships, clearer expectations around online safety and age restrictions, and recognition of harmful or unsafe relationships.