Relationships Education, Relationships and Sex Education and Health Education Policy

Last Review: Autumn 2026

Approved by Governors: November 2026

To be reviewed: Autumn 2027

1. 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 develop their understanding of physical, emotional and social development.
- Develop pupils' understanding of healthy relationships, self-respect, confidence and empathy.
- Promote a positive and inclusive culture around relationships, health and personal development.
- Teach pupils accurate and age-appropriate vocabulary to describe themselves and their bodies.
- Help pupils understand personal boundaries, safety and how to seek help.

At East-the-Water we teach all children to keep safe, be independent, make decisions and help each child to recognise the impact of their choices on others.

2. Statutory requirements

As a maintained primary school, East-the-Water Primary School is required to provide **Relationships Education** and **Health Education** to all pupils.

The school has regard to the Department for Education's statutory guidance *Relationships Education, Relationships and Sex Education and Health Education*, revised for implementation from **1 September 2026**.

The school also teaches the relevant statutory content of the **National Curriculum for Science**, including human development, puberty and reproduction.

Sex education beyond the statutory Science curriculum is not compulsory at primary school. East-the-Water Primary School chooses to provide additional, age-appropriate sex education, particularly in Years 5 and 6.

Parents cannot withdraw their child from Relationships Education, Health Education or statutory Science. Parents may request withdrawal from additional, non-statutory sex education.

The school also has regard to relevant legislation and guidance, including the Equality Act 2010, Children and Social Work Act 2017 and *Keeping Children Safe in Education*.

3. Policy development

This policy has been developed in consultation with staff, governors and parents/carers and is reviewed regularly in light of relevant national guidance and the needs of pupils.

4. Definition

Relationships Education teaches pupils the knowledge and skills needed to develop positive, respectful and safe relationships.

Health Education supports pupils to understand their physical health, mental wellbeing and personal development.

Sex education refers to education about sexual development and reproduction. At primary level, sex education beyond the statutory Science curriculum is not compulsory; however, the school chooses to provide additional, age-appropriate content as set out in this policy.

5. Curriculum delivery

Our curriculum is set out in **Appendix 1** and may be adapted where necessary to meet the needs of pupils.

The whole-school programme is delivered through PSHE and personal development and follows a thematic approach:

- Physical health
- Mental health and wellbeing
- Online safety
- Relationships
- Character
- Wider world/community and citizenship

Biological aspects of development and reproduction are taught through Science.

Additional sex education is taught in Years 5 and 6 and includes age-appropriate learning about puberty, physical and emotional changes, menstruation, wet dreams, reproduction and how a baby is conceived and born. The specific content subject to parental withdrawal is identified in **Appendix 1**.

Teaching is age-appropriate and takes account of pupils' developmental needs, including the needs of pupils with SEND. The curriculum reflects a diverse range of families and circumstances without stigmatising pupils based on their home circumstances.

If pupils ask questions outside the planned curriculum, teachers will respond in an age-appropriate, sensitive and factual manner. Any safeguarding concerns will be dealt with in accordance with the school's safeguarding procedures.

RSE forms part of the school's wider safeguarding provision. Pupils are taught about healthy relationships, personal boundaries, respect, safety and how to seek help.

The school uses appropriate, quality-assured resources to support delivery. Further details are provided in **Appendix 3**.

6. Roles and responsibilities

6.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

6.2 The headteacher

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 section 8).

6.3 Staff

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

All teachers have the responsibility of delivering the RSE curriculum.

6.4 Pupils

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

Pupils with Special Education Needs are supported with follow up sessions where appropriate and reasonable. This will provide them with a small group or 1:1 setting where questions can be answered by a trusted and informed adult and messages can be revisited.

7. Parents' right to withdraw

Parents cannot withdraw their child from **Relationships Education, Health Education or statutory Science**.

Parents may request withdrawal from additional, non-statutory sex education.

Requests should be made in writing to the headteacher using the form in Appendix 3. The headteacher will discuss the request with the parent/carer and confirm the arrangements.

Where a pupil is withdrawn, appropriate alternative work will be provided.

The specific additional sex education sessions subject to withdrawal will be identified in the curriculum overview in Appendix 1.

8. Equality and inclusion

The school is committed to providing an inclusive curriculum which reflects the diversity of families, relationships and communities.

Teaching will have regard to the Equality Act 2010 and the protected characteristics. Pupils will be taught to respect differences and recognise different backgrounds, experiences and family circumstances.

Where appropriate, adapted resources will be used and additional adult support can be provided. Other strategies for support are included in our ordinary inclusive provision toolkit.

9. Training

Staff receive training on RSE as part of induction and the school's continuing professional development programme.

Where appropriate, external professionals such as school nurses may support staff training and curriculum delivery.

10. Monitoring arrangements

The delivery of RSE is monitored through:

- Learning walks and lesson observations.
- Curriculum and resource review.
- Staff meetings and feedback.
- Pupil voice and interviews.
- Review of curriculum coverage.
- Consideration of the needs of pupils with SEND and vulnerable groups.

Pupils' development is monitored by class teachers through appropriate formative assessment.

The subject leader reviews the curriculum annually and identifies areas for development.

Appendix 1: Curriculum map

Class assembly content 2025-2026

RSE, Mental Health, Online Safety and Wider Personal Development 2026–2027

Year	Autumn 1 Physical Health	Autumn 2 Mental Health	Spring 1 Online Safety	Spring 2 Relationships	Summer 1 Character	Summer 2 Wider World
EYFS	Being healthy; healthy eating; physical activity; sleep; hygiene; feelings	Healthy body & mind; feelings; connections; challenge; resilience; positivity; being calm	Devices; internet; learning online; personal information; asking for help	Sharing; taking turns; fairness; teamwork; honesty; patience	Self-control; independence; motivation; organisation; teamwork	Interaction; support; environment; actions; opportunities
Year 1	Dental health; sun protection; sleep	Feelings & emotions; support networks; happiness; challenge; Hug-a-saurus	Internet; searching; facts & opinions; personal information; trusted adults	Families; different families; self-control	Independence; leadership; motivation; organisation; teamwork	Sameness & difference; road safety; rail safety
Year 2	Medicines, substances and safety	Resilience; determination; self-awareness; keeping calm; positivity	Enjoying the internet; asking for help; online communication; friendship; staying safe	Differences; permission; Pantosaurus	Independence; leadership; motivation; self-control; teamwork	Caring for the environment; getting help in an emergency
Year 3	First aid: calling for help; bites & stings; head injuries	Mental health; healthy body & mind; mind training; resilience; determination	Enjoying the internet; SMART thinking; communication; online friendship; cyberbullying	Personal identity; self-control; compassion; fairness; honesty	Independence; leadership; motivation; organisation; teamwork	Communities; science futures; compassion; community connections
Year 4	Asthma; basic life support; bleeding	Feelings; emotions; mental health; positivity; self-awareness	Sharing online; gaming; reliability of information; online wellbeing; cyberbullying	Family relationships; diverse families; family change	Independence; leadership; motivation; organisation; teamwork	Money; financial decision-making; sun protection; water safety
Year 5	Medicines/products; alcohol & tobacco; managing risk; puberty	Self-management; goal setting; coping strategies; self-control; support networks; focus	AI; rights when using AI; misinformation; privacy; sharing online	Permission; personal boundaries; inappropriate touch	Identity; uniqueness; self-worth; role models; unsung heroes	Stereotypes; extremism; climate change; positive action
Year 6	Legal & illegal drugs; risk; influences & pressure; media influence; puberty recap	Mental health; keeping well; managing challenges/change; loss & bereavement	Online spending & financial harm; AI chatbots; generative AI; AI images; conspiracy theories	Inclusion; bullying; marriage & partnership; healthy relationships	—	Secondary transition; money & wellbeing; preparing for independence

Note: Curriculum content is delivered through a combination of RSE, PSHE, mental health and wellbeing, online safety and wider personal development provision, using resources including the PSHE Association, PiXL, NSPCC, St John Ambulance and Internet Matters. Additional RSE sessions are incorporated where appropriate.

Appendix 2: Parent form: withdrawal from sex education with 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	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom

From the School

I / we agree that the Governing Body has given permission for my child……..to be exempt in the subject area of ……..while my child is in Year group …….

After this period the exemption will be removed and my child will continue to follow the National Curriculum in its fullest form. In an exceptional case this decision may be reviewed.

Parent / Carer name(print)……Signed……

Date……..

Chair of Governors name(print)……Signed……

Date……..

Parent/ Carer to retain copy. A second copy will remain in the pupils file during the period of exemption and shared only with class teacher and Headteacher.

Appendix 3 – Sex education content overview

No.	Session outline	Learning outcomes
1	Puberty	I can recognize what puberty is, including when and why it happens I can identify some physical changes that happen to bodies during puberty I can use scientific vocabulary for external male and female body parts, including genitalia
2	Menstruation and wet dreams	I can use scientific vocabulary to describe body parts, including genitalia I can explain what happens during menstruation (periods) I can explain what is meant by a wet dream
3	Personal hygiene	I can identify body parts or areas to keep clean during puberty I can explain how to keep clean during puberty I can describe ways to manage physical changes during puberty, including the use of products
4	Emotions and feelings	I can identify some of the feelings experienced during puberty I can describe how and why emotions can change during puberty I can explain where to get help and support for managing puberty
5	Puberty recap	I can describe the physical and emotional changes that occur during puberty and suggest ways to manage them I can identify what is important for young people to know about puberty I can explain where to get help and support for puberty issues or worries
6	Change and becoming independent	I can describe some of the changes that happen as someone grows up I can identify the range of feelings associated with change, transition to secondary school, and becoming more independent I can describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities
7	Positive, healthy relationships	I can identify different kinds of loving relationships I can describe the qualities that enable these relationships to flourish I can explain the importance of mutual respect in close relationships I can recognise how relationships may change or end and what can help to manage this
8	How a baby is made	I can describe some of the features of loving relationships I can explain what is meant by consent in a relationship I can describe how a baby is made I can explain what pregnancy means, how long it lasts, and where it occurs