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Person responsible: DHT

## **SHEEN MOUNT PRIMARY SCHOOL** **Relationships and Sex Education (RSE) and Health Education Policy**

### **Introduction**

Today, our children and young people are growing up in an increasingly complex world. Whilst this provides exciting and positive opportunities, children need the knowledge that will help them to make sensible decisions about their relationships, their safety, their physical health and their mental wellbeing so that they can manage their academic, personal and social lives in a positive way.

The aim of this policy is to describe the provision for relationships, sex and health education at Sheen Mount. It is based on the statutory guidance from the Department for Education (DfE) and incorporates national curriculum content from science, computing and PE as well as being closely aligned to our PSHE curriculum provision based on the 'Living Values' (health and wellbeing, relationships and living in the wider world) and including 'Bounce Back' and 'Zones of Regulation'.

At Sheen Mount, we believe that school should be a place where children are, and feel, safe and where their wellbeing is given high priority. We believe that children thrive when they have high self-esteem and when they are given responsibility. We also understand that the role of parents is vital in enabling their children to grow and mature and form healthy relationships and, as such, are committed to working closely with families to ensure the purpose and content of this policy is fully understood. This includes sharing our curriculum maps, holding 'Meet the Teacher' sessions at the start of the academic year (when plans for all areas of the curriculum are shared with parents) and inviting parents in to preview material related to sex education for children in Upper Key Stage 2 (UKS2).

### **Aims for Relationships Education**

- ✓ to teach the fundamental building blocks and characteristics of positive relationships
- ✓ to enable children to treat each other with kindness, consideration and respect, regardless of the protected characteristics of a child's identity that make them who they are
- ✓ to develop honesty and truthfulness, permission seeking and giving and the idea of personal privacy
- ✓ to teach the features of healthy relationships, including those which are online
- ✓ to develop an understanding of the importance of families (in all their many forms)
- ✓ to develop children's ability to form strong and positive relationships with others
- ✓ to develop personal attributes such as integrity, resilience, courage, humility, generosity and a sense of justice

### **Aims for Sex Education**

(sex education is not compulsory in primary schools but it is recommended that all primary schools have a programme tailored to the age and the physical and emotional maturity of its pupils)

- ✓ to teach children about how the human body changes as it grows, including puberty
- ✓ to ensure boys and girls are prepared for the changes that adolescence will bring
- ✓ to teach the key facts about menstruation and the implications for emotional and physical health
- ✓ to teach how a baby is conceived and is born
- ✓ to support children's ongoing emotional and physical development effectively, particularly in transition stages

### **Aims for Physical Health and Mental Wellbeing Education**

- ✓ to give children information to help them make good decisions about their health and wellbeing

- ✓ to highlight the link between physical health and mental wellbeing
- ✓ to encourage healthy lifestyles including exercise, good nutrition and sufficient sleep
- ✓ to develop self-care techniques including personal hygiene and basic first aid
- ✓ to teach the benefit of hobbies, interests and participation in communities
- ✓ to encourage the rationing of time spent online and the risks of excessive use of electronic devices
- ✓ to help children develop strategies to self-regulate and respond calmly and rationally to setbacks and challenges

### Curriculum Map

**Purple** statements relate directly to requirements from the national curriculum programmes of study for science, computing and PE and the government guidelines for relationships education, RSE and health education. These are **statutory** documents. The statements in *italics* are additional and non-statutory but are recommended by the PSHE Association.

Year Group	Science Learning	PSHE Learning - Physical Health and Mental Wellbeing	PSHE Learning – Relationships and Sex Education
Reception		Learn about people who look after them, their family networks, who to go to if they are worried and how to attract their attention.	Communicate their feelings to others, to recognise how others show feelings and how to respond.
		Know about the ways that pupils can help the people who look after them to more easily protect them.	Identify their special people (family, friends, carers), what makes them special and how special people should care for one another.
		<i>Recognise what they like and dislike and recognise that choices can have good and not so good consequences.</i>	<i>Recognise that their behaviour can affect other people.</i>
Year 1	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (repeated in Year 2).	Learn about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings such as the Zones of Regulation.	Learn what is meant by their right to keep things ‘private’; the importance of respecting others’ privacy.
		Recognise that they share a responsibility for keeping themselves and others safe.	Know the difference between secrets and nice surprises and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.
		<i>Think about themselves, learn from their experiences, recognise and celebrate their strengths and set simple but challenging goals.</i>	Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).
		<i>Learn about the process of growing from young to old and how people’s needs change (repeated in Year 2).</i>	<i>Offer constructive support and feedback to others.</i>
			<i>Know that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</i>
		<i>Recognise what is fair and unfair, kind and unkind, what is right and wrong.</i>	
Year 2	Notice that animals, including humans, have offspring which grow into adults.	Learn rules for and ways of keeping physically and emotionally safe ( <i>Scooter training</i> ) including responsible ICT use and online safety.	Identify and respect the differences and similarities between people.

	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	<i>Learn about change and loss and the associated feelings (including moving home, losing toys, pets or friends).</i>	Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.
		<i>Learn about the process of growing from young to old and how people's needs change.</i>	Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).
		<i>Learn about growing and changing and new opportunities and responsibilities that increasing independence may bring.</i>	Recognise different types of teasing and bullying, and understand that these are wrong and unacceptable.
			Learn strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.
		<i>Share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</i>	
<b>Year 3</b>	Identify that animals, including humans, need the right types and amount of nutrition.	Deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.	Understand the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.
		Learn what positively and negatively affects their physical, mental and emotional health.	Judge what kind of physical contact is acceptable or unacceptable and how to respond.
		Recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.	<i>Understand that their actions affect themselves and others.</i>
		Learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.	<i>Recognise and respond appropriately to a wider range of feelings in others.</i>
		<i>Recognise, predict and assess risks in different situations and decide how to manage them responsibly and to use this as an opportunity to build resilience. (Pedestrian training)</i>	
<b>Year 4</b>		Recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.	Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.
		Know that a healthy lifestyle includes sun safety, sufficient sleep, personal hygiene and dental health.	Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.
		Learn strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the	Recognise different types of relationship, including those between acquaintances, friends, relatives and families.

		distribution of images of themselves and others.	
		<i>Reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</i>	Understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.
		<i>Differentiate between the terms, 'risk', 'danger' and 'hazard'.</i>	Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and give rich and constructive feedback and support to benefit others as well as themselves.
		<i>Recognise how their increasing independence brings increased responsibility to keep themselves and others safe.</i>	<i>Listen and respond respectfully to a wide range of people, feel confident to raise their own concerns, recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge others' points of view.</i>
		<i>Know school rules about health and safety, basic emergency aid procedures, where and how to get help.</i>	<i>Work collaboratively towards shared goals.</i>
<b>Year 5</b>	Describe the changes as humans develop to old age.	Learn how their body will, and their emotions may, change as they approach and move through puberty.	Know that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.
		Recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.	<i>Know that marriage is a commitment freely entered into by both people, that no one should marry, or be part of a civil partnership, if they don't absolutely want to do so or are not making this decision freely for themselves (i.e. being forced to marry). Knowing that support is available to protect this from happening.</i>
	Describe the life processes of reproduction in some plants and animals.	Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	<i>Understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.</i>
		Know about menstrual wellbeing including the key facts about the menstrual cycle.	<i>Learn about the difference between, and the terms associated with, sex, gender identity and sexual orientation.</i>
			<i>Learn about human reproduction.</i>
<b>Year 6</b>	Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.	Know how to make a clear and efficient call to emergency services if necessary. ( <i>Junior Citizen</i> )	Know that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability.

<p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p>	<p>Learn concepts of basic first-aid, for example dealing with common injuries, including head injuries. <i>(First-aid)</i></p>	<p>Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help).</p>
	<p>Know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’.</p>	<p>Critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.</p>
	<p>Know that bacteria and viruses can affect health and that following simple routines can reduce their spread.</p>	<p>Recognise and challenge stereotypes.</p>
	<p>Know which, why and how, commonly available substances and drugs can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p>	<p>Recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).</p>
		<p><i>Recognise and manage ‘dares’.</i></p>
	<p>Recognise when they need help and to develop the skills to ask for help; <i>use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</i></p>	<p><i>Learn how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</i></p>
	<p>Understand that they have the right to protect their body from inappropriate and unwanted contact; <i>(including FGM) and develop the skills and strategies required to get support if they have fears for themselves or their peers.</i></p>	
	<p>Know what is and is not appropriate to ask for or share online; who to talk to if they feel uncomfortable or are concerned by such a request. <i>Know how to manage requests for images of themselves or others.</i></p>	
	<p><i>Know strategies for keeping physically and emotionally safe including road safety, and safety in the environment. (Bikeability &amp; Junior Citizen)</i></p>	
	<p><i>Learn about the responsible use of mobile phones: safe keeping and safe user habits.</i></p>	
<p><i>Learn about change, including transitions, loss, separation, divorce and bereavement.</i></p>		

		<i>Know what is meant by the term 'habit' and why habits can be hard to change.</i>	
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### **Delivery of the Curriculum**

Relationships Education, RSE and Health Education complements several national curriculum subjects and, therefore, we will always look to draw links between these subjects and integrate teaching where appropriate, whilst avoiding unnecessary duplication.

- the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty
- the national curriculum for computing covers e-safety and how to use technology safely, respectfully and securely, how to keep personal information private and where to go for help and support
- the national curriculum for PE aims to ensure that children develop competence and excel in a broad range of physical activities, that they are physically active for sustained periods of time, that they engage in competition and that they lead healthy, active lives

Our PSHE curriculum, delivered through class lessons and assemblies, is an also an integral part of the provision of this policy.

Material is mostly taught by class teachers and methods used include discussion (including philosophy), role play and drama, circle time, investigations and reading. Additionally, Phase Assemblies and Living Values and Celebration Assemblies provide opportunities to discuss elements of the curriculum and visiting speakers and performances are also encouraged (e.g. NSPCC 'Speak Out'). Resources are selected on the basis of age-related suitability and curriculum leads provide opportunities to share good practice in CPD sessions.

### **Learning Outcomes**

What children should know about relationships education, sex education and health education, by the end of primary school, can be found in Appendix 1 at the end of this document.

### **Right to be Excused from Sex Education**

Whilst parents cannot withdraw their child/ren from relationships and health education, they do have the right to request that their child be withdrawn from some, or all, of any delivery of sex education. Before granting any request, it is good practice for Phase Leaders, in the first instance, to talk through the request with the parents and to clarify the nature and purpose of the curriculum (which will be made available to parents through the curriculum maps and bulletins). In some instances (for example, when teaching how a baby is conceived and born) parents will be invited in for a prior viewing of the material involved. It is also important that the benefits of receiving this important education, and any detrimental effects that withdrawal might have on the child, are discussed. However, if all of this has been done, and the decision of the parents is still the same, then the headteacher will grant the request to withdraw a child from any sex education delivered in the school, other than that as part of the science curriculum.

### **Pupils with Special Educational Needs and Disabilities (SEND)**

Relationships Education, RSE and Health Education must be accessible for all pupils and high quality teaching that is differentiated and personalised will be the starting point to ensure this accessibility.

Also, the following factors have been taken into consideration when designing this curriculum:

- some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND

- Relationships Education and RSE can also be particularly important subjects for some pupils with Social, Emotional and Mental Health (SEMH) needs or learning disabilities
- some SEND pupils may need to have content and teaching tailored to meet their specific needs at different developmental stages
- teaching has to be sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law e.g. the Equality Act

### **Responding to Children's Questions**

When children ask questions relating to areas of Relationships and Sex Education, they will be answered in an age appropriate way according to the following criteria:

- questions will be answered in class where there are issues raised directly by the lesson and where the answer will be suitable for all children to hear
- they will be answered individually where it has been ascertained that there is a genuine desire to know the answer and the question has not been asked simply to shock or draw attention to the child but where the answer is, though within the boundary of this policy, not considered suitable for all children
- questions that are not deemed suitable for either of the above will, with the child's consent, be referred back to parents for their direct permission before answering

Given the ease of access to the internet, it is felt that if questions remain unanswered children may turn to inappropriate sources of information.

This policy has been produced in consultation with teachers and governors (including parent governors) and will be published on the school website. The material within it was statutory from September 2020 (with updates in July 2025) and is reviewed, by the full governing board, every three years from this point.

### **Note:**

#### **Revised guidance for 2026**

DfE published revised guidance on 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' in July 2025. This is for reference to help schools prepare for introduction on 1 September 2026.

**Appendix 1** - What pupils should know by the end of primary school

(as defined in the statutory guidance on Relationships Education, RSE and Health Education from the DfE)

<b>Families and people who care for me</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>▪ that families are important for children growing up because they can give love, security and stability</li><li>▪ 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</li><li>▪ 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</li><li>▪ 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</li><li>▪ that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><li>▪ how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>
<b>Caring friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>▪ how important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>▪ the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li><li>▪ that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li><li>▪ 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</li></ul>

	<ul style="list-style-type: none"> <li>▪ 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</li> </ul>
<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>▪ the conventions of courtesy and manners</li> <li>▪ the importance of self-respect and how this links to their own happiness</li> <li>▪ 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</li> <li>▪ 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</li> <li>▪ what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>▪ the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>▪ that people sometimes behave differently online, including by pretending to be someone they are not</li> <li>▪ 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</li> <li>▪ the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>▪ how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>▪ how information and data is shared and used online</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>▪ what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> </ul>

	<ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>▪ how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>▪ how to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>▪ how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>▪ how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>▪ where to get advice e.g. family, school and/or other sources</li> </ul>
<b>Mental wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>▪ that mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>▪ that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>▪ how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings</li> <li>▪ how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>▪ the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</li> <li>▪ simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> <li>▪ isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> <li>▪ that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>▪ where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online)</li> </ul>

	<ul style="list-style-type: none"> <li>▪ it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</li> </ul>
<b>Internet safety and harms</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>▪ that for most people the internet is an integral part of life and has many benefits</li> <li>▪ about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</li> <li>▪ how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</li> <li>▪ why social media, some computer games and online gaming, for example, are age restricted</li> <li>▪ that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</li> <li>▪ how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> <li>▪ where and how to report concerns and get support with issues online</li> </ul>
<b>Physical health and fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>▪ the characteristics and mental and physical benefits of an active lifestyle</li> <li>▪ the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</li> <li>▪ the risks associated with an inactive lifestyle (including obesity)</li> <li>▪ how and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul>
<b>Healthy eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>▪ what constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>▪ the principles of planning and preparing a range of healthy meals</li> <li>▪ the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> </ul>

<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>▪ the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>
<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>▪ how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li> <li>▪ about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> <li>▪ the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>▪ about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>▪ about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> <li>▪ the facts and science relating to allergies, immunisation and vaccination</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>▪ how to make a clear and efficient call to emergency services if necessary</li> <li>▪ concepts of basic first-aid, for example dealing with common injuries, including head injuries</li> </ul>