



Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy

Rationale and Ethos

This policy covers our school's approach to Relationships, Relationships and Sex Education (RSE), and Health Education following the change in statutory guidance published in July 2025 for schools to implement from September 2026. It was produced by the Headteacher and Personal Development Learning (PDL) staff team, in consultation with staff, governors and parents.

CURRICULUM INTENTIONS	Our curriculum is underpinned by our School Vision—A Place to SMILE	SUCCESS	MUTUAL RESPECT	INCLUSION	LIFELONG LEARNING	ENRICHMENT
	Our curriculum will...	<p>Believe you can succeed, and be the best you can be.</p> <p>Offer appropriate challenge to all.</p> <p>Encourage children to value and learn from mistakes.</p> <p>Build confidence and allow children to experience success as a 'Whiteley Learner'.</p>	<p>Respect yourself, respect others, respect your surroundings.</p> <p>Promote understanding of the UN Convention on the Rights of the Child.</p> <p>Help children to actively contribute to the school and wider community.</p> <p>Teach the value of forming positive relationships.</p>	<p>Value differences and overcome barriers.</p> <p>Be inclusive and accessible to all of our children.</p> <p>Foster curiosity and teach the value of diversity.</p> <p>Encourage resilience to face challenges and overcome barriers.</p>	<p>Inspired to learn—at home, at school, for life.</p> <p>Be relevant and engaging so that the children <i>want</i> to learn.</p> <p>Provide opportunities and guidance for parents to support their child's learning.</p> <p>Provide a strong foundation, preparing children for their next stage in education.</p>	<p>Explore, experience, challenge—within the curriculum and beyond</p> <p>Be broad and varied, teaching the full National Curriculum and beyond.</p> <p>Widen children's experiences, including trips, visitors and opportunities to learn outside the classroom.</p> <p>Include a range of extra-curricular opportunities.</p>

The teaching of Relationship, RSE and health education at Whiteley Primary School is underpinned by the above curriculum intentions which support the school's vision – A Place to SMILE:

Success – Relationship, RSE and health education supports children in valuing themselves as individuals, understanding how to keep themselves safe and healthy

Mutual Respect – Relationship, RSE and health education helps children to recognise and develop respectful relationships

Inclusion – Relationship, RSE and health education teaches the importance of respecting others, even when they are different from them, or have different preferences or beliefs

Lifelong Learning – Relationship, RSE and health education provides a foundation of learning which will help children to make informed choices and keep themselves safe

Enrichment – Relationship, RSE and health education will be supported through the use of visiting professionals where appropriate (e.g. CORAM Life educators; health professionals to support healthy living; Heartstart first aid sessions; NSPCC assemblies.)

Whiteley Primary School is committed to Relationship, RSE and health education which:

- Fosters a climate that allows and encourages pupils to express their own views and feelings, whilst accepting that others may think and feel differently;
- Promotes safe, equal, and caring relationships and discusses real-life issues appropriate to the age of our pupils;
- Gives pupils the understanding, vocabulary and strategies they require to keep themselves safe;
- Works in partnership with parents and carers, informing them about what their child will be learning and how they can contribute at home;
- Is progressively planned and taught throughout the key stages as part of our wider PDL curriculum, but which is also supported through cross-curricular working where appropriate;
- Is based on reliable sources of information about the law and legal rights;
- Helps to prepare pupils to live in modern Britain.

Relationship, RSE and health education is **not** about the promotion of sexual activity.

Statutory Requirements

At Whiteley Primary School, we teach Relationship, RSE and health education as set out in this policy.

Documents that inform the school's Relationship, RSE and health education policy include:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education - Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2025)
- Education Act (1996)
- Equality Act (2010),
- DfE Keeping children safe in education (2019)

The Department for Education requires compulsory Relationships Education for primary pupils and Health Education for all schools. At Whiteley Primary School, we have committed to continue to teach age-appropriate sex education alongside relationships education. In doing so, we have regard to the Department for Education's updated 2025 statutory guidance:

We recognise that building children's understanding and skills at primary is essential for preparing them for the physical and emotional changes of adolescence and the transition to secondary school. Therefore, in line with DfE recommendations, Whiteley Primary School provides a tailored primary sex education programme in Years 5 and 6. This programme is closely aligned with the national curriculum for science—drawing on the human lifecycle to factually cover puberty, physical changes, and how a baby is conceived and born. This ensures both boys and girls are effectively prepared for adulthood in an age-appropriate and sensitive manner.

The Relationship, RSE and health education policy complements the following school policies:

- Curriculum Policy
- Equalities Policy
- Anti-bullying Policy
- Safeguarding Policy
- Rights Respecting Education Policy

Roles and Responsibilities

Governors

The governing body will approve the Relationship, RSE and health education policy, and hold the headteacher to account for its implementation. The governor curriculum committee will be responsible for reviewing the Relationship, RSE and health education policy at least biannually, in conjunction with the Headteacher and PDL team, and seeking the views of parents/carers where significant changes are considered.

The Headteacher

The headteacher is responsible for ensuring that Relationship, RSE and health education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory sex education.

Class Teachers

Class teachers are responsible for:

- Delivering Relationship, RSE and health education in a sensitive way;
- Modelling positive attitudes to Relationship, RSE and health education;
- Monitoring progress;

- Responding to the needs of individual pupils;
- Ensuring that parents and carers are provided with adequate information regarding the curriculum for them to be able to support their child at home;
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory sex education.

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

PDL Team

The PDL team are responsible for

- Ensuring appropriate coverage of the Relationship, RSE and health education curriculum;
- Signposting year groups to appropriate resources and ensuring that the school's resources are reviewed and updated where necessary;
- Monitoring the impact of teaching through pupil interviews, sampling of PDL class books and scrutiny of planning;
- Providing support for planning and identifying training for staff as necessary, in liaison with the Headteacher.

Pupils

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

Parents

Through our home-school agreement, parents are asked to support the school in promoting pupil's rights as set out in the UNCRC. These rights include those with direct relevance to the school's Relationship, RSE and health education policy including:

- To be treated fairly and without discrimination (article 2)
- To have information that is important to your well-being (article 17)
- To feel protected from harm and to feel and be safe (article 19)
- To be healthy (article 24)

Parents will be provided with information about the school's Relationship, RSE and health education, and the right to withdraw their child from non-statutory sex education. They will be consulted on any key changes to this policy and asked to share with the school any concerns or questions they have so that the school can explain its approach.

Delivery of Relationship, RSE and health education

Relationship, RSE and health education is taught as part of the wider PDL (Personal Development Learning) curriculum which is led by the PDL team. PDL also includes PSHE (Personal, Social and Health Education), citizenship (including rights respecting education), and sustainability. There are planned units for PDL in every year group for every term, but many aspects (particularly those relating to general well-being, being safe, respectful kind, relationships and physical health and fitness) are regularly reinforced through day-to-day opportunities in school including assemblies, circle times and discussions around stories/texts shared in class. There will be discrete timetabled sessions but aspects of PDL may also be taught through other subjects due to the cross-curricular nature of the learning. Particular cross-curricular links include the following:

- Science (Changing adolescent body; health and prevention; healthy eating)
- Computing (internet safety and harms; online relationships)

- PE (physical health and fitness)
- Design Technology (healthy eating).

Relationship, RSE and health education is taught by class teachers, supported by the classroom support team who know the pupils well. Some aspects will be reinforced in assemblies delivered by other teachers including the headteacher. Specific work on general well-being will be reinforced with individuals and small groups by members of the pastoral support team including the school's trained Emotional Literacy Support Assistants (ELSAs). Where sex education is taught in Y5 & Y6, the curriculum is delivered by the class teachers. The majority of RSE and health sessions will be taught to mixed gender groups. On occasion, Y5/6 pupils may be given the opportunity for a question-and-answer session within a single-gender group (for example, to ask questions relating to body changes).

Where appropriate, other professionals or organisations may be used to support Relationship, RSE and health education teaching alongside the class teacher. This includes:

- Annual visit from Coram Life Education - age-appropriate sessions for specific year groups which include making choices, dealing with peer pressure and how to keep healthy;
- Annual visit from Meon Valley Heartstart volunteers – first aid programme for Y2 and Y5.
- Biannual visit from NSPCC – age-appropriate assemblies for all year groups around keeping safe and how to seek help.

The school draws on a range of well-regarded resources to support the planning and delivery of PDL, including Relationship, RSE and health education. These include

- The PATHS programme (social emotional learning) - Year R and 1
- SCARF (Safety; Caring; Achievement; Resilience; Friendship) programme from Coram Life Education (covers all aspects of the statutory requirements for teaching of RSE and health education)
- NSPCC Learning resources (e.g. Talk PANTS; Speak Out, Stay Stay)

Teaching and resources will be differentiated as appropriate to address the needs of children, including SEND or Social and Emotional needs, in order for them to have full access to the Relationship, RSE and health education.

The PDL curriculum has been mapped across the school, to ensure appropriate coverage. This includes the statutory requirements for Relationship, RSE and health education. (See appendix 1 for the curriculum map for RSE, health and sex education).

Parental Right to Withdraw

The school is well aware that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we will:

- Make available online, via the school's website, the Relationship, RSE and health education policy;
- Answer any questions that parents may have about the Relationship, RSE and health education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationship, RSE and health education in the school;
- Inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents have the right to request that their child be withdrawn from the sex education delivered as part of RSE at primary school. All requests by parents to withdraw from these sessions would be granted, but the school will have a discussion with parents about the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. Parents who requested would be signposted to resources for them to cover the aspects at home if they prefer. Any children withdrawn from the sessions would be provided with alternative work in school.

At Whiteley Primary School, the only sessions which a child can be withdrawn from are the Y6 sessions on how a baby is conceived and born. There is no right to withdraw children from aspects covered in the science curriculum (including puberty and changes to the adolescent body). There is also no right to withdraw from Relationships or Health Education; the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught and form part of the statutory curriculum.

Parents should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can occasionally arise incidentally and overlap with relationships education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Safeguarding

All staff involved in the delivery of PDL are aware that effective Relationship, RSE and health education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. One of the schools Designated Safeguarding Leads will be informed should such a situation arise and disclosures will be dealt with in line with school and local authority procedures relating to child protection. No member of staff can promise confidentiality if there are any concerns in these circumstances.

Monitoring, evaluation and review

The PDL team will monitor the effectiveness of this policy and report to the governor curriculum committee.

This policy will be reviewed at least every two years by the curriculum committee in liaison with the Headteacher and PDL team, and with regard to the views of stakeholders including pupils, staff and parents.

Policy reviewed by governors: June 2026

Next review date: Summer term 2028

Appendix A – Content to be covered by the end of Primary

Please see below for the statutory curriculum coverage for primary schools taken from the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, July 2025. This shows the content that will be covered **by the end of primary**. Our curriculum plans ensure that content is built upon each year, and delivered in an age-appropriate manner. For more information about the content for each year group, please see Appendix B.

Appendix A- Relationships education: content to be covered by the end of primary

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.

7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Primary health and wellbeing: content to be covered by the end of primary

General wellbeing

Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

Curriculum content:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Physical health and fitness

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.

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

Healthy eating

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol, tobacco and vaping

Curriculum content:

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health protection and prevention

Curriculum content:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety

Curriculum content:

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

Basic first aid

Curriculum content:

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

Developing bodies

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes. (Whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.)

Appendix B – Individual Year Group Content

An overview for how the content is delivered in each year group is found on our school website:

<https://www.whiteleyprimary.co.uk/main/curriculum/personal-development-learning/rse-and-health-education>