



Inspiring Futures  
Through Learning

## Woodnewton - a learning community

# Relationships, Sex and Health Education Policy 2025–2026

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# 1. Rationale and ethos

Within Woodnewton, we are unwaveringly committed to supporting all our children to grow up to be happy, healthy, resilient and safe citizens who are fully equipped with the knowledge, skills, and understanding to capitalize on the opportunities and meet the challenges of modern Britain.

We want all our children to be successful learners, effective contributors, responsible citizens and confident individuals ready for every stage of their educational journey and prepared effectively for adult life. Relationship and Health Education is central to this. To this end, all our children within Woodnewton will sensitively and pragmatically be taught Relationships Education, Sex Education and Health Education and this is considered as a key component of our school curriculum and offer.

At Woodnewton, we recognise the social, mental and emotional health, economic and educational impacts that the pandemic will have had for all children, and for many this will be significant. We therefore ensure we teach pupils about physical health and mental wellbeing, to help them make good decisions about their own health and wellbeing. The focus of relationships education in our schools will be teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, different kinds of family and relationships with other children and with adults.

## 2. Aims

The aims of relationships, sex and health education (RSHE) at our school are to:

- provide a framework in which sensitive discussions can take place with key adults
- give children the knowledge, skills and understanding they need to make sound and informative decisions and develop the capacity to make sound decisions about their own relationships, health and wellbeing
- teach children the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults
- help and support pupils through their physical, emotional and moral development
- prepare pupils for puberty, giving them an understanding of sexual development and the importance of health and hygiene
- develop pupils with the self-confidence to be participating members of society, valuing themselves and others
- help pupils develop feelings of self-respect, confidence and empathy
- create a positive culture around issues of sexuality and relationships
- encourage our pupils to have high regard for personal, social and moral relationships

- promote a sensitive, caring and knowledgeable attitude towards sex education within the context of family life and loving relationships
- teach pupils accurate and relevant knowledge, including the correct vocabulary to describe themselves and their bodies
- provide pupils with the skills, language, knowledge and strategies they need in order to live healthy, fulfilling, responsible and balanced lives
- develop opportunities to explore, clarify and if necessary challenge, the influences of the media and their own and others' values, attitudes, beliefs, rights and responsibilities
- help prepare pupils for the opportunities, responsibilities and experiences of adult life
- teach children the characteristics of good physical health and mental wellbeing which will include mental wellbeing and healthy life–choices, drugs, alcohol and tobacco, health and prevention, basic first aid and the changing adolescent body
- prepare pupils for puberty and the changes adolescence brings including menstruation, and give them an understanding of sexual development (within the national curriculum for science) and the importance of health and hygiene
- teach pupils the correct vocabulary to describe themselves and their bodies
- support pupils to understand risks, challenges and complex contexts at an age–appropriate level and help them develop resilience
- know how and when to ask for help and know where to access support
- create a positive culture around issues of relationships, health, mental health and sexuality
- enable the promotion of social, moral, spiritual and cultural development

### 3. Statutory requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships education compulsory for all pupils receiving primary education.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science, which would include the elements of sex education contained in the science curriculum.

In teaching RSHE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Woodnewton we will comply and adhere to all statutory requirements. This includes:

- Woodnewton will deliver their RSHE curriculum in accordance with the Department for Education's (DfE) statutory guidance ['Relationships Education, Relationships and Sex Education \(RSE\) and Health Education' \(the 'Guidance'\)](#).

- [The Relationships Education, Relationships and Sex Education and Health Education \(England\) Regulations 2019](#), made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in all schools including independent schools. As a trust of primary schools, we must all therefore provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#).
- In teaching RSHE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).
- Equality: We will fully comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and schools' advice. Schools should pay particular attention to the Public Sector Equality Duty (PSED) (s.149 of the Equality Act).

### Religion and belief

In Woodnewton, when teaching these subjects, the religious background of all pupils must be considered when planning teaching, so that the topics that are included in the core content of the guidance are appropriately handled. Schools must ensure they comply with the relevant provisions of the [Equality Act 2010](#), under which religion or belief are amongst the protected characteristics.

A good understanding of pupils' faith backgrounds and positive relationships between the school and local faith communities help to create a constructive context for the teaching of these subjects.

In Woodnewton, the teaching will reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

### Protected characteristics:

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the [SEND Code of Practice](#) when planning for these subjects.

### Sexual violence and harassment

Woodnewton will refer to the Department's advice, 'Sexual violence and sexual harassment between children in schools and colleges'. The advice sets out what sexual violence and sexual harassment are, the current

evidence on their preponderance in schools and colleges, how to minimise the risk of them occurring and what to do when they do occur or are alleged to have occurred. Schools should be aware of the importance of making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up

### LGBT+

In teaching Relationships Education and RSHE, we will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. At Woodnewton we will ensure that we comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

We will ensure that all teaching is sensitive and age appropriate in approach and content. Where it is appropriate to teach pupils about LGBT+, we ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. All schools are expected for all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum and at Woodnewton we will adhere to this. We will ensure it is taught carefully and will ensure it is appropriate to the age of the children being taught in a contextualised ways e.g. different types of family.

### Political Impartiality

At Woodnewton we will:

- Forbid the pursuit of partisan political views
- Forbid the promotion of partisan political views in the teaching of any subject in the school
- Take reasonable practical steps to secure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views
- Not permit extreme positions which include promoting non-democratic systems whether for political or religious reasons or otherwise, teaching that requirements of English civil or criminal law may be disregarded whether for political or religious reasons or otherwise, engaging in or encouraging active or persistent harassment or intimidation of individuals in support of their cause or promoting divisive or victim narratives that are harmful to British Society
- Not permit extreme political stances including opposition to the right of freedom of speech, association, assembly or religion and conscience or endorsement of racist, including antisemitic, language or communications, the encouragement or endorsement of illegal activity and failure to condemn illegal activities.

At Woodnewton, we teach RSHE as set out in this policy.

## 4. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The policy development and consultation process involved the following steps:

- Review – The curriculum and PSHE leads pulled together all relevant information, including national and local guidance
- Staff consultation – all school staff were given the opportunity to read the policy and feedback recommendations/suggestions
- Parent/carer/stakeholder consultation – parents/carers and interested parties were invited to attend a meeting about the policy and given the opportunity to feedback/comment
- Pupil consultation – we investigated what exactly pupils want from their RSHE
- Ratification – once amendments were made, the policy was shared with governors and ratified

## 5. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information, and exploring issues and values. RSHE is **not** about the promotion of sexual activity.

Relationships education will focus upon teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. Physical Health education and mental wellbeing will focus upon giving information about what children need to make good decisions about their own health and wellbeing and this includes information about the changing adolescent body, including menstruation and information to help them be healthy and safe. Sexual education teaching will focus upon relationships and health, including puberty and the national curriculum for science which includes subject content in related areas such as main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. All children are required to complete the science elements as it is within the National Curriculum and is a statutory requirement; parents/ carers are not permitted to withdraw their child/ children from this.

Parents can, however, withdraw their child/ children from any sex education additional coverage. At Woodnewton, we have not planned to cover any additional elements beyond that stated within the primary requirements.

## 6. Curriculum and delivery of RSHE

At Woodnewton, we follow the [National Curriculum](#) and we offer all our children a RSHE curriculum that incorporates the requirements to teach science which also includes the elements of sex education contained within the science curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education. Across our IFTL schools, RSHE will be taught explicitly within the personal, social, health and economic (PSHE) education curriculum and will be embedded throughout the whole school curriculum including the 'hidden' curriculum to consistently promote the SMSC development of all children so they are equipped to grow into successful learners, confident individuals, effective contributors and responsible citizens who can manage the opportunities and challenges of modern Britain.

RSHE complements several national curriculum subjects and therefore at Woodnewton we will look for opportunities to draw links between the subjects and integrate teaching where appropriate. There continues to be no right of withdrawal from any part of the National Curriculum. At key stages 1 and 2, 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 aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation. It also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, 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 pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

At Woodnewton, we carefully consider how we can ensure that RSHE complements the existing National Curriculum subjects and whole school approaches to wellbeing and health.

When teaching these subjects, the religious background of all pupils will be considered when planning teaching so that core topics are appropriately handled.

### Curriculum Content

At Woodnewton, our RSHE curriculum includes the following key areas:

1. Relationships education – this focuses upon teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. Topics taught must include:
  - Families and people who care for me
  - Caring friendships
  - Respectful relationships

- Online relationships
- Being safe

Relationships Education is compulsory in all primary schools.

2. Sexual Education focuses upon relationships and health, including puberty and preparing children for the changes that adolescence brings and the national curriculum for science which includes subject content in related areas such as, main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals, including how a baby is conceived and born. All children should participate in these aspects of education.
3. Physical health and mental wellbeing focuses upon teaching the characteristics of good physical health and mental wellbeing. The aim is to provide all our children the information they need to make good decisions about their own health and wellbeing so that they can recognise what is normal and what is an issue in themselves and others. It is also to help equip all our children to know, when issues arise, how to seek support as early as possible and the different sources of help they could access. All our children will understand that good physical health contributes to good mental wellbeing and vice versa. Puberty, including menstruation, will be taught within health education.

See Appendix One and Appendix Two for further information on each of these three areas and what we will ensure all children know by the end of primary school.

At Woodnewton, we will promote the growth of our children to develop self-control and the ability to self-regulate including strategies for enabling this. They will be actively encouraged to become confident in their ability to achieve well and persevere when they encounter setbacks. A key aim of our teachings will be to reduce stigma attached to health issues, including those to do with mental wellbeing. We will actively foster an atmosphere which encourages openness so all our children can check their understanding and seek any additional support.

### **The Early Years**

At Woodnewton, we believe the Early Years are an essential building block and the foundation for success in future years. Many aspects of the Early Years curriculum, for example Personal, Social and Emotional Development and Physical Development, have an important role to play in promoting and supporting the development and growth of our children from a young age within RSHE. We believe the foundations of positive relationships and health and self-care start in the Early Years and the RSHE curriculum should take full account of children's learning from Early Years to Year 2 (infant schools) and Year 6 (primary schools).

If pupils ask questions outside the scope of the policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions

outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

## 7. Delivery of RSHE

At Woodnewton, RSHE is primarily taught through our personal, social, health and economic (PSHE) education curriculum (Jigsaw). Other aspects of RSHE are included within the teaching of science, computing, PE and RE.

Delivery will be:

- through our PSHE programme, **Jigsaw**, complemented by existing national curriculum subjects (science, computing, PE, RE)
- taught by class teachers who have formed positive relationships with the children.
- through active learning, involving pupils' full participation
- predominantly as mixed sex groups, for example boys will be involved in menstruation talks but single sex groups will be used as and when deemed appropriate, for example, by offering opportunities for greater depth discussion
- consistent across the school using established protocols for the delivery of the RSHE curriculum in school

The resources used will be made available for parents to view at an annual parents' meeting. Individual parents can also view resources by contacting the Curriculum Lead directly. Teachers have a clear framework of curriculum content and any difficult or explicit questions raised outside the agreed content will be discussed with parents so that they may address at home or through contact with external agencies.

RSHE must be accessible for all pupils, so for children with SEND, learning may be differentiated using the same quality first approach as with other curriculum subjects. The teaching of RSHE should be sensitive, age and developmentally appropriate, therefore the content and teaching of RSHE may be tailored to meet the specific needs of individual children dependent upon their developmental stage.

RSHE will be co-ordinated by the PSHE Lead alongside the Curriculum Lead who has overall responsibility for the RSHE curriculum.

## 8. Pupils with Special Educational Needs and disabilities (SEND)

We will ensure that the curriculum is fully accessible for all groups of children including those who are SEND and disadvantaged. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility and this will be included within their planning and delivery the 'preparing for adulthood outcomes', as set out in the SEND code of practice, when teaching these subjects to those with SEND.

We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSHE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Factors such as these will be taken into consideration in designing and teaching these subjects.

For some of our SEND pupils, there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, our schools will ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

## 9. Roles and responsibilities

### 7.1 The governing board

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

### 7.2 The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 8).

### 7.3 Staff

Staff are responsible for:

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

At Woodnewton, class teachers are responsible for teaching RSHE. Staff do not have the right to opt out of teaching RSHE; however, staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher or a member of the leadership team and support will be put in place. Training will be provided for any teacher delivering the curriculum to support effective delivery of the RSHE curriculum.

### 7.4 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity. All pupils are required to attend teachings within the national curriculum.

## **10. Parents right to withdraw**

Parents are entitled to withdraw their children from parts of the RSHE programme that are outside the compulsory elements in the RSHE curriculum. Parents wishing to exercise this right are invited to contact the Headteacher who will discuss their concerns and the possible impact that withdrawal may have on the pupil. Parents need to understand that the right of withdrawal does not apply to the compulsory elements of the National Curriculum. Once a pupil has been withdrawn, they cannot participate in RSHE until the request of withdrawal has been removed. Any pupil withdrawn from sex education will be provided with alternative appropriate and purposeful work.

## **11. Training**

It is important that all staff are confident, knowledgeable and are equipped with the right skills to ensure RSHE is taught effectively with sensitivity and in an age-appropriate manner. Staff need to understand they may be faced with difficult questions and know how they should respond to these. Staff therefore need to be effectively trained on the delivery of RSHE and this will be incorporated into each school's continuing professional development programme.

The headteacher and/ or senior leaders will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

## **12. Monitoring arrangements**

The delivery of RSHE is monitored by the PSHE Lead and the wider senior leadership team through a range of activities which include:

- Planning monitoring
- Learning walks
- Book looks
- Pupil voice

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

## **13. Safeguarding**

At the heart of these subjects, there must be a focus on keeping children safe, and all our schools understand they must play an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools must ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

At Woodnewton, we believe it is important to actively promote and provide all children opportunities to openly discuss and debate potentially sensitive issues. It is recognised that such discussions can lead to increased safeguarding reports and sharing of concerns. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer or an adult.

All staff must know what to do if a child tells them that they are being abused or neglected or are witnessing abuse. Staff must know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

At Woodnewton, safeguarding and child protection is paramount and we are fully committed to ensuring the welfare and safety of all our pupils. We believe that pupils have a right to learn in a supportive, caring and safe environment, which includes the right to protection from all types of abuse where staff are vigilant for signs of any pupil in distress and are confident about applying the processes to avert and alleviate any such problems. If any behaviour is a concern in relation to safeguarding, procedures and processes will be followed at all times in accordance with the Safeguarding and Child Protection Policy. Woodnewton has a Safeguarding policy and procedures for dealing with child sexual abuse based on the Local Authority guidelines and recommendations. This policy is published on the school website. Any concerns will be referred to the Designated Safeguarding Team, Jez Lindsay (DSL), Gemma Dennison, Kim Kemp, Kate West, Gemma Wyldes and Julie Medhurst. Our Safeguarding Governor is Adam Palmer.

**Reviewed: July 2025**

# Appendix 1: Relationships Education

## What children should be taught and what they should know by the end of primary school (Extracts from the Government guidelines)

### Relationships Education (Primary)

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in

a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSHE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

TOPIC	PUPILS SHOULD KNOW
<b>Families and people who care for me</b>	<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>	<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> <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>	<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>	<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>	<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> <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>

## Appendix 2: Sex Education, Physical health and mental wellbeing

### Sex Education (Primary)

The Relationships Education, RSHE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born. As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.

Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered. Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSHE at secondary, in primary schools, head teachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science. Schools will want to draw on the good practice for conversations with parents around the right to withdraw as set out in paragraphs 45 and 46. Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.

### The Law

It is important for children to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and

which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage • consent, including the age of consent • violence against women and girls • online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.) • pornography • abortion • sexuality • gender identity • substance misuse • violence and exploitation by gangs • extremism/radicalisation • criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations) • hate crime • female genital mutilation (FGM)

**Physical health and mental wellbeing: Primary.**

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health. This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers should go on to talk about the steps pupils can take to protect and support their own and others’ health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid. Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing. Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online. A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
<p><b>Mental wellbeing</b></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> </ul>

	<ul style="list-style-type: none"> <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> <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>	<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>	<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>	<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>	<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>	<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>	<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>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle</li> </ul>