

Lainesmead Primary School and Nursery



Relationships, Sex and Health Education Policy

Approved by Governors

Review date

September 2026

Signatures

Subject Co-ordinator

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Chair of Governors

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Resilience	Cooperation	Compassion	Responsibility	Respect	Curiosity
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Lainesmead Primary School and Nursery

Relationships, Sex and Health Education Policy

'Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of Relationships, Sex and Health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development.' (Department for Education 2025.)

At Lainesmead Primary School and Nursery, we deliver age-appropriate Relationships, Sex and Health Education to pupils as part of the school's statutory curriculum. We create a safe environment that promotes discussion and encourages curiosity, respect, and openness, allowing pupils to explore topics around relationships, sex, and health with confidence and sensitivity.

The development of the curriculum content (Appendix 4) was a collaborative process, shaped by meaningful engagement with children, parents, educators, and subject specialists. At Lainesmead Primary School and Nursery we understand that working collaboratively with parents and carers is key to the effective delivery of Relationships, Sex and Health Education. Therefore, we encourage parents to ask questions and provide the opportunity to discuss this policy and the curriculum at any time.

Aims and Objectives of this Policy

- To outline the legal framework.
- To set out the subject content, how it is taught and who is responsible for teaching it.
- To define Relationships, Sex and Health Education.
- To outline how content is made accessible to all pupils, including those with SEND.
- To provide information about parental right to withdraw.
- To describe how the subject is monitored and evaluated.
- To outline where curriculum materials can be viewed.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Section 80A and section 403 of the Education Act 2002
- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

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- DfE (2025) 'Science programmes of study: key stages 1 and 2'
- DfE (2025) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2025) 'Keeping children safe in education 2025'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Anti-Bullying, Anti-Harassment and Anti-Cyber Bullying Policy.
- E-Safety Policy.

What is Relationships, Sex and Health Education (RSHE)?

Relationship's Education is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.

Health Education is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

Sex Education is defined as teaching children about human reproduction in an age-appropriate and sensitive way. This may include the biological aspects of how a baby is conceived and born.

Organisation of the Curriculum

At Lainesmead Primary School and Nursery, we recognise our statutory duty to deliver Relationships, Sex and Health Education. We have the flexibility to decide how this is taught, ensuring it is embedded within a broad, balanced, and age-appropriate curriculum that reflects the needs of our pupils.

At Lainesmead Primary School and Nursery we organise the teaching of RSHE:

- As part of the PHSE curriculum.
- As part of the Science curriculum.

RSHE in PSHE

Relationships, Sex and Health Education is delivered through discrete, weekly, PSHE lessons. We use the DfE accredited Jigsaw scheme to deliver Relationships, Sex and Health Education in a structured and age-appropriate way. The scheme covers mental wellbeing, respectful relationships, personal safety, physical health, and the emotional and physical changes associated with growing up. These topics are specifically covered in Unit 5 and 6 of the Jigsaw curriculum.

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Unit 5 of the Jigsaw curriculum 'Relationships' explores:

- **Families and Special People:**
Understanding different family structures, roles, and appreciating special relationships.
- **Friendship and Social Skills:**
Building and maintaining friendships, managing conflict, and developing empathy.
- **Personal Identity and Self-Worth:**
Recognising personal qualities and valuing oneself in relationships.
- **Online Safety and Digital Relationships:**
Exploring safe and respectful behaviour in online communities and digital communication.
- **Boundaries, Consent, and Safety:**
Understanding appropriate physical contact, secrets, and recognising power dynamics.
- **Loss, Change, and Emotional Resilience:**
Coping with grief, change in relationships, and expressing emotions.
- **Global and Community Connections:**
Recognising how relationships extend beyond the immediate environment to the wider world.

Unit 6 of the Jigsaw curriculum 'Changing Me' explores:

- **Growth and Life Cycles:**
Understanding how humans and animals grow and change over time, from birth to adulthood.
- **Body Awareness and Puberty:**
Learning about physical changes, including naming body parts, understanding puberty, and recognising that changes happen at different times for everyone.
- **Reproduction and Conception:**
Age-appropriate learning about how babies are made and develop, including conception, pregnancy, and birth (introduced gradually from Year 3 to Year 6).
- **Self-Image and Body Confidence:**
Exploring personal identity, self-esteem, and how body image can affect how we feel about ourselves.
- **Managing Change and Transition:**
Developing emotional resilience to cope with changes such as growing up, moving classes, or transitioning to secondary school.
- **Respect, Privacy, and Consent:**
Understanding personal boundaries, private body parts, and how to communicate feelings about touch and change.
- **Challenging Stereotypes:**
Recognising and questioning gender roles and family stereotypes.

At Lainesmead Primary School and Nursery, Unit 6 of the Jigsaw curriculum ('Changing Me') is delivered exclusively by class teachers to ensure consistency, sensitivity, and age-appropriate delivery. This unit will not be taught by supply or cover staff.

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Please see Appendices 1 and 2 for the content of Jigsaw's Unit 5 and Unit 6.

RSHE in Science

Legal requirements

All schools must teach the following as part of the National Curriculum Science Orders, parents **do not** have the right to withdraw their child/children.

National Curriculum Science

Key Stage 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.
- Notice that animals, including humans, have offspring which grow into adults.

Key Stage 2:

Living things and their habitats:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.

Animals including humans:

- Describe the changes as humans develop to old age.

Morals and Values Framework

Our approach to **RSHE** will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

We also believe that pupils have an entitlement to:

- Age and circumstance appropriate **RSHE**.
- Access to help from trusted adults and supportive services.

RSHE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to **RSHE** will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda.

Accessibility Relationships, Sex and Health Education (RSHE)

Lainesmead Primary School and Nursery understands its responsibilities in relation to the Equality Act 2010; specifically, that it must not unlawfully discriminate against any pupil based on their protected characteristics.

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The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that the RSHE programme is inclusive, and caters to the needs, of pupils with SEND or other support needs, such as those with SEMH needs.

Teachers understand that they may need to adapt their planning and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

How RSHE is Monitored and Evaluated

The RSHE subject leader is responsible for monitoring the quality of teaching and learning for RSHE. This will include a mixture of the following:

- Teacher evaluation of lessons, units and overall RSHE programmes.
- Lesson observations.
- Pupil voice.
- Book looks.

The RSHE subject leader will be responsible for producing regular subject reports for the headteacher, providing an overview of the quality of teaching and learning within RSHE. This is to ensure:

- That schemes of work reflect national guidance, local priorities and pupil needs.
- That teaching staff are clear about their roles and responsibilities when teaching RSHE; this will include staff training and communication of updates and changes based on national guidance.
- That pupils are being taught the RSHE programme as planned and that quality teaching of RSHE is consistently in place.

Dealing with Difficult Questions

At Lainesmead Primary and Nursery School we believe that pupils should have opportunities to have their questions answered in a sensible and matter-of-fact manner. Occasionally a pupil may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide whether to answer questions in class and, if so, how. They will establish clear parameters of what is appropriate and inappropriate in class and by taking an approach that encourages pupils to be mature and sensible.

We encourage teaching staff to refer questions they feel ill-equipped to answer, to the RSHE subject leader for advice or support in responding to the question.

Teachers will stop full class discussions where pupils begin to reveal personal and confidential information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

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Confidentiality and Informing Parents/Carers

These guidelines are given in more detail in the Confidentiality Policy.

In lessons, teachers will establish that it is inappropriate to disclose personal information.

Teachers will set behaviour expectations that ensure that pupils do not pressure one another to answer questions about their own experiences, this further applies to staff. In recognition of the fact that the use of code names for body parts can facilitate the normalisation of child sexual abuse, only the atomically correct names for the body parts will be used. Meanings of words will be explained in a sensible and factual way.

We will take every opportunity to inform and involve parents and carers:

- by placing sex education on the agenda at the relevant governors' meeting.
- by discussing and agreeing a consistent approach for pupils to be used at home and school.
- by sending a letter to parents and carers outlining the RSHE curriculum and inviting them to talk to the class teacher if they have any further questions.

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures about abuse are made.

RSHE and Parental Withdrawal

Parents and carers are at liberty to withdraw their child from specific parts of the sex education programme that cover the following areas: conception, childbirth and sexual intercourse. However, before such a decision is made, parents and carers are invited to discuss the matter with the class teacher and PHSE subject lead. The class teacher will inform the head teacher. The head teacher will then contact the parent or carer to discuss any further questions or concerns.

Parents and carers will be informed of the lessons within the 'Changing Me' unit that specifically relate to conception, childbirth and sexual intercourse. Parents and carers will receive email communication during Term 5, prior to any teaching of the 'Changing Me' unit. For those parents or carers who speak English as an additional language, teachers should consider supporting families by translating any communications.

Parents and carers are not allowed to withdraw their child from any part of the Relationship and Health Education programme.

Please see Appendix 3 for the DFE parent's guide to RHSE.

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Appendix 1:

Overviews of 'Relationships' for each year group:

Nursery

Lesson 1: My Family and Me- Children will talk about their family.

Lesson 2: Make friends, make friends, never ever break friends- Children will discuss how to make friends.

Lesson 3: Make friends, make friends, never ever break friends- Children will discuss what they like about their friends.

Lesson 4: Falling out and Bullying – Children will discuss what to do if someone is unkind to them.

Lesson 5: Falling out and Bullying– Children will learn how to manage feelings.

Lesson 6: Being the best friends we can be – Children will discuss and learn how to work together.

Reception:

Lesson 1: My Family and Me- Children identify some of the jobs they do within their family and how they create a sense of belonging.

Lesson 2: Make friends, make friends, never ever break friends- Children will discuss how to make friends.

Lesson 3: Make friends, make friends, never ever break friends- Children will discuss and learn different ways to solve problems between themselves and their friends.

Lesson 4: Falling out and Bullying – Children will discuss the impact of unkind words.

Lesson 5: Falling out and Bullying– Children will learn how to manage feelings.

Lesson 6: Being the best friends we can be – Children will discuss how to be a good friend.

Year 1:

Lesson 1: Families- Children will identify members of their family and learn that there are different types of families.

Lesson 2: Making Friends - Children will think about what being a good friend means to them.

Lesson 3: Greetings – Children will be taught about appropriate ways to greet their friends and think about the ways of greeting that they prefer,

Lesson 4: People Who Help Us – Children will be taught about who can help them in their school community.

Lesson 5: Being My Own Best Friend – Children will recognise their own qualities as a person and a friend.

Lesson 6: Celebrating My Special Relationships – Children learn how to appreciate someone who is special to them.

Year 2:

Lesson 1: Families- Children will identify the different members of their family, understand their relationship with each of them and know why it is important to share and cooperate.

Lesson 2: Keeping Safe – Exploring Physical Contact – Children will understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.

Lesson 3: Friends and Conflict – Children will identify some of the things that cause conflict with their friends.

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Lesson 4: Secrets – Children understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.

Lesson 5: Trust and Appreciation – Children recognise and appreciate people who can help them in their family, school and community

Lesson 6: Celebrating My Special Relationships – Children can express their appreciation for the people in their special relationships

Year 3:

Lesson 1: Family roles and responsibility - Children can identify the roles and responsibilities of each member of their family and can reflect on the expectations for males and females.

Lesson 2: Friendship - Children can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener.

Lesson 3: Keeping Myself Safe Online – Children know and can use some strategies for keeping themselves safe online.

Lesson 4: Being a Global Citizen 1 – Children can explain how some of the actions and work of people around the world help and influence their life.

Lesson 5: Being a Global Citizen 2 – Children understand how their needs and rights are shared by children around the world and can identify how their lives may be different.

Lesson 6: Celebrating My Web of Relationships – Children know how to express my appreciation to their friends and family.

Year 4:

Lesson 1: Jealousy – Children can recognise situations which can cause jealousy in relationships.

Lesson 2: Love and Loss - Children can identify someone they love and can express why they are special to them.

Lesson 3: Memories – Children can tell you about someone they know that they no longer see.

Lesson 4: Getting On and Falling Out – Children can recognise how friendships change, know how to make new friends and how to manage when they fall out with their friends.

Lesson 5: Girlfriends and Boyfriends – Children understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when they are older.

Lesson 6: Celebrating My Relationships with People and Animals - Children know how to show love and appreciation to the people and animals who are special to them.

Year 5:

Lesson 1: Recognising Me – Children have an accurate picture of who they are as a person in terms of their characteristics and personal qualities.

Lesson 2: Safety Within Online Communities – Children understand that belonging to an online community can have positive and negative consequences.

Lesson 3: Being in an Online Community – Children understand there are rights and responsibilities in an online community or social network.

Lesson 4: Online Gaming – Children know there are rights and responsibilities when playing a game online.

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Lesson 5: My Relationship with Technology (Screen Time) – Children can recognise when they are spending too much time using devices (screen time).

Lesson 6: Relationships and Technology – Children can explain how to stay safe when using technology to communicate with their friends.

Year 6:

Lesson 1: What is Mental Health? – Children know that it is important to take care of their mental health.

Lesson 2: My Mental Health – Children know how to take care of their mental health.

Lesson 3: Love and Loss – Children understand that there are different stages of grief and that there are different types of loss that cause people to grieve.

Lesson 4: Power and Control - Children can recognise when people are trying to gain power or control.

Lesson 5: Being Online: Real or Fake? Safe or Unsafe? Children can judge whether something online is safe and helpful for them,

Lesson 6: Using Technology Responsibly – Children can use technology positively and safely to communicate with friends and family.

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Appendix 2

Overviews of 'Changing Me' for each year group:

Nursery

Lesson 1: My Body- Children will name parts of the body.

Lesson 2: Respecting My Body- Children will discuss what they can do and the foods they can eat to stay healthy.

Lesson 3: Growing Up- Children will learn about growth from babies, children to adults.

Lesson 4: Growth and Change– Children will discuss how they grow and change.

Lesson 5: Fun and Fears – Children will discuss how they feel about moving to school from nursery.

Lesson 6: Celebration- Children will share their memories of Nursery.

Reception:

Lesson 1: My Body- Children will name parts of the body.

Lesson 2: Respecting My Body- Children will discuss what they can do and the foods they can eat to stay healthy.

Lesson 3: Growing Up- Children will learn about growth from babies to adults.

Lesson 4: Fun and Fears– Children will express how they feel about moving to Year One.

Lesson 5: Fun and Fears – Children will learn to talk about their worries and things they are looking forward to in Year One.

Lesson 6: Celebration- Children will share their memories of Reception.

Year 1:

Lesson 1: Life Cycles- Children will understand life cycles of animals and humans.

Lesson 2: Changing Me- Children will think about they have changed and how they have stayed the same.

Lesson 3: My changing Body - . Children will understand how their bodies have changed since they were a baby.

Lesson 4: Boys and girls' bodies – The children will identify parts of the body that make boys and girls different and use the correct words for these.

Lesson 5: Learning and Growing- The children will learn that every time they learn something new they change a little bit.

Lesson 6: Coping with Changes- The children will talk about changes that have happened in their lives and how they have coped with change.

Year 2:

Lesson 1: Life Cycles in nature- Children will recognise the cycles of life in nature.

Lesson 2: Growing from young to old- The children will learn about the natural process of growing older.

Lesson 3: The Changing Me- The children will recognise how their body has changed since they were a baby and where they are on the continuum of young to old.

Lesson 4: Boys and Girls' Bodies- The children will learn about the differences between girls and boys and use the correct names for parts of the body. They will be taught to appreciate that some body parts are private.

Lesson 5: Assertiveness- Children will understand that there are different types of touch and how to communicate what they do not feel comfortable with.

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Lesson 6: looking Ahead: The children will identify what they are looking forward to when they are in year 3.

Year 3:

Lesson 1: How babies grow –The children will learn that humans and animals change as they grow up and that usually it is the female that has the babies.

Lesson 2: babies- the children will learn that a baby grows in the uterus and what a baby needs to live and grow.

Lesson 3: Outside Body Changes- Children will learn why boys' and girls' bodies need to change so that they can have babies. They will identify how bodies change on the outside and understand that everyone changes at different times.

Lesson 4: Inside Body Changes- The children will recognise how boys and girls change on the inside as they grow up and why these changes happen.

Lesson 5: Family Stereotypes- The children will learn to recognise stereotypical ideas people might have about parenting and family roles.

Lesson 6: Looking Ahead- the children will be discussing what they are looking forward to in year 4.

Year 4:

Lesson 1: Unique Me- The children will learn that their personal characteristics come from their birth parents and that this is because they are made from the joining of an egg and a sperm.

The children will learn about appreciating their own uniqueness.

Lesson 2: Having a baby- The children will learn to correctly label the internal and external parts of male and female bodies that are necessary for making a baby.

They will understand that having a baby is a personal choice and express how they feel about having children when they are an adult.

Lesson 3: Girls and puberty- The children will learn to describe how a girl's body changes in order for to be able to have babies and that menstruation is a natural part of this.

Lesson 4: Circles of Change- The children will learn about the how they can make changes in their lives.

Lesson 5: Accepting Change- The children will learn that some changes are out of their control and know how to manage their feelings positively.

Lesson 6: Looking ahead- The children will discuss changes that they are looking forward to in year 5.

Year 5:

Lesson 1: Self and Body image- The children will learn about being aware of their own self- image and how body image fits into this.

Lesson 2: Puberty for Girls- The children will learn how a girl's body changes during puberty and the importance of looking after themselves physically and emotionally.

Lesson 3: Puberty for boys- The children will learn about how boy's bodies change during puberty.

Lesson 4: Conception- The children will learn that sexual intercourse can lead to conception and that is how babies are usually made. They will learn that sometimes people need help to have a baby (IVF).

Lesson 5: looking Ahead- The children will begin to think about what they are looking forward to as they get older and understand that growing brings responsibilities.

Lesson 6: Looking ahead to year 6- The children will discuss changes that they are looking forward to in year 6.

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Year 6:

Lesson 1: Self and Body image- The children will learn about self- image and developing their own self- esteem and how body image fits into this.

Lesson 2: Puberty- The children will learn to explain how girls and boys bodies change during puberty and the importance of looking after themselves physically and emotionally.

Lesson 3: Babies – Conception to birth – Children will learn how to describe how a baby develops from conception through the nine months of pregnancy and how it is born.

Lesson 4: Boyfriends and girlfriends – Children will learn about how being physically attracted to someone changes the nature of the relationship and what this might mean about having girlfriends or boyfriends.

Lesson 5: Real self and ideal self – Children are taught about the importance of positive self-esteem and how they can develop this.

Lesson 6: The Year Ahead- The children will identify what they are looking forward to and any worries that they may have about the transition to secondary school or moving to their new class.

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Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching '**relationships and health education**' on GOV.UK.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching '**relationships and health education**' on GOV.UK.

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Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



Department
for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.

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Appendix 4

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.

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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.

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Resilience	Cooperation	Compassion	Responsibility	Respect	Curiosity
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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.

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Sex Education (Primary)

30. Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science 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. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.

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