



Review July 2026

Relationships Education, Relationships and Sex Education and Physical Health and Mental Well-Being Policy

Introduction

This guidance replaces the Sex and Relationship Education guidance (2000). This policy will be reviewed annually and approved by Trustees. This policy is developed in conjunction with The Keeping Children Safe in Education (2025) and The Equality Act (2010). This policy will be updated annually. This policy is written with regard to the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (DfE, 2025).

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life.

Rationale

Effective RSHE is essential if young people are to make responsible and well-informed decisions about their lives through their physical, emotional and moral development. It will help them move with confidence from childhood to adolescence and eventually into adulthood. If they are to develop good relationships, then they need to understand themselves – their feelings, motivations, beliefs and values - and to realise that other individuals are equally as complex as themselves and deserve respect.

RSHE, within our PSHE curriculum, will help pupils to develop the skills and understanding they need to live confident, healthy and independent lives through its three main elements:

1. Attitudes and values
2. Personal and social skills
3. Knowledge and understanding.

Relationships Education, RSE and Health Education are intended to help pupils to:

- Build healthy, respectful relationships focusing on family and friends.
- Understand how to be healthy and be aware of potential risk areas (such as drugs and alcohol).
- Learn about intimate relationships and sex.
- Learn about mental wellbeing.
- Develop key personal attributes, such as kindness, integrity, generosity and honesty.

By the end of their education with us the school hopes pupils will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences in later life.

Relationships and Health Education in Primary School

At Lutley, the focus is 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 is 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. Teachers 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 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. Teaching about family structures and relationships will be inclusive of LGBT people and relationships, in an age-appropriate and respectful way.

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 address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers 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.

Under the Education Act 2010, we have a duty of care to ensure that we do not discriminate against any of the protected characteristics. We understand that 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, LGBTQIA+ 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.

Through Relationships Education (and RSE), Lutley teaches pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This is delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This also includes 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. In addition to this, throughout stages in the children's primary education, it is 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. Relationships education does not involve explaining the details of different forms of sexual activity but will cover sensitive topics such as sexual violence in order to keep children safe. These subjects compliment Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children. All teaching relating to bodies, puberty, reproduction and physical development is grounded in biological fact. Pupils are taught the correct vocabulary to describe their bodies, privacy, unsafe touch and abuse. Teaching is age-appropriate, safeguarding-focused and does not include explicit imagery.

Sex Education in Primary School

The content set out in the RSE policy covers everything that primary schools should teach about relationships and health, including puberty- see PSHE Programme of Study. 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. Puberty is taught from Year 4 onwards unless there is a specific medical or safeguarding need. Teaching is factual, biological and age-appropriate. Pupils are taught that only females menstruate and that menstruation is a normal biological process. Puberty is taught to be a natural stage of human growth and development within the human lifecycle. While aspects of puberty are covered through the PSHE curriculum as part of Relationships, Sex and Health Education (RSHE), pupils also learn about the physical changes associated with puberty through the statutory Science curriculum.

At Lutley, we choose to teach some aspects of sex education and will continue to do so, although we understand that this is not a requirement. We believe that it is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. As a result, we have a sex education programme tailored to the age and the physical and emotional maturity of our pupils. It ensures 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. All curriculum materials, including lesson resources, books and external provider materials, will be made available online and/or on request, and parents will be informed in advance when sex education content is taught.

Parental Right to Withdraw

Area	Statutory?	Where Taught	Parent Right to Withdraw
Relationships Education	Compulsory	PSHE curriculum	✗ No withdrawal
Health Education	Compulsory	PSHE/Science	✗ No withdrawal
Sex Education (conception, intercourse, birth beyond science)	Optional	Year 6 RSE	☑ Parents may withdraw

Parents retain the right to withdraw their child from sex education that is not part of the statutory Science and RSHE curriculum. The school will provide annual advance notification, via the school's communication platform, prior to the delivery of sex education by trained teaching staff and the **school nurse**. Parents who wish to exercise their right to withdraw should communicate their decision to the child's class teacher or the school office. All sex education is delivered in a factual, age-appropriate manner and within a safe, supportive learning environment.

Teaching Materials

Working with the school nurse, we have ensured our teaching and materials are appropriate having regard to the age and religious backgrounds of our pupils. We also recognise the significance of other factors, such as any special educational needs or disabilities of our pupils. Resources and materials are shared with parents at a parent meeting so that parents are fully aware of the content delivered to their children.

Teaching and Learning

At Lutley, we have devised a PSHE curriculum that is tailored to the needs of our children. With support from the PSHE Association, we have embedded the Relationships and Health Education mandatory objectives into a robust, thematic curriculum which reflects us as a school. We have designed our curriculum embedding a spiral approach which gradually revisits and reintroduces key topics at a deeper and more complex level within each key stage or year group. This in turn emphasises and embeds the essential skills and attributes young people need to manage their lives, both now and in the future. The curriculum is delivered by all teaching staff and learning is captured in our PSHE floor books. These floor books are consistently reviewed by the Personal Development leader and Senior leadership team to ensure consistency and best practice.

As a Gold Rights Respecting School, we believe that the teaching of children's rights is vital. We have interlinked key articles from the United Nations Convention on the Rights of the Child into our PSHE curriculum so that children can make the links between the key skills and concepts taught and their own rights. Alongside this, we will actively promote Fundamental British Values by explicitly linking them to lessons taught throughout each key stage. The Programme of Study is included later in this document.

Teachers of RSHE will ensure that they are up to date with school policy and curriculum requirements and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they will take this concern to their line-manager.

Programme of Study for PSHE / RSHE

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a Community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
EYFS	Understand what a family is and what it means to them. Understanding about similarities and differences between ourselves and others.	How to show feelings. Seeking help from trusted adults should they need to.	Self-confidence and how to feel good about self-success. Understand how to adjust behaviour to different situations.	Talk about own and others' behaviour and its consequences. Understand how to work as a group and understand what rules are.	Understanding that a range of technology is used in places such as homes and schools.	Jobs in familiar environments such as their family and their school.	Understanding basic hygiene including dressing and going to the toilet.	Understand how good practices regarding sleep, exercise, eating and hygiene help with healthy growth.	Understand the need for safety when tackling new challenges. Considering and managing relevant risks such as at home or in the playground.
Year 1	Roles of different people, families. Feeling cared for.	Recognising privacy; Staying safe. Seeking permission.	How behaviour affects others. Being polite and respectful.	What rules are. Caring for others' needs. Looking after the environment.	Using the internet and digital devices. Communicating online.	Strengths and interests. Jobs in the community.	Keeping healthy. Food and exercise. Hygiene routines. Sun safety.	Recognising what makes them unique and special. Feelings. Managing when things go wrong.	How rules and age restrictions help us. Keeping safe online.
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help, recognising hurtful behaviour	Recognising things in common and differences. Sharing opinions	Belonging to a group. Roles and responsibilities. Being the same and different in the community.	The internet in everyday life. Online content and information	What money is. Needs and wants. Looking after money	Why sleep is important? Medicines and keeping healthy. Managing feelings and asking for help.	Growing older. Naming body parts. Moving class or year.	Safety in different environments. Risk and safety at home. Emergencies.

Year 3	What makes a family. Features of family life.	Personal boundaries. Safely responding to others. The impact of hurtful behaviour.	Recognising respectful behaviour. The importance of self-respect. Courtesy and being polite.	The value of rules and laws. Rights. Freedoms and responsibilities. Age of criminal responsibility.	How the internet is used? Assessing information online.	Different jobs and skills. Job stereotypes. Setting personal goals.	Health choices and habits. Knowing what affects feelings and expressing feelings.	Personal strengths and achievements. Managing and re-framing setbacks.	Risks and hazards. Safety in the local environment and unfamiliar places; including fire, road, rail and water safety
Year 4	Positive friendships, including online.	Responding to hurtful behaviour. Managing confidentiality. Recognising risks online.	Respecting differences and similarities. Discussing differences sensitively. Stereotypes	What makes a community? Shared responsibilities.	How data is shared and used	Making decisions about money. Using and keeping money safe.	Maintaining a balanced lifestyle. Oral hygiene and dental care.	Personal identity. Recognising individuality and different qualities. Mental wellbeing. Menstruation, physical and emotional changes in puberty for girls.	Medicines and household products. Drugs common to everyday life.
Year 5	Managing friendships and peer influence	Physical contact and keeping safe	Responding respectfully to a wide range of people. Recognising prejudice and discrimination.	Protecting the environment. Compassion towards others.	How information online is targeted. Different media types, their role and their impact.	Identifying job interests and aspirations. What influences career choices. Workplace stereotypes.	Healthy sleep habits. Sun safety. Medicines, vaccinations, immunisations and allergies.	Physical and emotional changes in puberty. External genitalia. Personal hygiene routines.	Keeping safe in different situations, including responding in emergencies and first aid.
Year 6	Attraction to others. Romantic relationships, civil partnerships and marriage.	Recognising and managing pressure. Consent in different situations. Types of bullying and abuse.	Expressing opinions and respecting others' points of view including discussing topical issues.	Valuing diversity. Challenging discrimination and stereotypes. Age of criminal responsibility.	Evaluating media sources. Sharing things online.	Influences and attitudes to money. Money and financial risks.	What affects internet and ways to take care of it. Managing change, loss and bereavement.	Human reproduction and birth. Increasing independence. Managing transition.	Keeping personal information safe. Regulations and choices. Drug use and the law. Drug use and the media.

Protected Characteristics

Lutley Primary School is committed to promoting equality, diversity and inclusion in line with the Equality Act 2010. Throughout the PSHE curriculum, staff will make explicit links to the protected characteristics where these arise naturally and meaningfully from the planned learning. These links will be age-appropriate and will support pupils in developing respect, empathy and an understanding that everyone should be treated with dignity and fairness.

Over the course of their primary education, pupils will encounter age-appropriate learning linked to the majority of the protected characteristics through topics such as families, friendship, identity, stereotypes, discrimination, disability, race, religion or belief, sex, age, pregnancy and maternity, and marriage and civil partnership.

The school does not include planned, discrete teaching about gender reassignment within its PSHE curriculum. However, staff recognise that pupils may raise questions or discussions relating to this protected characteristic. Where this occurs, staff will respond in an age-appropriate, factual and sensitive manner, promoting respect for all people, addressing misconceptions where necessary, and reinforcing the school's expectation that everyone should be treated with kindness and respect.

Protected characteristics are not taught as isolated topics; rather, they are woven into the curriculum where they enhance pupils' understanding of equality, inclusion and respectful relationships.

Meeting the needs of all children

Meeting these objectives will require a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods at Lutley take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. We consider what is appropriate and inappropriate in a whole-class setting, and teachers have had training in answering questions that are

better not dealt with in front of a whole class. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility for all. Children are all taught to identify a trusted adult who they can report concerns to both in and out of school including: class teacher, Designated Safeguarding Lead (DSL), CEOP button, childline.

Accessibility and Inclusion for Pupils with SEND

The school is committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), can access PSHE/RSHE content in a meaningful, safe, and developmentally appropriate way. Teaching staff and the school nurse will work closely with the SENDCo to identify individual needs and implement appropriate adjustments. This may include differentiated materials, simplified language, visual supports, social stories, pre-teaching of key concepts, and the use of alternative or augmentative communication systems.

Where pupils require additional processing time or reduced sensory input, lessons will be adapted to minimise cognitive load and environmental distractions. Small-group or one-to-one delivery may be provided when this supports understanding or emotional regulation. Staff will ensure that content related to bodies, relationships, and personal safety is taught with sensitivity to pupils' communication profiles, learning needs, and safeguarding considerations.

Individual risk assessments and pupil support plans will be considered when planning and delivering RSHE. The school will work collaboratively with parents, carers, and external professionals to ensure that pupils with SEND receive consistent, reinforced messages across home and school. All adaptations aim to uphold each pupil's dignity, promote autonomy, and ensure full participation in the RSHE curriculum.

Managing Difficult Conversations

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in these situations. They may refer it to the Personal Development Leader, who may also seek advice from the school nurse, or Trust CEOP Ambassador. Some issues may be referred to parents who will be consulted on this.

Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. At the beginning of each lesson, the teacher will create an agreement with the class. The children will understand that their classroom is a safe environment for them to be open, honest and to ask any questions they might have. This is to prevent children seeking information in inappropriate places and, in turn, gaining more misconceptions.

All staff will be given training on how to deliver effective RSHE lessons and will use their knowledge and understanding of the children, our curriculum and statutory guidelines in order to answer questions and facilitate discussions in an appropriate manner. Staff do not provide personal opinions or contested ideological viewpoints. Where questions relate to gender identity or other sensitive issues, staff follow safeguarding procedures and provide factual, age-appropriate responses.

Safeguarding, reports of abuse and confidentiality

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

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Our children are made aware of how to raise their

concerns or make a report and how any report will be handled. This includes processes when they have a concern about a friend or peer.

Staff know how to manage the requirement to maintain an appropriate level of confidentiality and there will be an involvement from the Designated Safeguarding Lead (or a deputy) in anything that is safeguarding-related in the context of these subjects. During the sessions, the children will understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report. It is up to the school to make sure that the needs of all pupils are met. For some children, this may mean additional support within lessons, small group or individual lessons and adapting of resources to enable access. Parents may need to be consulted individually with regard to children with SEND.

The school does not socially transition any pupil. Requests for changes to names, pronouns, uniform or facilities are managed through formal safeguarding processes and always involve parents. RSHE teaching does not encourage, promote or normalise social transition. Staff follow safeguarding procedures if a child expresses distress about their identity.

Consulting Parents

We acknowledge that parents are the key people in:

- teaching their children about sex and relationships
- maintaining the culture and ethos of the family
- helping their children cope with the emotional and physical aspects of growing up
- preparing their children for the challenges and responsibilities that sexual maturity brings
- controlling mobile devices and setting parental restrictions

As well as consulting parents more generally about our overall policy, we also consult with parents before and during the final year of primary school about the detailed content of what will be taught. This process includes offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Teaching takes into account of the developmental differences of children. Parents of pupils in year 6 are invited to view the resources for the year 6 programme of work and to discuss how they feel about the programme and raise questions. This opportunity takes place before the pupils begin the programme. Parents are actively encouraged to find out about the programme and then support their children at home. Leaflets giving advice about this are given out at the meeting or by arrangement. All RSHE materials, including lesson plans, videos and external provider resources, are available for parents to view on request. External agencies are vetted to ensure materials are factual, age-appropriate and do not include contested concepts such as gender identity.

The Right to Withdraw

The role of families in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. The curriculum in school and support from home should work hand in hand to ensure that the children are ready to embrace the challenges of creating a happy and successful adult life.

The Relationships, Health and Sex Education regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships and Health Education compulsory for all pupils receiving primary education. Sex education is non-compulsory at primary school but it is recommended by the Department for Education. **If a parent wishes to withdraw their child from all or part of our sex education curriculum, then they must request in writing to speak with the**

Headteacher. The Headteacher will explore the concerns of the parents and the possibilities of adjusting the programme e.g. the pupil taking part in agreed sessions only and will discuss any impact that withdrawal may have on the pupil. Once a pupil has been withdrawn he/she may not take part in sex education until the request for withdrawal has been removed. Handouts may be presented to parents to share with children when requested. The Head teacher will grant a request to withdraw a pupil from any sex education delivered in primary school, other than content that is part of the science curriculum. If a pupil is excused from sex education, school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Procedures for Monitoring and Evaluation

The RSE policy and programme is evaluated in line with:

- SMSC monitoring by the leaders for this subject
- Science monitoring by the coordinators for the subject
- Online Safety monitoring by the leader
- Staff responses
- Lifestyles Survey Data
- Phase band team meetings
- Parental consultation
- Pupils' responses
- Updates to e-safety and safeguarding legislation
- CEOP and Online Safety recommendations.

Developed by: PSHE Co-ordinator and Senior Leadership Team, including Headteacher

Reviewed by: Board of Trustees Curriculum and Standards Committee

Consultation with Parents: Autumn Term

Review schedule: Annual