



Believe, Achieve, Succeed

Relationships Education Policy

Relationships, Sex and Health Education (RSHE) Policy

Responsibility for this policy lies with	Headteacher
Policy approved date	May 2026
Policy due for review on	May 2030



1. Rationale

Definition:

The following policy refers to Relationships, Sex and Health Education (RSHE) at Vicar's Green Primary School.

Sex education is defined in this policy as preparing boys and girls for the changes that adolescence brings and the scientific process of how a baby is conceived and born. It also includes age-appropriate teaching on consent, personal boundaries, and respectful relationships within the context of puberty and growing up

Relationships Education provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationships Education is therefore a tool to safeguard children.

Aspects of Relationships Education are taught as an integral part of the school's PSHE provision throughout the primary school from Reception to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment.

Relationships Education contributes to the foundation of PSHE and Spiritual, Moral, Social and Cultural (SMSC) development and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

It also contributes to statutory Health Education, including mental wellbeing, physical health, online safety, and personal safety development as required by the Department for Education RSHE and Health Education guidance (2019, as updated and currently in force). Pupils will also be taught to critically evaluate online content, including misinformation, manipulated media, harmful online influences, and age-appropriate digital safety risks.

Relationships Education and Ofsted:

The current Education Inspection Framework (EIF) sets out expectations that schools promote pupils' personal development, including their understanding of healthy relationships, online safety, mental wellbeing, and safeguarding risks both online and offline. Inspectors evaluate how effectively schools prepare pupils for life in modern Britain through high-quality RSHE and safeguarding education.

Moral and Values Framework:

The Relationships Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. In its implementation, it will draw from the practical experiences of those who represent the various religious and philosophical groups within the local community. The Relationships Education Policy will be complimentary with the Religious Education Policy of our school.

2. Statutory requirements

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and school's advice. The DfE guidance states that schools should pay particular attention to the Public sector equality duty (PSED)

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.

As a maintained primary school, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017. We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. Our school also delivers sex education in Year 6 as part of Relationships Education. Parents can withdraw from sex education lessons.

In teaching Relationships Education, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We also deliver the full statutory requirements of Health Education, which include:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- drugs, alcohol and tobacco education
- health and prevention (including basic hygiene and vaccination awareness)
- basic first aid

Staff ensure these strands are taught progressively through PSHE and science in an age-appropriate way.

We comply with the most recent version of “Keeping Children Safe in Education” (KCSIE), updated annually, and ensure all RSHE delivery aligns with the latest safeguarding guidance and expectations for schools.

At Vicar’s Green Primary School, we teach Relationships Education as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The steps taken to review the policy are as follows.

The Department for Education and Ofsted have clearly outlined aspects of Relationships Education that are statutory in all primary schools, therefore some recommendations or comments made during the consultation process may not be reflected in the final policy as our school has to ensure we are meeting statutory guidelines.

1. **Review** – members of school staff looked through the existing Relationships Education policy as well as local and national guidance for Relationships Education. The existing Relationships Education policy was then reviewed to reflect any advice and changes at local and national level.

2. **Staff consultation** - Staff were consulted via a staff meeting where they were asked to review the teaching and delivery of Relationships Education here at Vicar's Green Primary School. This feedback formed part of the review process.
3. **Parents** – Two meetings were held in school. The first meeting took the form of a consultation where the proposed changes were shared with the parents; in the second meeting the parents were presented how these changes would look in practice. *Due to the delays related to Covid in implementing the scheme, the school will review the policy with parents again. The draft policy will be placed on the school website for 2 weeks for parents to review and make comments.*
4. **Pupil consultation** – We consulted with pupil via the 2025 Health Related Behaviour Survey. The results of this survey were then used to inform the policy and inform the delivery of RSE in our school. A pupil focus group was also held so that pupils could feed into the content of the policy. The policy is available on the school's website.
5. **Ratification** – once amendments are finalised, the policy will be shared with governors and ratified. The policy will be then ratified by the governing body.

This policy will be reviewed every four years, or sooner in response to statutory, safeguarding, or curriculum changes. The next review will take place in May 2030.

4. Aim and objectives

The aim of this policy is to enable the effective planning, delivery and assessment of Relationships Education.

Relationship Education in Vicar's Green Primary School has three main elements:

Attitudes and Values

- Learning the importance of values, individual conscience and moral choices;
- Learning the value of family life, stable and loving relationships;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas;
- Developing critical thinking as part of decision-making;
- Challenging myths, misconceptions and false assumptions about normal behaviour

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;

- Learning to make choices with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict;
- Empower pupils with the skills to avoid inappropriate pressures, exploitation, coercion, or unsafe situations, both online and offline.

Knowledge and Understanding

- Learning and understanding physical development at appropriate stages;
- Understanding human sexuality, reproduction, emotions and relationships
- Understanding physical and mental health, including how emotions, online behaviour, and relationships affect wellbeing (in line with statutory Health Education requirements)
- Develop positive values and moral frameworks that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and respect for individual conscience and the skill to judge the kind of relationship they want.
- Understand consequences of their actions and behave responsibly within pastoral relationships
- Communicate effectively by developing appropriate terminology for body and relationship issues
- Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice and promote equality and diversity.
- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary

5. Equal Opportunities

The school is committed to the provision of Relationships Education. **Teaching ensures that no group or characteristic is promoted over another, and all families, relationships, and identities are treated with equal respect in line with the Equality Act 2010 and Public Sector Equality Duty (PSED).**

Relationships Education contributes to the foundation of PSHE and Citizenship and provides a valuable opportunity to promote equality, inclusion, and respect between individuals and groups. It involves exploring human and social diversity, fostering self-worth, and encouraging pupils to recognise, accept, and respect differences.

The school is committed to delivering Relationships Education to all pupils, ensuring that no individual or group is disadvantaged. Teaching reflects the principles of the Equality Act 2010 and the Public Sector Equality Duty (PSED), and ensures that no protected characteristic is promoted above another or treated less favourably. All pupils are treated with equal respect regardless of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation.

The curriculum is designed to respond to the diversity of pupils' cultures, faiths, and family backgrounds, including single-parent families, same-sex parents, adoptive and foster families, and looked-after children. The school will make reasonable adjustments where necessary to ensure all pupils, including those with

SEND, can fully access and engage with the RSHE curriculum, with teaching delivered in a sensitive and inclusive way that ensures all pupils feel represented and respected, and that no protected characteristic is stigmatised or used as a basis for exclusion from learning content.

All staff are expected to ensure that every pupil has equal access to learning opportunities in Relationships Education. While provision is consistent for all groups, additional support may be provided for pupils with special educational needs and disabilities (SEND) where appropriate, in line with the SEND Code of Practice.

6. Delivery of RSHE: Content, delivery and training: Content, delivery and training

Relationships Education is taught within the personal, social, health and economic (PSHE) education curriculum. Our school uses the Ealing PSHE scheme of work to deliver PSHE and Relationships Education. Biological aspects of Relationships Education are taught within the science curriculum, and other aspects are also included in health education.

The school ensures full coverage of statutory Health Education alongside Relationships Education, including:

- mental health and emotional wellbeing (including where to seek help)
- online safety, including exposure to harmful content and misinformation
- healthy lifestyles, including diet, exercise, and sleep
- substance awareness (age-appropriate drugs, alcohol, and tobacco education)
- basic first aid awareness
- wellbeing online, including identifying misinformation, unsafe online influences, and strategies for seeking help and support

The main aspects of Relationships and Health Education are covered throughout the academic year through a progressive and spiral PSHE curriculum (See appendix 1) including aspects of keeping safe, good and bad touch, healthy friendships, online safety, peer pressure, saying no, the PANTS rule, families and people who care for me.

The main aspects of Relationships and Health Education are covered throughout the academic year through a progressive and spiral PSHE curriculum

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships

- Being safe

The above points are covered in an age appropriate way from EYFS to Year 6 (see appendix 1 for more detail). These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). This includes teaching about diverse families, including different types of family structures, including same-sex parents in an age-appropriate manner. This supports the school's duties under the Equality Act 2010 and promotes mutual respect and tolerance in line with Fundamental British Values

The changing adolescent body (puberty) is covered in years 4, 5 and 6. It is covered at this age to ensure children are prepared for the emotional and physical changes that will happen during puberty. Puberty is part of the statutory Health Education curriculum.

Sex education is taught in Year 6 only as part of the RSHE curriculum. This lesson builds upon prior learning about puberty, human development, and the male and female reproductive systems taught through statutory Science and Health Education

Sex education in primary school is non-statutory and is delivered in addition to the Science curriculum. Parents retain the right to withdraw their child from non-statutory sex education lessons only.

Parents of Year 6 children will be invited to a workshop regarding Sex Education prior to the topic being taught.

Delivery:

Relationships Education will usually be delivered by a member of school staff, usually the child's class teacher. If an external visitor is delivering all or aspects of Relationships Education, parents will be informed.

Relationships Education is usually delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

Relationships Education will be assessed as part of the wider PSHE curriculum.

RSHE will be delivered in an age-appropriate, inclusive and accessible way for all pupils. Reasonable adjustments will be made where necessary to support pupils with SEND and additional need

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSE questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. 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 this area and refer to the Child Protection Lead if they are concerned.

The following are protocols teachers follow for discussion ('Ground Rules')

- No one (teacher or pupil) will have to answer a personal question

- No one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions and may say (for example):
 - The appropriate person to answer that question is your parent
 - The question can be discussed one to one after class
 - The topic will be covered at a later stage in their Relationships Education
- Feelings of embarrassment or discomfort may arise during discussions; however, pupils will be encouraged to respond respectfully and maturely at all times.
- Teaches ensure respect for others' beliefs while not promoting stigma or discrimination

The lead teacher for PSHE monitors the implementation of Relationships Education, this monitoring is done through book scrutiny, lesson observations, and pupil conferencing sessions Relationships Education is assessed and evaluated by using the Ealing PSHE scheme of work.

Staff receive training on the delivery of RSHE as part of continuing professional development. Staff are supported to deliver RSHE confidently, accurately, and sensitively in line with statutory guidance and safeguarding expectations.

External professionals, including health professionals and local authority advisers, may provide additional support or training where appropriate.

7. Child protection

If a disclosure raises safeguarding concerns, staff will immediately refer to the Designated Safeguarding Lead (DSL) in line with “Keeping Children Safe in Education” statutory guidance.

There may be rare occasions when a teacher is directly approached by a primary aged child who is sexually active, contemplating sexual activity and/or is being sexually abused. With respect to child abuse and protection procedures, staff will follow the school's child protection policy. This includes concerns relating to peer-on-peer abuse, sexual harassment, online abuse, exploitation, harmful sexual behaviour, coercion, and inappropriate online contact in an age-appropriate, primary school context.

Staff will also be referred to the latest version of “Keeping Children Safe in Education” (KCSIE) (updated annually), which is statutory for all schools and sets out safeguarding responsibilities for staff and leaders.

the latest version of “Keeping Children Safe in Education” (KCSIE)

DfE's 2025 document on 'Keeping children safe in education'- statutory guidance for schools and colleges
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working Together to Safeguard Children (latest version)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

8. Partnership with Parents

The school views parents as partners in the delivery of Relationships Education. Parents will be informed about the Relationships Education programme at the start of the summer term as part of information provided on what their children will be learning. Curriculum statements are published on the school website.

Should parents have any questions regarding Relationship Education they are welcome to approach the school. Parents are also invited to review representative curriculum materials and resources used to support RSHE teaching.

Right to withdraw

Parents do not have the right to withdraw their children from statutory Relationships and Health Education lessons (see outline of Relationships and Health education in appendix 1). Parents also cannot withdraw their children from the statutory National Science Curriculum (see appendix 1)

Parents have the right to withdraw their children from the non-statutory components of sex education (taught in year 6 only) within Relationships Education. Requests for withdrawal from these lessons should be put in writing and addressed to the headteacher. In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until that specific lesson is over. The school will clearly communicate to parents **that statutory Health Education and Relationships Education cannot be withdrawn from, while non-statutory sex education in Year 6 remains optional.**

If you withdraw your child from sex education lessons, the school cannot guarantee that your child will not hear about the content of lessons from other pupils e.g. on the playground, walking home from school. By withdrawing children from sex education lessons, they may seek the information from elsewhere e.g. friends, siblings, and the internet. These sources of information are often incorrect and unreliable and can expose children to information which is not appropriate for their age.

9. Monitoring:

The school is committed to regularly monitoring and evaluating the quality and impact of RSHE provision.

Monitoring activities may include:

- lesson observations
- pupil voice activities
- staff feedback
- governor monitoring
- planning scrutiny
- learning walks
- assessment activities
- parent consultation

The PSHE/RSHE lead is responsible for monitoring delivery across the school and reporting findings to senior leaders and governors where appropriate.

Feedback from pupils, parents, staff and governors will be used to review and improve the curriculum to ensure it remains age-appropriate, inclusive, and compliant with statutory guidance.

10. Roles and responsibilities

The governing board

Governors will ensure the school meets statutory RSHE and Health Education requirements and that safeguarding, Equality Act duties, and curriculum compliance are fully implemented.

The headteacher

The headteacher is also responsible for ensuring RSHE provision meets statutory safeguarding, equality, and curriculum requirements across the school, and for managing requests to withdraw pupils from non-statutory components of Relationships Education (see appendix 1).

Staff

Staff are responsible for:

- Delivering Relationships Education in a sensitive way
- Modelling positive attitudes to Relationships Education
- Monitoring progress
- Following safeguarding and child protection procedures where concerns arise
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching Relationships Education are encouraged to discuss this with the headteacher.

All staff must ensure RSHE delivery aligns with statutory Health Education requirements and safeguarding expectations under KCSIE.

All teaching staff, including cover teachers, will deliver Relationships Education lessons. Ms M Blissett is responsible for leading PSHE and RSE in this school.

All staff must also ensure RSHE delivery aligns with statutory Health Education requirements and safeguarding expectations under KCSIE

Pupils

Pupils are expected to engage fully in Relationships Education and, when discussing issues related to Relationships Education, treat others with respect and sensitivity.

Appendix 1: Ealing primary school PSHE Scheme of Work Yearly Overview

	Autumn: Relationships and Health Education		Spring: Living in the Wider World		Summer: Relationships and Health Education	
Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Who are we?	How do I look after my body? Part 1	How do I stay safe in different places? Part 1	How do I look after my body? Part 2	How do I stay safe in different places? Part 2	Who is there for me?
Reception	Who am I?	What do I need to do be healthy?	What is a rule? Do we need them?	What makes me special?	How can I keep myself safe?	Who is important to me?
Year 1	Who is there to help me?	What things does a healthy person do?	What are rules and why do we have them?	What will I bring to my community?	What is personal safety?	What do we have in common?
Year 2	What is a good friend?	What things make us healthy and what things might harm our bodies?	What are rights and responsibilities?	What is money?	How does being safe make me feel?	How do I recognise risk?
Year 3	How do we make our relationships safe and fair?	What are healthy habits and why are they important?	How do communities make a difference?	How do I make informed choices about money?	How do I keep my body safe?	Who is there to help me when I think there's a risk?
Year 4	Why are respectful relationships important?	What action can I take to look after my health?	What is citizenship?	How can I support my community?	What changes happen as I grow up?	What can I do about risks?
Year 5	What are the consequences of unhealthy and unfair relationships?	How do different parts of our bodies impact on our health?	What is global citizenship?	What do I want to do when I grow up?	What can I expect during puberty?	How do we respond to change, risk, and harm?
Year 6	How can I maintain healthy relationships?	How are our physical health and mental health connected?	How do we create equality for all citizens?	How can I be prepared for work in the future?	How is my body preparing for adulthood?	How do relationships change as we grow up?
Colour Code:	Health and Wellbeing		Living in the Wider World		Relationships	

Appendix 2: Curriculum coverage – science, sex education, relationships education and health education

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:

- describe the changes as humans develop to old age
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Sex Education – Year 6 only

- The process of sexual reproduction and birth in humans
- How the reproductive systems of males and females combine to conceive (sperm must meet egg)
- Questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education

2025 Relationships education, relationships and sex education (RSE) and health education statutory guidance

Relationships education curriculum content

Families and people who care for me

- That families are important for children growing up safe and happy because they can provide love, security and stability.
- 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.
- 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.
- That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
- That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- 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

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- 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.
- 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.

- 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.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
- How to manage conflict, and that resorting to violence is never right.
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

- 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.
- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- 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.
- 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.
- 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.
- Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
- The conventions of courtesy and manners.
- 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.
- 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.
- What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

- 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.
- 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.

- 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.
- The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
- 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.
- 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

- 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.
- 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.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
- How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- 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.
- 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.

Health education curriculum content

General wellbeing

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

- Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- That it is common to experience mental health problems, and early support can help.

Wellbeing online

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

Physical health and fitness

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

Healthy eating

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

Drugs, alcohol, tobacco and vaping

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

Health protection and prevention

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

Personal safety

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

Basic first aid

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

Developing bodies

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

Appendix 3: Relationships and health education learning questions for autumn and summer half-terms – Ealing Scheme of Work

Autumn 1 Relationship and health education

Year group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Termly Learning Question	Who are we?	Who am I?	Who is there to help me?	What is a good friend?	How do we make our relationships safe and fair?	Why are respectful relationships important?	What are the consequences of unhealthy and unfair relationships?	How can I maintain healthy relationships?
Lesson 1	Who am I?	Who is in my class?	What is PSHE?	Why do we study PSHE?	What are the consequences of not studying PSHE?	What knowledge and skills have I learnt in PSHE and what more do I need to know?	How does PSHE help me now in the future?	How has PSHE helped me throughout primary school and beyond?
Lesson 2	Who is in my class?	Who is in my class?	Who is important to me? How do they help me?	What is a friend and how do I make friends?	What information do we share with friends, family, and professionals?	What does a respectful relationship look like and how does it make us feel?	What are the features of healthy and unhealthy relationships and how do they make us feel?	How do I prepare for Y6 and the changes to come?
Lesson 3	How do we make friends?	Who is in my family?	How are friends, family, and teachers different?	How can we be a good friend?	How do we recognise bullying and show empathy?	Why is empathy important in friendship?	What is peer pressure? What is consent?	How do I prepare for High School?
Lesson 4	What do we share?	What are feelings?	How does it feel to be cared for and what do I do if I don't feel safe?	What is bullying and how does our behaviour affect others?	What does it mean to be equal? What is prejudice and discrimination?	What are the impacts of prejudice and discrimination?	How are people discriminated against?	How do friendships change?
Lesson 5	What are feelings?	How can I understand my feelings?	How do I recognise feelings in myself and others?	Why does resilience matter in our relationships?	What is racism and what can I do about it?	How can I be an ally?	What is an upstander?	How do I manage pressure and set boundaries?

Autumn 2 Relationship and health education

Year group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Termly Learning Question	How do I look after my body? Part 1	What do I need to do to be healthy?	What things does a healthy person do?	What things make us healthy and what things might harm our bodies?	What are healthy habits and why are they important?	What action can I take to look after my health?	How do different parts of our bodies impact on our health?	How are our physical health and mental health connected?
Lesson 1	What are the different parts of my body?	Why is it important to be healthy?	How do I set goals?	What is physical health?	What does a person do to stay healthy?	Why is it important to eat a variety of food?	How much energy do I need?	How do I read food labels?
Lesson 2	What rules are there for my body? (PANTS)	What food should we eat more to be healthy?	How do I look after my teeth?	What is mental health?	Why is it important to stay hydrated?	What are Fibre and Nutrients?	What are the risks of not looking after our bodies?	How do I build good sleep routines?
Lesson 3	How do I keep my body clean? (hand washing/ sneezing)	What do we need to do to keep fit?	How do we stay healthy?	What are medicines and how do I use them safely?	What are healthy exercise habits?	How much sugar is unhealthy?	What does my brain really do?	What are the consequences of an unhealthy lifestyle?
Lesson 4	How do I go to the toilet safely?	What do we need to do to keep clean?	How do we get ready for good sleep?	What are unsafe substances such as drugs and alcohol?	What are healthy habits for our mind?	How does being online affect our health?	How are some people's brains different and what is neurodiversity?	How are our physical health and mental health connected?
Lesson 5	How do I keep my body healthy?	What else do we need to do to be healthy?	What should we eat to be healthy?	What are the dangers of smoking or vaping?	How does oral hygiene help my health?	How do I recognise and manage my feelings and emotions?	How are the mind and body connected?	What is self-esteem?

Summer 1 Relationship and health education

Year group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Termly Learning Question	How do I stay safe in different places? Part 2	How can I keep myself safe?	What is personal safety?	How does being safe make me feel?	How do I keep my body safe?	What changes happen as I grow up?	What can I expect during puberty?	How is my body preparing for adulthood?
Lesson 1	What is road safety?	What is the PANTS rule?	What is personal hygiene?	What happens when I sleep?	What are allergies?	What is a healthy brain and mind?	What helps our bodies and what harms our body? Medicines vs Drugs	What choices are there around substances as I grow up?
Lesson 2	What things keep me safe outdoors?	What is a good or bad touch?	How do I keep myself safe at home?	How can being online affect my health?	How do I manage other types of health issues?	What is the life cycle and how do we change?	What are hormones?	What is mental illness and addiction?
Lesson 3	How do I stay safe online?	How can I keep myself safe with my friends?	How do we keep safe outdoors?	What things do we need to make time for?	What body parts belong to me?	What physical changes happen as we grow up?	What physical changes happen in puberty?	Why does the body change during puberty?
Lesson 4	How do we look after the planet?	How can I keep myself safe around medicines?	What are different types of touch? Kind and Unkind, Safe and Unsafe	How do different types of touch make me feel?	How do I keep my body private? (PANTS)	What is the menstrual cycle?	What emotional and social changes happen during puberty?	How does our body change for reproduction? (S.E)
Lesson 5	What is charity?	How can I keep safe on the road?	Who keeps me safe?	What's the difference between risks, unsafe events, and emergencies?	How do different cultures celebrate growing up?	What is gender equality? Period Poverty Campaign	What happens after adolescence?	How do we stay healthy as we age? (Dementia)

Summer 2 Relationship and health education

Year group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Termly Learning Question	Who is there for me?	Who is important to me?	What do we have in common?	How do I recognise risk?	Who is there to help me when I think there's a risk?	What can I do about risks?	How do we respond to change, risk, and harm?	How do relationships change as we grow up?
Lesson 1	What is the same and different about us?	What is the same and different about families?	What makes a family?	What does my family do for me?	How can families be different?	What makes a family unique? Understanding family history, culture, and values	How can families change?	How do we show love, care, and commitment to others?
Lesson 2	How is our family special?	How does my family make me feel?	What is the same and different about all of us?	What is the difference between a secret and surprise?	How do we manage pressure from friends? 'Doing dares'	What is the difference between a positive risk and dangerous behaviour?	How is an online relationship different to real life?	What pressure may we face online in our relationships as we grow up?
Lesson 3	What do I do if I get lost?	How do we keep ourselves and our families safe?	How can I treat others kindly?	How do I keep myself safe in familiar and unfamiliar places?	Who keeps me safe in different places?	What risks are there when I am in different places?	How do I identify risks in different places and how do I respond?	How can I help others in an emergency?
Lesson 4	How does change feel?	How would an emergency make you feel?	What happens if we treat people unkindly?	How do I help someone in need? (Basic First Aid)	How do I contact the emergency services?	How do I react when someone is hurt?	How can I save a life?	What will I take away from PSHE?
Lesson 5	How can I get ready for change?	What does 'to stereotype' mean?	What will I take away from PSHE?	What will I take away from PSHE?	What will I take away from PSHE?	What will I take away from PSHE?	What will I take away from PSHE?	What advice would I give to Year 6's?

Appendix 4: sample letters for parents/carers

Dear parents and carers, (Please amend appropriately for your school)

As we approach the summer term, children will be focusing on the topics of relationships and health education as part of their PSHE Lessons. By the end of Key Stage 1, students will learn about public versus private body parts and the correct scientific names for body parts. From Key Stage 2 onwards they will be exploring the statutory health topic of developing bodies and exploring how their bodies are changing in preparation for the next stage of the life cycle and exploring relationships with family and professionals who play a vital role in protecting them from harm.

It is at this point that children in Year 6 will receive their one non-statutory sex education lesson, which develops their knowledge of puberty and the reproductive systems by covering the scientific process of reproduction. As this lesson is a non-statutory component, parents have the right to withdraw their children from this lesson. However, we encourage parents to engage with the school and our PSHE lead before finalising this decision.

Our aim is to ensure that your children grow up happy, healthy, and safe. This element of the curriculum is essential in ensuring children have the necessary knowledge and skills to make safe, informed choices in their lives. We include this lesson in Year 6 to follow best practice Relationships and Health Education, which builds on understanding relationships and health topics in a spiral curriculum by introducing new concepts gradually in safe, age and stage-appropriate ways.

We want to emphasise that we recognise and respect the vital role parents play as the primary educators of their children, especially when it comes to matters of relationships and growing up. The school and the local authority continue to value and support your role in shaping your child's understanding of these crucial aspects of life.

We also believe that a well-rounded education involves a collaborative effort between school and home. The curriculum serves as an essential tool to reinforce and complement the values and lessons you instil at home. It provides a structured and age-appropriate platform for delivering important messages about relationships, health, personal well-being and safety.

We encourage you to take an interest in your child's learning by engaging with them about the topics covered in the PSHE curriculum. We believe that open communication between school and home plays a crucial role in reinforcing positive values and fostering a supportive environment for your child's overall development.

We would like to take this opportunity to invite you to a parent workshop to discuss the upcoming content, which is a statutory part of the PSHE curriculum, allowing us to meet the statutory Department for Education (DfE)'s requirements for Relationships and Health Education in primary schools. We will also be discussing the one non-statutory sex education lesson for Year 6 during this workshop, including specific content covered in this lesson.

Our RSHE (CHANGE NAME IF NEEDED) workshop will be held on (INSERT DETAILS HERE) and will be delivered by our PSHE Lead (or local authority lead for PSHE and RSHE)

Should you have any questions or concerns about PSHE or the upcoming Relationships and Health topic(s), please feel free to reach out to your school's PSHE Lead (INSERT name and details here) We value your partnership in providing the best possible education for your children. Thank you for your continued support and collaboration.