

Relationship and Sex Education Policy



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Contents:

1. Purpose of the Policy	3
2. Introduction	3
3. Aims.....	3
4. Relationships Education Defined	4
5. Health and Well Being Defined	4
6. Sex Education Defined	4
7. Subject Progression	
Early Years.....	5
Key Stage 1 and 2	6
8. SEAL Programme.....	8
9. LGBT	8
10. You, Me and RSE – via the SASWT.....	8
11. Parental rights to withdraw	9
12. Safeguarding children	9
13. SEND and vulnerable children	9
14. Policies to read alongside RSE policy	10
15. Appendix 1	11

Purpose

This policy has been developed with reference to the Department for Education's statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (published July 2025). We at St. Philip's are committed to being a health promoting school and recognise that we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education.

Introduction

From September 2020, Relationships Education has been compulsory in all primary schools in England. This is in response to the *"identified risks that children and young people may be exposed to through their increased online activity and the need to support them to be safe and healthy and manage their academic, personal and social lives in a positive way"*. (NSPCC 2019)

We, at St. Philip's CE Primary school want **all** children in our community to grow up healthy, happy, safe and able to manage the challenges and opportunities of modern-day life. We believe that the best way to equip the children in our community to make informed decisions about their wellbeing, health and relationships is to offer them an age appropriate curriculum of Relationships and Health Education.

This policy reflects the outcome of discussions with staff, Governors and some parents and is based directly on the shared perceptions of the needs of the children in our school as well as ensuring the policy follows the statutory guidance updated for September 2026.

Aims

The aim of this policy is to ensure that within our Christian environment we ensure that the *2 elements of our PSHE curriculum, "thought to be central pillars of our curriculum – Relationships and Sex Education and Health and Wellbeing are being implemented according to statutory guidance"*. It also aims to promote our Christian Values and to recognise that implementing the above cannot take place without a moral framework. However, we do not seek to impose any singular code of moral values as we recognise and encourage the diversity of values within the school community and society as a whole. Therefore, our PSHE curriculum will reflect the whole school ethos and demonstrate and encourage the following human values:

- Respect for self
- Respect for others
- Responsibility for own actions
- Responsibility for their families, friends, school and wider community.

This policy will detail the following:

- Relationships and Sex Education and Health and Wellbeing Definitions
- Subject Progression
- SEAL Programme
- LGBT
- You, Me and RSE – in conjunction with SASWT
- Parental rights to withdraw
- Safeguarding Children
- Protecting SEND and vulnerable children

Relationships Education Defined

Relationship and sex education is defined as having three main elements:

- Lifelong learning about physical and social development.
- The understanding of the importance of family life in which stable and loving relationships demonstrate mutual respect, love and care.
- The teaching of puberty, sex and sexuality.

Relationships Education in Primary Schools has been mandatory from September 2020. This means that primary schools should be teaching the fundamental building blocks and characteristics of positive relationships with other children and adults.

In accordance with our vision statement which details that at St. Philip's "Happiness, Love and Security Abound", teachers will create opportunities to ensure that children are taught about positive emotional and mental wellbeing and how friendships can impact on this.

They will create a culture at St. Philip's where "Relationships and Teamwork Matter" and where positivity and praise are abundant in ensuring that "Every achievement is celebrated" since "Everyone is Special."

Children at St. Philip's will also be taught to recognise and report different types of abuse, including emotional, physical and sexual abuse. This will include focussing on boundaries and privacy so that children understand that they have rights over their own bodies and know how to seek advice when they suspect or know that something is wrong. Children will also be taught about boundaries with their peers including when they are online.

This includes:

Current guidance expects children to learn about:

- online friendships;
- social media;
- sharing images;
- online grooming;

- consent in online spaces;
- reporting concerns

(Taken from the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' Government document published July 2025)

Wellbeing online

Curriculum content:

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

Health and Wellbeing Defined

Health and Wellbeing teaching should focus on teaching the characteristics of good physical health and mental wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed. It should include the promotion of hobbies, interests and full participation in the community. By embedding these principles teachers should be able to address issues such as isolation, loneliness, unhappiness, bullying and the negative impacts of poor health and wellbeing.

Health education in primary starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional

awareness. Schools should emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors. As in all of RSHE, care should be taken to avoid exposing pupils to concepts which are not appropriate for them.

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

General wellbeing

Curriculum content:

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

(Taken from the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' Government document published July 2025)

Sex Education Defined

Sex Education is not compulsory in Primary Schools although here at St. Philip's CE Primary School we choose to teach some aspects of sex education in Year 5. The teaching of sex education is tailored to take account of the specific age and the maturity of the children in the class. As already stated, it is not compulsory and parents have the right to request that their child be withdrawn from these lessons if they have concerns.

The Key Stage 2 Science Curriculum also includes content on human development, including reproduction, from which parents have no right to withdraw.

All of the above should be set in the context of a wider whole school PSHE curriculum, a school wide approach to supporting our children to be safe, happy and prepared for life beyond school and a reflection that Christ is in Everything We Do.

Subject Progression in RSE

Responsibility for teaching RSE lies with the Class Teacher. Some external agencies may be enlisted however for specialist teaching -See Appendix 1.

The PSHE Lead offers help and support on latest PSHE guidance and best practise however Relationship and Sex Education and Health and Wellbeing at St. Philip's is seen as the concern of every member of staff. Adults model appropriate relationships and best practice with regard to health and wellbeing, especially focussing on emotional wellbeing as well as physical.

Early Years

Early Years Relationships Education is seen under the umbrella of Personal Social and Emotional Development. The aspects of this area are "Making Relationships" and "Managing Feelings and Behaviour" where children can:

- play co-operatively, taking turns with others.
- They take account of one another's ideas about how to organise their activity
- They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.
- They work as part of a group or class, and understand and follow the rules.
- They adjust their behaviour to different situations, and take changes of routine in their stride.

Additionally, children in the Early Years learn about how to keep themselves healthy and safe through the following aspect; Health and Self-Care. They learn to:

- Be aware of the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
- They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Reception children also partake in our whole school SEAL programme which addresses Social and Emotional Aspects of Learning. RSE is taught explicitly every week, issues are often addressed in circle time and outside agencies also come in to address topical issues. See Appendix 1.

Key Stages 1 and 2 Programmes of Study

Key Stages 1 and 2 Health and Wellbeing and Relationships Education is delivered through the broad and balanced PSHE curriculum which includes the following:

- Weekly explicit teaching
- Circle time
- Whole School Assemblies
- SEAL Programme of Study
- Outside Agencies (See Appendix 1)
- Visiting Speakers

Each area is built on previous knowledge so as to embed learning. See below for an example of the cumulative learning in relation to explicit RSE teaching and Health and Well Being. Alongside this explicit teaching, the SEAL programme will be running a new topic each half term.

Area of Learning	By the End of KS1	By the End of KS2
Relationship and Sex Education	I can name body parts and know that they are private	I feel good about my body and understand the importance of taking care of it.
	I know about the process of growing from young to old.	I recognise as I approach puberty how people's emotions change
	I know the difference between male and female humans and animals.	I can talk confidently about bodily changes and know some facts about human reproduction – conception, pregnancy and birth.
	I am aware that other families may be different or similar to mine.	I know that civil partnerships and marriage are public demonstrations of commitment between 2 people that love each other.

	I know that there are good and bad secrets.	I understand what a good relationship is, I can recognise abuse and know where to turn for support.
Area of Learning	By the End of KS1	By the End of KS2
Health and Wellbeing	I know that change and loss can affect feelings eg moving home, losing pets, friends or family.	I understand that there are a range of influences eg the media that affect physical and mental health and wellbeing.
	I know that the choices I make like personal hygiene, can have a good or bad effect on my health.	I know how to make informed healthy lifestyle choices- including related to drugs, alcohol and tobacco.
	I know who to go to if I am worried	I can identify some factors that affect emotional health and wellbeing and know where to turn to for support.

Relationships education: content to be covered by the end of primary - as documented in the Relationships Education, Relationships and Sex Education (RSE) and Health Education Government guidance, published July 2025.

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.

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.

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.

Caring friendships

Curriculum content:

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

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

SEAL Programme of Study – Whole School

Term	SEAL Theme	Christian Value
Autumn 1	New beginnings	Service
Autumn 2	Getting on and falling out	Responsibility
Spring 1	Going for goals	Forgiveness
Spring 2	Good to be me	Courage
Summer 1	Relationships	Respect
Summer 2	Changes	Trust

LGBT

St. Philip's Primary School is a School Champion for being an LGBT inclusive setting. Working with Stonewall, we aim to offer a curriculum which has equality at its heart in offering inclusive education for all. As part of our teaching we discuss:

- protected characteristics under the Equality Act 2010;
- different family structures;
- respect for diversity;
- anti-discrimination principles.

According to the DfE, 2019 – *“Pupils should be able to understand the world in which they are growing up, which means understanding that some people are LGBT, that this should be respected in British society, and that the law affords them and their relationships recognition and protections.”*

You, Me and RSE Unit

You, Me and RSE is a tailor-made unit of work delivered by a member of the Southport and Area Schools Workers Trust. It offers presentations and guidance to children in Upper Key Stage 2 on the subjects of marriage, sex and relationships from a Christian perspective. The resources cover a range of topics including relationships, marriage & sex, abortion and pornography. They have been prepared in different formats for different class situations. Some resources use DVD clips as discussion starters, but more often come in the form of slide presentations. Children in St. Philip's will have the opportunity to attend You, Me and RSE workshops in Year 5. Parents will also be invited to attend a pre-unit information session should they have any concerns.

Parental Rights to Withdraw

Relationships Education and Health and Wellbeing Education is now mandatory. Parents may request withdrawal from the non-statutory sex education elements delivered in Year 5 through the RSE lessons. This does not apply to content taught as part of the National Curriculum for Science or statutory Relationships and Health Education.

Parents are invited to an information session prior to deciding so that their final decision can be well informed.

As stated earlier, the Key Stage 2 Science Curriculum also includes content on human development, including reproduction, from which parents have no right to withdraw.

If you have any concerns, please contact the class teacher or head teacher.

Safeguarding children

At the heart of RSE education and Health and Wellbeing, there is a focus on keeping children safe and the role that schools can play in preventative education. Teachers at St. Philip's are aware of how to respond to disclosures of any kind, how to report any concerns they may have and how to follow the school's safeguarding procedures. At St. Philip's we ensure that:

- teachers understand that they must not promise absolute confidentiality
- safeguarding concerns must be reported;
- pupils will be supported appropriately.

SEND Children

St. Philip's CE Primary School understands that children with special educational needs and disabilities (SEND) may be even more vulnerable and ensures that RSE and Health Education is accessible to all in an attempt to eliminate exploitation, bullying and other issues due to the nature of their SEND.

Monitoring and Evaluation

The whole PSHE curriculum is monitored and reviewed by the PSHE co-ordinator through liaison and discussion with staff, discussion with children, questionnaires to children and parents and through adhering to changes to statutory guidelines relating to RSE and Health and Wellbeing. The subject leader is available to give staff guidance and support wherever possible.

Pupils' learning in RSHE will be assessed through discussion, pupil voice activities, observation, reflective work and age-appropriate assessment activities.

The governing body will monitor the effectiveness of this policy and ensure statutory obligations are met.

Role Responsibility

Governing Body --Oversight and approval

Headteacher - Implementation

RSHE Lead - Curriculum development and monitoring

Class Teachers - Delivery

Parents/Carers - Supporting learning at home

Review

This policy will be reviewed bi-annually to meet the schools developing needs and in response to national and local guidelines. This is built into the cycle of school development planning.

Additional Policies

Please note that this policy should read in conjunction with the following policies also available on our school website:

- PSHE Policy
- Safeguarding Policy
- SEND Policy
- Science Curriculum Policy
- Anti-Bullying Policy
- Behaviour Policy
- Equality Policy
- Mental Health and Wellbeing Policy

Appendix 1

Health & Well- being (incl Mental Health)	E-Safety
• Healthy Eating Workshops by Tesco and Asda • Pets for Therapy • Bully Busters • School Council – Healthy Eating Drive • Heart Math • Counsellor • Mental Health Day – whole school work on worries • Set texts which link with Science work on Healthy eating • Year 4 Wider Opps Music • Design Technology – food and soup making. • Choir	• Safer Internet Day • Stay Smart Online Week • Purple Mash daily E safety reminder • Purple mash planned units.
	Citizenship and Belonging • School Council – Children in Need/Red Nose Day/ Go Orange/ Alzheimer's Crazy Hair Day /Grandparent's Day • E.C.O Club • Worship Warriors • Peer Mediators • Buddy Scheme • Behaviour buddies • Class Worship • Star of the week

Relationships & Sex Education	Staying Safe incl Drug Education
• SEAL programme • Children's Worker Trust • Anti-Bullying • Buddy Scheme • You, Me and RSE – the SASWT • NSPCC	• Stranger Danger • People who help us – Medics, Fire Service, Police visiting speakers • Bike it • Bonfire Night Safety Assembly • NSPCC – Stay Safe Assembly • NSPCC Y5 & 6 Workshops • Anti-Bullying Week • Road Safety Talk • Healthy Eating – Tesco/Morrisons/ Asda • Health Champions