Longmeadow Primary School

Relationships, Sex and Health Education Policy

Policy Sign off

Approved by:	Mr James Berry Headteacher Ms Jo-Ann Staniforth, Chair of Governors	**Date: March 2027**
Last reviewed on:	September 2026	
Next review due by:	MArch 2027	

Introduction

At Longmeadow, we acknowledge that in order for children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge and skills that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We understand that high quality, evidence based and age appropriate teaching of Relationships, Sex and Health Education (RSHE), can prepare pupils to develop resilience, to know how and when to ask for help.

RSHE provides the building blocks for healthy and lifelong learning about respectful relationships, focusing on family and friendships in all contexts; emotions, gender issues, sex, sexuality, and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSHE has a key part to play in the personal, social, moral and spiritual development of young people and is taught within this curriculum. RSHE will sit alongside the essential understanding of how to be healthy. RSHE begins informally in the home with parents and carers long before any formal education takes place within school.

We believe that successful teaching around RSHE, can only take place when parents and school work together. Especially, considering that we both want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents.

We endeavour to be transparent and give parents information about all the programmes and lessons we deliver around RSHE, as we recognise it can be a sensitive subject for some families for a number of reasons. Every year, we hold workshops for parents and carers so that they can view the lesson plans and the resources in a comfortable and safe environment.

All new parents and families to the school, will be given information about the RSHE programmes we deliver, as part of their induction to the school, including information on how to access this policy.

Aims

The aims of RSHE at Longmeadow is to:

- teach the importance of stable, loving relationships with particular reference to friendships, family relationships, and relationships with other children and adults
- rights, responsibilities and the law
- equality and acceptance of diversity
- kindness and generosity
- honesty
- sense of agency
- provide a framework in which sensitive discussion can take place
- teach pupils the correct vocabulary to describe themselves and their bodies
- prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- help pupils develop feelings of self-respect, confidence and empathy
- create a positive culture around issues of sexuality and relationships

Every pupil will develop the skills and knowledge to make informed decisions and keep themselves safe. Decisions about how they relate to others can only be made if they have adequate knowledge and understanding of their own physical and emotional development.

Statutory Requirements

We recognise that as a school we have a legal responsibility under The 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. As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

At Longmeadow, RSHE, is fully accessible to every pupil and we want to ensure the best for all our pupils. Activities are planned and differentiated where necessary to ensure the participation and inclusion of all pupils, in line with our equality duties with due regard to disability, gender reassignment, race and ethnicity, religion or belief, sex (male/female/agender) and sexual orientation.

In addition to the protected characteristics listed above, there are pupils who may be vulnerable and these include for example; looked after children, young carers and children who have suffered bereavement or trauma.

As a result, RSHE needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Not only does the teaching need to be sensitive of these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

RSHE must be accessible for all pupils, and high quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

The school's RSHE policy is based on the DfE guidance document Relationships and Sex Education and Health Education Guidance (2019).

Policy Development

The policy has been written following consultation with parents, staff and pupils of the school and taking into consideration the aims of the school, the role of parents, statutory requirements, non-statutory guidance, content of a relationships and sex and health education policy, resources and teaching methods and approaches. Parents had the opportunity to make suggestions and comment on the school's relationships, sex education and health provision; their views have been incorporated into the document.

Parent/Carer Consultation Survey - *This survey is available to complete at any point with no end date - responses will be reviewed periodically and taken into account when the policy is reviewed each year.*

Parents/carers can share their views and find out more about the RSE Consultation, by clicking the link below:

Longmeadow - Health, Relationships, and Sex Education Parent/Carer Consultation Form

The consultation and policy development process involved the following steps:

1. Review – a member of staff pulls together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Definitions

Relationships Education:

The Department for Education defines relationships education as, teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults. That relationship education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world. It is designed to build self-esteem and to explore personal identity. It is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact every human being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe.

See table below for the content laid out in the DfE guidance: What children should know by the end of their Primary Education:

Families	Pupils should know • that families are important for children growing up because they can give love, security and stability • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • that others' families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • that marriage represents 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 relationships	Pupils should know • how important friendships are in making us feel happy and secure, and how people choose and make friends • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • that most friendships have ups and downs, and that these can often be worked through so that friendship is repaired or even strengthened, and that resorting to violence is never right • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships	Pupils should know • the importance of respecting others, even when they are very different from them (eg physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • the importance of self-respect and how this links to their own happiness • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • what a stereotype is, and how stereotypes can be unfair, negative or destructive • the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships	Pupil should know • that people sometimes behave differently online, including by pretending to be someone they are not

	• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • how to critically consider their online friendships and sources of information including awareness of the risk associated with people they have never met • how information and data is shared and used online

Being safe	Pupils should know • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Parents **DO NOT** have the right to withdraw their children from Relationships Education. Relationships is a 'golden thread' within Jigsaw PSHE and is taught throughout the year with the children building on previous learning.

LGBT and Equality Law

All RSHE teaching is sensitive and age appropriate in approach and content. The teaching of LGBT when required, is fully integrated into the curriculum rather than as a 'stand-alone' lesson. The DFE guidance states that children are expected to have been taught LGBT content at a timely point as part of this area of the curriculum.

Relationships education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body belongs to them. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch you in a way you don't like but also the difference between public and private behaviours.

Health Education

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa. It is important for schools to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges.

Mental wellbeing	Pupils should know • that mental wellbeing is a normal part of daily life, in the same way as physical health • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Internet safety and harms	Pupils should know • that for most people the internet is an integral part of life and has many benefits • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private

	• why social media, some computer games and online gaming, for example, are age restricted • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • where and how to report concerns and get support with issues online
Physical health and fitness	Pupils should know • the characteristics and mental and physical benefits of an active lifestyle • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • 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	Pupils should know • what constitutes a healthy diet (including understanding calories and other nutritional content) • 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 and tobacco	Pupils should know • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and prevention	Pupils should know: • 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 good health and that a lack of sleep can affect weight, mood and ability to learn • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • the facts and science relating to allergies, immunisation and vaccination
Basic first aid	Pupils should know: • how to make a clear and efficient call to emergency services if necessary • concepts of basic first-aid, for example dealing with common injuries, including head injuries
Changing adolescent body	Pupils should know: • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • about menstrual wellbeing including the key facts about the menstrual cycle

Sex Education:

Although The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made Relationships Education compulsory in all primary schools, Sex Education is currently **not** compulsory. As set out in the guidance, it is up to individual schools to determine whether they need to cover and content on sex education to meet the needs of the pupils. We, like many other primary schools, already choose to teach some aspects of sex education and will continue to do so.

The national curriculum for science includes subject content such as the naming of the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

It is important that the transition phase before moving to secondary school, supports pupils' ongoing emotional and physical development effectively. The DfE continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both boys and girls bodies function and change as they grow into adults. Puberty and menstruation also form part of relationships and health education.

As a school, we recognise it is completely natural for children to have questions about their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology we believe it is better that children receive age appropriate answers from parents and the school than it being left to their peers or the internet. In our school sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed, this is part of the human life cycle as set out in the national curriculum for science.

We believe that sex education should allow children a safe space to ask the questions they may have without embarrassment or judgement. Evidence states that a graduated age-appropriate spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic. We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse.

Sex Education is not about the promotion of sexual activity.

Curriculum

Our curriculum is set out on pages 9 and 10, but we may need to adapt it as and when necessary in order to meet the needs of the children and any local or national changes or issues.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will provide a response that will hopefully prevent pupils seeking answers online.

Different kinds of relationship are also taught as part of PSHE lessons throughout the year. Children learn and discuss the different skills needed for making and maintaining friendships, and, that there

are different kinds of love. Specifically, RSHE will be incorporated into the curriculum but also may be taught in a block of lessons during a 'Healthy Week', where pupils also learn about healthy foods, healthy minds and healthy bodies.

The school follows the recommended scheme (Christopher Winters project) which has an increased focus on safeguarding and keeping children safe in a very age appropriate way and with age appropriate resources. This scheme encourages children to develop the skills of listening, empathy, talking about feelings and relationships with families and friends.

Inclusion

To ensure that pupils of all abilities can access and make progress in lessons, teachers use a range of teaching styles in each lesson in order to match the range of learning styles represented in a typical class. All pupils cover the same core objectives. Teachers provide suitable ways for pupils of different abilities to access the lessons by increasing the degree of support, by using relevant resources, or by the use of other adults.

Child Protection and Confidentiality

Teachers are clear about their legal and professional roles regarding confidentiality. Children are told that teachers cannot offer unconditional confidentiality and also that if confidentiality has to be broken, they will be informed first and supported appropriately. If a teacher is concerned about possible sexual abuse or the sexual activities of a child, the schools' child protection procedures will be followed.

The following programmes are used to deliver a high quality RSHE curriculum:

- Jigsaw: A comprehensive Programme for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others
- The Christopher Winter Programme (CWP) RSE primary programme is a quality, age appropriate PSHE Association assured resource. The PSHE Association is the national body for Personal Social, Health and Economic (PSHE) education. This quality mark allows schools to deliver RSE with confidence

Our RSHE curriculum using CWP.

Reception: Family and Friendships Relationships: Caring friendships, Families and people who care for me, respectful relationships Health: Mental wellbeing
Year 1: Growing and caring for ourselves Relationships: Respectful relationships, Families and people who care for me, caring friendships being safe Health: Mental wellbeing Science: Identify, name, draw and label the basic parts of the human body
Year 2: Differences

Relationships: Respectful relationships Science: Identify, name, draw and label the basic parts of the human body, notice that animals, including humans, have offspring that grow into adults
Year 3: Valuing difference and keeping safe. Relationships: Respectful relationships, caring friendships, families and people who care for me, being safe
Year 4: Growing up. Relationships: Caring friendships, respectful friendships, online relationships Health: Mental wellbeing, changing adolescent body, menstruation Science: describe the life process of reproduction in some plants and animals, describe the changes as humans develop to old age
Year 5: Puberty Health: Mental wellbeing, changing adolescent body, menstruation,
Year 6: Puberty, Relationships and reproduction Health: Mental wellbeing, changing adolescent body, menstruation, Relationships: Families and people who care for us, caring friendships, respectful relationships, being safe, online relationships, mental wellbeing Key Stage 2 Science - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents

- three lessons per year on RSHE as part of the wider PSHE curriculum in reception to year 5
- four lessons in year 6.

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 for example, one 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).

Roles and responsibilities

The Governing Body

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

As well as fulfilling their legal obligations, the governing body should make sure that:

- all pupils make good progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned
- ensure that sex education is provided in a way that encourages pupils to consider morals the value of family life and the importance of a loving relationship
- the quality of provision is subject to regular and effective self-evaluation

- teaching is delivered in ways that are accessible to all pupils with SEND
- clear information is provided for parents/carers on the subject content and the right to request their child is withdrawn
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligation (DFE RSE guidance 2020 para 38)

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section Parents' right to withdraw).

The Headteacher will ensure:

- the Governing Body is advised about the nature and organisation of sex and relationships education and how it reflects the aims and values of the school
- sex education is provided in a way that encourages pupils to consider morals, the values of family life and the importance of purposeful and safe relationships

Class Teachers

Class Teachers are responsible for:
- delivering RSHE in a sensitive way and follow the school's curriculum
- modelling positive attitudes to RSHE
- monitoring progress
- responding to the needs of individual pupils in a sensitive manner
- responding appropriately to pupils whose parents wish them to be withdrawn

All teachers at Longmeadow teach RSHE. Teachers are trained on the delivery of RSHE as it forms part of the schools continuing professional development calendar.

The headteacher may invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE if needed.

Pupils

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

Consultation and parental notice

Parents and carers are informed annually at the end of the term before RSHE is taught. This includes links to the information and curriculum documents used in teaching.

As a school, we are required by law to teach the RSHE topics given by the DFE. Consultation allows parents/carers to share their views on our RSHE approach.

An open survey is found on our website on:

Longmeadow - Health, Relationships, and Sex Education Parent/Carer Consultation Form

The survey is available to complete at any point with no end date – responses will be reviewed periodically and taken into account when the policy is reviewed each year.

Right to withdraw

Parents, guardians and carers do **not** have the right to withdraw their child from Relationships or Health Education.

Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. Parents will be informed in advance when RSE lessons will take place during Healthy Schools Week.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher after having either attended one of the annual RSE workshops or have met with a member of staff and viewed the materials to be used.

Alternative work will be given to pupils who are withdrawn from sex education.

Monitoring arrangements

The delivery of RSE is monitored by Deputy Head through:

- Planning and timetabling by the Senior Leadership Team (SLT)
- work scrutiny
- learning walks
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- pupil voice
- Feedback from parents, guardians and carers and staff, both formal and informal, following Parent Consultation and workshops.

This policy will be reviewed annually.

We will continue to maintain and develop whole school policies for Personal, Social and Health Education.

A record will be kept of children withdrawn from lessons and of any parental complaints or issues raised.

Appendix 1: Parent form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS

Name of child Class

Name of parent

I have had the opportunity to discuss the curriculum and have viewed the resources used.

Yes No

Reason(s) for withdrawing from sex education within relationships and sex education

Any other information you would like the school to consider

Parent signature Date:

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents

Signature