



Relationships, Health and Sex Education (RHE) / PSHE

This document is a statement of the aims and strategies for the teaching and learning of RH(S)E/PSHE at St Mary Magdalene CE Primary School. It will be reviewed on an ongoing basis every 3 years or when any further updates are required.

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1 School Values

1.1 OUR SCHOOL MISSION STATEMENT:

Here at St Mary Magdalene C of E Primary School we aim to educate and develop all children in a happy, caring community, nurtured by Christian values that places individuals at its heart and allows everyone to shine. We are committed to the welfare and safety of every child.

1.2 SCHOOL MOTTO: 'Love to learn, learn to love'

1.3 VALUES:

We believe that values are at the heart of our school and are essential if St Mary Magdalene is to be a safe learning environment. Therefore, it is important to clarify the values that are most important to us:

- Love
- Joy
- Wisdom

1.4 Standing Together Six:

Our Learning behaviours (Standing Together Six) are what we believe children should display in school when dealing with challenges. Our discussions with children about their achievement and behaviour will relate to their use of the Standing Together Six:

- Reflective
- Aspiration
- Inquisitive

- Collaboration
- Enthusiasm
- Risk Taker

2. Aims

The aims of relationships, health and sex education (RH(S)E) at our school are to:

- provide a framework in which sensitive discussions can take place;
- prepare pupils for puberty, understanding how their bodies change and the importance of health and hygiene;
- teach pupils the correct vocabulary to describe themselves and their bodies;
- help pupils develop feelings of self-respect, confidence and empathy;
- develop confidence and responsibility and to make the most of pupils' abilities;
- prepare pupils to play an active role as citizens;
- enable pupils to develop a healthy, safer lifestyle;
- encourage pupils to develop good relationships and to respect the differences between people;
- to provide financial education and a grasp of the value of money;
- to promote modern British values across school.

3 Statutory requirements

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](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RH(S)E/PSHE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At St Mary Magdalene primary school we teach RH(S)E/PSHE as set out in this policy.

3.1 Legislation including statutory regulations and guidance

Documents that inform the school RH(S)E / PSHE policy include:

The Education Act (1996)

Equality Act (2010)

Keeping Children Safe in education: Statutory Safeguarding Guidance (as updated)

The National Curriculum for Science (2015)

Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance DfE (2018 and 2020) (Updated July 2025)

Children and Social Work Act (2017)

4. Policy development

This policy has been developed in consultation with staff and parents. The consultation and policy development process involved the following steps:

1. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
2. Parent– parents were invited to respond to a questionnaire regarding the implementation of the RH(S)E curriculum.
3. Ratification – once amendments were made, the policy was shared with governors and ratified.

5. Definition

RH(S)E / PSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, puberty, healthy lifestyles, diversity and personal identity.

RH(S)E/ PSHE involves a combination of sharing information and exploring issues and values.

6. Curriculum

An overview of our RH(S)E curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

7. Delivery of RH(S)E

7.1 Overview of RH(S)E

RH(S)E is taught within the personal, social, health and economic (PSHE) education curriculum as well as regular RHE sessions. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional who will deliver puberty and relationship talks to year 5 and 6. Parents will have a right to withdraw from these sessions.

Relationships and Health education (RHE) 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 (Internet safety);
- being safe;
- physical health and fitness;
- mental wellbeing;
- healthy eating;
- health and prevention (awareness of harmful substances);
- basic first aid.

For more information about our RH(S)E curriculum, see Appendices 1 and 2.

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, LGBTQ+ 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).

7.2 Teaching and Learning

PSHE is embedded within our school ethos and is delivered through many cross curricular and community activities.

Our formal RH(S)E curriculum will be taught on a regular basis, each lesson will have a high level of interaction giving each pupil the opportunity to share and discuss their ideas in a safe environment.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital to successful and effective teaching and learning within this subject. Each class will establish ground rules based on the following:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RH(S)E/PSHE policy and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for ensuring that RH(S)E is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory / non-science components of RH(S)E (see section 9).

8.3 designated Safeguarding Lead

The safeguarding lead is responsible for checking policy for safeguarding compliance and dealing with safeguarding matters as and when they arise.

8.4 RHE / PSHE Lead

The RHE/PSHE lead is responsible for:

- Take a lead in policy development and the production of Schemes of Work designed to ensure progression and continuity throughout the whole school
- Liaise with fellow Co-ordinators
- Support colleagues in their development of RH(S)E and its implementation across the school
- Monitor progress in RH(S)E and advise the Headteacher on any action required
- Keep up-to-date with developments in RH(S)E, attend relevant courses and disseminate information to colleagues as appropriate

8.5 Staff

Staff are responsible for:

- Delivering RH(S)E in a sensitive way
- Modelling positive attitudes to RH(S)E
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/ non-science components of RSE

Staff do not have the right to opt out of teaching RH(S)E. Staff who have concerns about teaching RH(S)E are encouraged to discuss this with the headteacher (Mrs Robinson) or the RH(S)E lead (Miss Rowe).

8.5 Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RHE/PSHE related issues are varied. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RHE/PSHE issues arising from pupils' questions 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 designated safeguarding lead.

8.6 Pupils

Pupils are expected to engage fully in RH(S)E lessons and, when discussing issues related to RH(S)E, treat others with respect and sensitivity.

8.7 Parents

To work in partnership with the school including being aware of school policies, ensuring schools are aware of issues arising around the wellbeing of their child and supporting learning within the home environment.

9. Parents' right to withdraw

Parents are unable to withdraw from lessons written and delivered as part of the National Curriculum for Science or taught as part of the Relationships and Health Education. The biological aspects of RH(S)E are taught within the Science curriculum, where there is no parental right to withdraw.

At the end of KS2 school nurses deliver puberty and relationship talks for the children, which parents have the right to withdraw from.

As a school, we would encourage parents with concerns around the content, to contact the school to discuss this further.

10. Training

The RHE /PSHE lead will be responsible for the initial delivery of our RH(S)E curriculum and will indicate any professional development they feel is appropriate. Staff opportunities for development in RH(S)E are often embodied in other CPD opportunities e.g. curriculum courses, safeguarding tutorials and, involvement in establishing school-wide codes for behaviour and is included in our continuing professional development calendar.

11. Safeguarding

All staff are trained in safeguarding (KCSIE 2026). Teachers are aware that effective RHE/ PSHE which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this situation staff should immediately follow internal safeguarding policies including informing a DSL.

Our school is committed to working towards equality, promoting positive approaches to differences and fostering respect for people of all cultural and social backgrounds whatever their age, sexuality, faith, ethnicity, gender, disability or additional educational need and in line with the Public-sector Duty (as set out in the Protected Characteristics guidance: equality Act 2010). Developing positive relationships between pupils of all backgrounds is an essential aspect of the work of our school. We will ensure that all pupils will receive Relationships and Health Education and we will offer provision appropriate to the particular needs of all our students.

12. Monitoring arrangements

RH(S)E is monitored by the RHE/PSHE Lead and the Senior Management Team (SMT) in the following ways:

- Through a whole-school monitoring\observation programme

- Learning walks

- Pupil conferencing

- Informally via display, assemblies, timetable of annual events and community links

Pupils' development in RH(S)E is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Miss Rowe every 3 years or when further updates are required. At every review, the policy will be approved by Mrs Robinson and the governors.

Appendix 1 - School Overview of RHE curriculum

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Team (Relationships and how to get along with others.) L1 -	Relationships- VIPs (Relationships and others who are important to us.)	Team (Relationships and how to get along with others- how to take responsibility when things go wrong.)	Relationships- VIPs (Relationships and others who are important to us - including anti-bullying.)	Team (Relationships and how to get along with others - including compromise and joint responsibility.)	Relationships- VIPs (Relationships and others who are important to us- who we can <u>trust</u> and making right friendship choices for us.)
Autumn 2	Aiming High (Becoming confident learners.)	Think Positive (Recognising our feelings and know how to deal with 'bad' feelings.)	Aiming High (Being confident learners- Identifying our strengths and what jobs could we aim for?)	Think Positive (Developing how to be in control of our emotions.)	Aiming High (Developing our confidence to achieve anything we aim for in the future.)	Think Positive (Knowing how our thoughts and feelings impact our behaviour and how mindfulness can have a positive impact.
Spring 1	Britain (Respecting similarities and differences within our community and world.)	Respecting Rights (What are our rights and responsibilities - respecting the rights of others'.)	Britain (Understanding British Values.)	Respecting Rights (What are our rights and responsibilities - respecting the rights of others'.)	Britain (British Values and how does local / national government work?)	Respecting Rights (Understanding and respecting human rights.)
Spring 2	Be Yourself (Developing confidence to identify and talk about our feelings.)	Safety First (How we can stay safe at home, outside and online.)	Be Yourself (Developing self-confidence - knowing what we are good at.)	Safety First (Developing our understanding of how we are responsible for our safety including road and online safety.)	Be Yourself (Developing the confidence to be yourself - how to make informed decisions.)	Safety First (Developing our understanding of how we are responsible for our safety including online safety and what to do in an emergency.)
Summer 1	Money Matters (How to look after our money.)	One World (How we can respect similarities and differences with those around us and how we can look after our world.)	Money Matters (Developing understanding of how to handle money as we grow up.)	One World (Understanding climate change and our responsibilities to look after our world.)	Money Matters (Developing understanding of how to handle money as we grow up.)	One World (Understanding climate change and our responsibilities to look after our world.)
Summer 2	It's My Body (How to Keep our bodies clean and healthy.)	Growing Up (How we change as we get older.)	It's My Body (How can we stay healthy, including knowing what's harmful to our bodies)	Growing Up (How our bodies and emotions change as we grow up.)	It's My Body (Knowing what's good / harmful for our bodies and our responsibility in keeping healthy.)	Growing Up (How our bodies and emotions change through puberty.)

Health and Wellbeing

Relationships

Living in the wider world

NB – Summer 2 modules link to the primary Science curriculum.

Policy

Approved:

Next Review: September 2028

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Appendix 2: By the end of Primary School pupils should know (Taken from updated guidance 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.

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.

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

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.

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.

Physical health and fitness

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. 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.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. 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

Curriculum content:

1. 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

Curriculum content:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. 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.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety

Curriculum content:

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

Basic first aid

Curriculum content:

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

Developing bodies

Curriculum content:

1. 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.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. 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 – Information sent to Parents alongside curriculum overview

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

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

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

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

Relationships Education

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

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

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

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

Health Education

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

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

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