CREETING ST MARY CofE PRIMARY SCHOOL

Relationships, Sex and Health Education Policy

Date of Policy	November 2025
Review Date	November 2027
Head Teacher's signature	Mrs C Friar
Chair of Governors' signature	Mrs M Brame

The context and content of the teaching of relationship and sex education in this school are determined by the Christian values which are held by the Church of England (Valuing All God's Children). One of the four strands of the *Church of England Vision for Education* is dignity and respect. Children should be taught to feel content, living well in their own skin and happy for others for the skin they're in. The importance of emotional resilience and equality in relationships along with tolerance and mutual respect for relationships of all kinds will be promoted.

Consideration should be given to the qualities of relationships and the value of family life as well as personal responsibility and consideration for the community at large. The factual information about the physical aspect of reproduction is taught as part of the science curriculum within this framework and philosophy.

This policy will be informed by, and adhere to, the latest guidance and advice from the DFE.

Definition

Relationship and sex education is lifelong learning about emotional, mental, moral and physical development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It has four main elements:

- attitudes and values (eg learning the value of respect, love and care);
- personal and social skills (eg learning to manage emotions and relationships confidently and sensitively);
- Knowledge and understanding (eg learning and understanding physical development at appropriate stages).
- Safeguarding (knowing what is and isn't appropriate behaviour and how to keep themselves safe)

Aims and Objectives

This policy aims to:
1. Develop and reinforce the aims of the RSHE policy in all aspects of relationship and sex education.
2. Foster an understanding of the nature of personal relationships, love and family responsibilities.
3. Help and support young people through their physical, emotional and moral development.
4. Help young people learn to respect themselves and others, and move with confidence from childhood through adolescence into adulthood.
5. Encourage responsible behaviour and develop an awareness of the consequences when this is not observed.
6. Develop a reflective concern for the well-being of others.
7. Counter ignorance about sexual matters and develop an appropriate vocabulary.
8. Encourage positive attitudes to gender differences and strengths.
9. Prepare children for bodily changes and teach them about how puberty will affect their lives in different ways.
10. Provide pupils with knowledge and strategies to keep themselves safe.

Equality

The school will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): schools must not unlawfully discriminate against pupils or allow children to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics)

The delivery of the content of RSHE will be made accessible to all pupils, including those with SEND by taking into account individual level of needs and matching teaching appropriately.

Our school celebrates difference and diversity. The bullying of anyone for any reason is not acceptable. It is expected that our relationships education curriculum will lead to a stronger sense of community, mutual respect and give pupils a sense of responsibility. This will help to keep Creeting St Mary a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

Our plans are designed to teach respect, relationships, families, puberty and sex education developmentally in school.

Sex education will be taught by the class teacher in an age appropriate and sensitive way which we believe will help to ready children for their move to secondary school. A follow-on question and answer session will be offered to the children with questions submitted in advance. The teacher will pick out those deemed age appropriate, and in line with relevant DFE documentation, and will circulate these to parents in advance so that any parents/carers who are unhappy with the nature of any of the topics raised may withdraw their children from this session separately.

Staff will also be afforded the flexibility to adapt their teaching to address opportunities or incidents that may arise throughout the year.

Early Years and Key Stage 1

At this stage of their lives children are beginning to develop an awareness of the needs of others, to have respect for themselves and for the feelings of their peers. They will be encouraged to develop an understanding of, and ability to deal with, negative emotions such as anger and jealousy in a safe environment, guided by their teachers and other adults. Through these experiences they will ideally develop their own socially acceptable codes of behaviour, and develop a positive attitude towards their own and others' bodies. Different family situations may give rise to questioning and this must be dealt with in a respectfully sensitive way.

Years 1 and 2 Plan

Science National Curriculum	Statutory Science requirement: Pupils should be taught that humans have offspring which grow into adults Non Statutory (i.e. baby-toddler-child-teenager-adult; they should not be expected to understand how reproduction occurs)
PHSE Suffolk County Council scheme	Personal Health and Safety • How have I changed (baby to now – physically, socially and emotionally) • Body parts – male/female – SAFETOUCH Programme/pants video Relationships – Expect Respect Programme • Friendships – how do I feel? • Rights over own body – NSPCC Media • TV and me • Technology beyond school – Online safety
LGBTQ	Identity – if raised by pupils or parents – we will support by offering reassurance and respect for diversity within the parameters of the latest DFE guidance. No Outsiders programme
Safeguarding	NSPCC/Expect Respect
Online Safety	1 session each half term – Hectors World - Thinkuknow
Physical health	Regular physical activity will be promoted across the whole school through PE sessions and additional sports provision at lunchtime and after school. Activities as part of science or maths curriculum offer cross-curricular links including the importance of healthy eating, dental hygiene, regular bedtimes, exposure to the sun. Keeping medicines safe, the dangers of household chemicals and calling the emergency services. Stranger danger and road safety. Bonfire Night Safety. Stay Bright, Stay Safe.
Mental Well-being	Teachers will have regular discussions with children to provide them with the vocabulary to share how they are feeling. Discuss normal range of emotions. Termly well-being checks will take place 1:1 with ELSA and any matters arising will be shared with teacher and parents. ELSA in school will meet with the children to offer support and signpost advice. E.g childline. Self care techniques.

Years 3 and 4 Plan

Science National Curriculum	Statutory Science requirement: None
PHSE Suffolk County Council scheme	Personal Health and Safety • Growing and changing – How have I changed since starting school? • Challenging stereotypes Relationships – Expect Respect Programme • Friendships • Family networks • Peer influences - NSPCC Media • Influences and me - advertisements • Communication and technology – Online safety
LGBTQ	Identity – if raised by pupils or parents – we will support by offering reassurance and respect for diversity within the parameters of the latest DFE guidance. Discriminatory language challenged e.g. 'You're so gay/your pencil case is gay' No Outsiders programme
Safeguarding	NSPCC/Expect Respect
Online Safety	1 session each half term
Physical health	Regular physical activity will be promoted across the whole school through PE sessions and additional sports provision at lunchtime and after school. Activities as part of science or maths curriculum offer cross-curricular links including the importance of healthy eating, personal hygiene, regular bedtimes, exposure to the sun. Taking medicine from home or from the doctor and calling the emergency services. Basic first aid – dealing with common injuries. Dangers of Electricity
Mental Well-being	Teachers will have regular discussions with children to provide them with the vocabulary to share how they are feeling. Discuss normal range of emotions. Termly well-being checks will take place 1:1 with ELSA and any matters arising will be shared with teacher and parents. ELSA in school will meet with the children to offer support and signpost advice. E.g childline. Self care techniques.

Years 5 and 6 Plan

Science National Curriculum	Statutory Science requirement: Describe the life process of reproduction in some plants and animals Non Statutory – pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants and sexual reproduction in animals Statutory Science requirement: Describe the changes as humans develop to old age Non Statutory – they should learn about the changes experienced in puberty Statutory Science requirement: Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
PHSE Suffolk County Council scheme	Personal Health and Safety • Puberty – hygiene, development, changes – male/female • Peer influences – personal responsibility Relationships – Expect Respect Programme • How do I behave? • Growing up – awareness of dangers – inc grooming and sexual exploitation Media • My computer and me – games/apps/social media – age restrictions • Information – social media, phones and the internet – Online safety
LGBTQ	Identity – if raised by pupils or parents – we will support by offering reassurance and respect for diversity within the parameters of the latest DFE guidance. Discriminatory language challenged e.g. 'You're so gay/your pencil case is gay' No Outsiders programme
Safeguarding	NSPCC/Expect Respect
Online Safety	1 session each half term
Physical health	Regular physical activity will be promoted across the whole school through PE sessions and additional sports provision at lunchtime and after school. Activities as part of science or maths curriculum offer cross-curricular links including the importance of healthy eating and risks associated with poor diet and unhealthy eating, personal hygiene – bacteria and viruses how they spread and how they are treated including vaccines, regular bedtimes, exposure to the sun. Drugs, alcohol and tobacco – facts about legal and illegal harmful substances and associated risks. Basic first aid – dealing with common injuries
Mental Well-being	Teachers will have regular discussions with children to provide them with the vocabulary to share how they are feeling. Discuss normal range of emotions Termly well-being checks will take place 1:1 with ELSA and any matters arising will be shared with teacher and parents. ELSA in school will meet with the children to offer support and signpost advice. E.g childline. Self care techniques. Taking care to pass on concerns about other people. Self care techniques.

Following consultation with parents, many felt that by Year 6 their children had become embarrassed to talk about sex education and that they would benefit from earlier discussions. We therefore teach children annually in Year 5 and in Year 6 about changes in puberty and how babies are made.

Teaching will be split into 3 lessons:

1) Preparing for changes in puberty – male/female, hygiene, development and changes
2) Sexual reproduction in humans – how babies are made, how they are born
3) Questions and answers – Children to write questions which will be sent home as a list so that parents can prepare for what the children want to know. Teachers will disregard any questions not covered within this policy or DFE guidance eg sexual practices, abortion

Parents will be informed before the lessons take place when children will be covering the topic.

Below is a summary of statutory and non-statutory requirements placed on the school.

Statutory content: RSE

By law primary schools are required to teach relationships and health education, alongside national curriculum science and within the context of safeguarding. We acknowledge that parents/carers are a child's first and most effective teacher and our aim is to educate pupils about these important subjects alongside parents and carers.

National Curriculum Science

At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and the changes to the human body as it grows from birth to old age, including puberty, and sexual and asexual reproduction in mammals and plants.

There continues to be no right to withdraw from national curriculum science.

Health Education (Physical Health and Mental Wellbeing)

The aim of Health Education is to give pupils the information that they need to make good decisions about their physical and mental health and wellbeing. Pupils' will recognise what is normal and what is an issue in themselves and others, and how to seek support at the earliest stage from appropriate sources.

Puberty, including menstruation, will be covered in Health Education and should, as far as possible, be addressed before children begin puberty.

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 checkups 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.

There is no right to withdraw from Health Education

Relationships Education

The focus in primary schools should be on teaching the fundamental building blocks and characteristics of positive relationships, with family members, other children and adults. Lessons will be evidence based, age and culturally appropriate, based in the law and sensitive to the needs of pupils.

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.

There is no right to withdraw from Relationships Education

Safeguarding

Safeguarding is an important aspect of all of the lessons taught as part of RSHE in our school. Our safeguarding policy will be applied to and supported by all aspects of RSHE and any disclosures or issues arising as part of RSHE, will be dealt with in line with our safeguarding policy.

Non-statutory RSHE

Sex Education that goes beyond national curriculum science

The Government and local advisors strongly recommend, and governors have decided after consultations with parents/carers, to teach Sex Education beyond that taught within the

science curriculum. The school will be teaching about ‘how a baby is conceived and is born’ in Year (5/6) following on from the science National Curriculum which teaches about sexual reproduction in mammals.

Parents/carers have a right to withdraw their child from Non-statutory RHSE, i.e. ‘how a human baby is conceived and is born’, following a meeting with a member of the Senior Leadership Team (SLT) to discuss their concerns. The school will document this process.

Monitoring and Evaluation

To ensure that the teaching and learning of RSHE in our school is of the highest standard the Subject Leader, Headteacher and nominated governor will take part in the school’s annual review programme of subject monitoring. This will include gathering evidence from curriculum coverage (plans and book looks), lesson drop-ins, staff and pupil perceptions and pupil behaviour in and around school. This information will be used to prioritise next steps in the subject Action Plan.

Review

This policy will be reviewed every two years and will include parental consultation and full governing body approval.