



# Relationships and Sex Education Policy

(One Life Version)



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## Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- 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.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

## Statutory Requirements

This policy has been developed with regard to the Department for Education's statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (July 2025). The policy will be reviewed and updated as required to reflect any future changes to statutory guidance.

## Policy Development

This policy has been developed in consultation with parents, pupils and staff, and approved by the Trust. It is reviewed regularly to ensure it remains aligned with statutory guidance and reflects the needs of the school community.

## Openness and access to RSHE materials

We are committed to openness and transparency with parents in relation to relationships education, relationships and sex education (RSE) and health education.

Parents may request to view the curriculum content and teaching materials used in RSHE, including any resources provided by external organisations or visitors.

The school does not enter into any agreements that restrict parents' access to RSHE materials. All external providers are required to share materials in advance and to deliver content that is age-appropriate, factually accurate and aligned with statutory guidance. Requests to view materials will be responded to in a timely and supportive manner.

Appendix 1 provides a summary of the RSE curriculum in our school, and Appendix 2 sets out the knowledge pupils are expected to have by the end of primary school.

## Definition

By clearly differentiating between Relationships Education and Sex Education, this policy aims to ensure transparency and clarity for parents, enabling them to make informed decisions about their child's education while supporting the school's mission to foster safe, respectful, and well-informed pupils.

## **Relationships Education**

Relationships Education is a statutory requirement for all primary school pupils and focuses on teaching the fundamental building blocks and characteristics of positive relationships.

This includes:

- Families and people who care for us, emphasising the diversity of family structures.
- Caring friendships, exploring the qualities of healthy friendships.
- Respectful relationships, promoting mutual respect and understanding.
- Online relationships, teaching safe and respectful behaviour in digital environments.
- Being safe, ensuring pupils understand personal boundaries and how to seek help if they feel unsafe.

The primary aim of Relationships Education is to equip pupils with the knowledge, skills, and attitudes to build healthy, respectful, and safe relationships throughout their lives.

Parents do not have the right to withdraw their children from Relationships Education, as it is considered essential learning for all pupils to navigate modern society safely and respectfully.

## **Sex Education**

Sex Education in primary schools is non-statutory, except for the biological aspects covered within the science curriculum.

At our school, the focus of Sex Education includes:

- Preparing boys and girls for the physical and emotional changes that adolescence brings.
- How a baby is conceived and born.

Sex Education lessons are designed to be age-appropriate and sensitive to the needs of all pupils, helping them to understand and manage the physical and emotional changes they experience as they grow.

Parents have the right to withdraw their children from the non-statutory aspects of Sex Education.

Requests for withdrawal must be submitted in writing to the headteacher, using the form provided in Appendix 3 of this policy. The school will provide alternative educational activities for pupils who are withdrawn from these lessons.

## **Curriculum**

Our RSE curriculum is set out in Appendix 1. The curriculum is kept under review and may be adapted where necessary to ensure it remains age-appropriate, responsive to pupils' needs and aligned with statutory guidance. It has been developed in consultation with parents, pupils and staff, and reflects the age, needs and lived experiences of the pupils in our school.

Relationships education and relationships and sex education are taught in a factual, balanced and legally accurate manner. Teaching is age-appropriate and based on the law and statutory guidance. The school does not promote partisan views, political positions or activist agendas through RSE. Where topics may be sensitive or contested, teaching focuses on helping pupils understand the law, respect others, and develop the knowledge and skills they need to keep themselves and others safe.

RSE is taught in a way that is accessible to all pupils, including those with special educational needs and disabilities (SEND). Teaching is adapted where necessary through the use of appropriate resources, additional support, alternative approaches or adjusted pacing, so that all pupils can engage with the curriculum in a way that meets their needs and supports their understanding.

Further detail on the content and sequencing of the curriculum can be found in Appendix 1.

## Delivery of RSE

RSE is taught through the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included within religious education (RE). Pupils also receive stand-alone sex education sessions delivered by a trained health professional where appropriate. Any external visitors or professionals involved in the delivery of RSE are subject to the same safeguarding, quality assurance and statutory guidance expectations as school staff.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships. RSE is delivered through a combination of planned lessons, discussion-based activities and age-appropriate resources.

Details of curriculum content and progression are set out in Appendices 1 and 2.

Teaching takes place within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances. Families may include single-parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents or carers, alongside other structures. Teaching also reflects sensitively that some pupils may have different forms of support around them, for example looked-after children or young carers.

Where pupils ask questions about sex education content that is not included in the primary curriculum, or where a pupil has been withdrawn from sex education, staff respond in a sensitive, age-appropriate and professional manner. Responses are consistent with this policy, statutory guidance and safeguarding requirements.

Staff do not provide detailed sex education content beyond the agreed curriculum, but ensure pupils are supported, signposted appropriately, and encouraged to speak with a trusted adult where necessary.

## Roles and Responsibilities

**The CEO** will approve the RSE policy and hold the Headteacher to account for its implementation.

**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 Parents' right to withdraw).

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- 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.

All staff are expected to contribute to the delivery of RSE in line with this policy. Staff who have concerns about teaching RSE are encouraged to discuss these with the headteacher so that appropriate support or guidance can be provided.

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

**Parents' right to withdraw** - Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

## Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE. Any external visitors supporting RSE delivery are subject to the same quality assurance and safeguarding expectations set out in this policy.

## Monitoring Arrangements

The delivery and content of relationships education, relationships and sex education and health education are monitored by school leaders to ensure they remain aligned with statutory guidance. Trustees provide oversight and assurance that the curriculum, teaching materials and use of external providers comply with statutory requirements and this policy.

The delivery of RSE in our school is monitored by school leaders through:

- Lesson observations
- Pupil voice
- Consultation with staff, children & families

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy is reviewed by the Trust at least every two years and sooner where required in response to changes in statutory guidance. Each review is approved by the CEO.













## **Appendix 1: Relationships and sex education curriculum map (attached under PSHE overview)**

# ONE LIFE

PERSONALITY | PSYCHOLOGY | PSYCHOSOCIAL | PSYCHOSOMATIC



An Overview of INTENT linked to the RSHE 2026 DfE Guidance

HT1 SELF-AWARENESS	HT2 RESPONSE SYSTEM	HT3 BOUNCING BACK	HT4 COMPASSION	HT5 POWER OF NOW	HT6 DOING & BEING
<p><b>Mental Fitness (x3 lessons)</b></p>  <p><b>Self-awareness</b> is to know myself to grow myself  <b>Self-identity</b> includes my body, mind, soul and spirit  <b>Spirituality</b> is seeking a deeper connection with something bigger than myself where I experience feelings of awe, love, peace and fulfillment.  <b>Self-esteem</b> is how much I like myself  <b>Self-Control</b> is stopping and catching myself to make sure I do what is good and what is right</p>	<p><b>Mental Fitness (x2 lessons)</b></p>  <p><b>Our response system</b> is our mind and body working together to protect us and keep us safe  <b>Wise Owl</b> (upstairs brain), <b>Guard Dog</b> (amygdala) and <b>Emotion Elephant</b> (Hippocampus/emotional downstairs brain)  <b>Emotions</b> are energy in motion  <b>React</b> means to ACT quickly without thinking  <b>Response</b> leads to responsibility (power of the pause)  <b>Toolkit</b> – practical ways to build mental fitness</p>	<p><b>Mental Fitness (x 2 lessons)</b></p>  <p><b>Bouncing back</b> is when we return to our usual selves after something difficult.  <b>Adaptability</b> is to be like cooked spaghetti  <b>Resilience</b> is to keep going even when something is difficult.  <b>Forgiveness</b> is letting things go</p>	<p><b>Mental Fitness: (x 3 lessons)</b></p>  <p><b>Compassion</b> is suffering together  <b>Self-compassion</b> means being your own best friend  <b>Dopamine</b> makes you feel good  <b>Oxytocin</b> makes you feel loved  <b>SENSES approach</b> is sensitivity, empathy, non-judgmental, sympathetic, extra care and supportive  <b>Empathy</b> is understanding somebody else's feelings  <b>Sympathy</b> means feeling sorry for somebody else</p>	<p><b>Mental Fitness: (X3 lessons)</b></p>  <p><b>Power of Now</b> is being fully present in the moment  <b>Mindfulness</b> is paying full attention to the present moment and noticing what's happening inside and around them.  <b>Wise Owl</b> (upstairs brain), <b>Guard Dog</b> (amygdala) and <b>Emotion Elephant</b> (Hippocampus/emotional downstairs brain)  <b>Attention</b> is focusing on one thing at a time</p>	<p><b>Mental Fitness: x 2 lessons</b></p>  <p><b>Exercise</b> is a physical activity that gets you moving, muscles work hard and strengthens our heart and lungs  <b>Obesity</b> is when somebody is significantly overweight  <b>Confidence</b> is believing in yourself and your abilities  <b>Ambition</b> means having a strong desire to do or achieve something important  <b>Balance</b> means spending time and energy doing and being  <b>Acceptance</b> understanding and being okay with things as it is</p>
<p><b>RSHE Objectives:</b> That mental wellbeing is a normal part of daily life, in the same way as physical health. 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.</p>	<p><b>RSHE Objectives:</b> 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. 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.</p>	<p><b>RSHE Objectives:</b> How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>	<p><b>RSHE Objectives:</b> That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 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. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</p>	<p><b>RSHE Objectives:</b> How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 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. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 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.</p>	
<p><b>Social Fitness: Families:</b></p>  <p><b>Social Fitness</b> is how we show up with other people  <b>Love</b> is thinking about others more than yourself  <b>Kindness</b> is thinking about people's feeling and making them feel good  <b>Goodness</b> is doing what is good and what is right</p>	<p><b>Social Fitness - Respectful, kind Relationships</b></p>  <p><b>Moral Compass</b> is knowing the difference between right and wrong  <b>Respect</b> is treating others in a way that shows you care about them and their feelings  <b>A boundary</b> is a rule or a limit set to keep us safe</p>	<p><b>Social Fitness (lesson 3) – bouncing back in Friendships</b></p>  <p><b>Courage</b> is being brave and do the right thing even if you are scared.  <b>Honesty</b> is telling the truth with your words and actions  <b>Trustworthy</b> is being someone who others can count on</p>	<p><b>Social Fitness – compassion in relationships</b></p>  <p><b>KSI: A stereotype</b> is a thought about other people based on their characteristics (MTYT)  <b>KKS2: A stereotype</b> is a belief about other people based on their characteristics, which can be harmful and judgemental</p>	<p><b>Social Fitness- being present in all relationships</b></p>  <p><b>Love</b> is thinking about others more than yourself  <b>Kindness</b> is thinking about people's feeling and making them feel good  <b>Goodness</b> is doing what is good and what is right</p>	<p><b>Social Fitness – self-respect and being safe</b></p>  <p><b>Body parts naming</b>  <b>Privacy</b> is keeping in line with your body boundaries to keep you safe  <b>A boundary</b> is a rule or a limit set to keep us safe  <b>Assertive</b> is when you can confidently say what you need and want in a calm and friendly way.</p>



# ONE LIFE

PHYSICAL PSYCHOLOGICAL SOCIAL PSYCHOLOGICAL MENTAL PSYCHOLOGICAL







## An Overview of INTENT linked to the RSHE 2026 DfE Guidance

<p>Families provide love, security and stability.  <b>Marriage and civil partnerships</b> (Y5/Y6) represent a formal and legally recognized commitment of two people to each other which is intended to be lifelong.</p>	<p><b>(Y5 &amp; Y6) Integrity</b> is being honest and pure when no one is looking. <b>(Y5/6) Humility</b> is knowing that you are no better than anyone else</p>	<p><b>Y5/Y6 Assertive</b> is when you can confidently say what you need and want in a calm and friendly way. <b>Y5/Y6 Controlling</b> is when you are directing or influencing another person's behaviour and choices</p>	<p><b>Prejudice</b> is a harmful opinion that is not based on facts  <b>Injustice</b> is a lack of fairness</p>	<p><b>(Y5 &amp; Y6) Integrity</b> is being honest and pure when no one is looking. <b>(Y5/6) Humility</b> is knowing that you are no better than anyone else  <b>A boundary</b> is a rule or a limit set to keep us safe  <b>Assertive</b> is when you can confidently say what you need and want in a calm and friendly way.  <b>Controlling</b> is when you are directing or influencing another person's behaviour and choices  <b>Peer Pressure</b> is when someone makes you feel like you should do/say something you don't want to</p>	<p><b>Controlling</b> is when you are directing or influencing another person's behaviour and choices  <b>Consent</b> is saying yes or no to stay safe.</p>
<p><b>RSHE objectives:</b>                  That families are important for children growing up safe and happy because they can provide love, security and stability. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterized by love and care. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 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.</p>	<p><b>RSHE Objectives:</b> 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.                  How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. The conventions of courtesy and manners. 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.</p>	<p><b>RSHE Objectives:</b> That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. How to manage conflict, and that resorting to violence is never right. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.</p>	<p><b>RSHE Objectives:</b> 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. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype</p>	<p><b>RSHE Objectives:</b> How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 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. Where and how to report concerns and get support with issues online.</p>	<p><b>RSHE Objectives:</b> 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. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. How to report concerns or abuse, and the vocabulary and confidence needed to do so. How to ask for advice or help for themselves or others, and to keep trying until they are heard. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipple (bold only in ONE LIFE). 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.   <b>NB:</b> 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. – NOT COVERED IN ONE LIFE.</p>

# ONE LIFE








## An Overview of INTENT linked to the RSHE 2026 DfE Guidance

<p><b>Social Fitness – caring friendships</b></p>  <p><b>Friendships</b> can lead to happiness and security. A <b>caring friend</b> should make you feel good. <b>Moral Compass</b> is knowing the difference between right and wrong. <b>(Y5/6) Integrity</b> is being honest and pure when no one is looking. <b>(Y5/6) Humility</b> is knowing that you are no better than anyone else.</p>	<p><b>Physical Fitness – response to our one body</b></p>  <p><b>Self-respect</b> is knowing that you are important and worthy, just for being YOU. <b>Self-care</b> is looking after your spirit, soul, mind and body. <b>Acceptance</b> understanding and being okay with things as it is. <b>Puberty</b> is the process of a child's body physically and emotionally changing to become an adult capable of reproduction. (Y5/6)</p>	<p><b>Social Fitness x2 lessons – bouncing back from hard things</b></p>  <p><b>Bullying</b> is repetitive, hurtful, intentional and an imbalance of power. <b>Cyber Bullying</b> is repetitive, hurtful, intentional and an imbalance of power in the virtual world. <b>Peer pressure</b> is when other children try to get you to think or act in a certain way. <b>Upstander</b> is someone who stands UP for what is GOOD and what is RIGHT. <b>Bystander</b> is someone who stands BY when something wrong is happening.</p>	<p><b>Social Fitness – compassion online</b></p>  <p><b>4C's</b> – content, contact, commerce and conduct. <b>Kindness</b> is thinking about people's feeling and making them feel good. <b>Risk</b> is a situation which lead to danger. <b>Caution</b> is being careful or paying attention to avoid getting hurt or into trouble. <b>Harm</b> is direct injury to body, mind, soul or spirit.</p>	<p><b>Social Fitness – being present in online relationships</b></p>  <p><b>Online Privacy</b> is when you have control over their personal information and what they are sharing. <b>Evaluate</b> means to carefully judge and assess the quality, value or significance of something. <b>Data</b> is information collected and stored. <b>Kindness</b> is thinking about people's feeling and making them feel good. <b>Risk</b> is a situation which lead to danger. <b>Caution</b> is being careful or paying attention to avoid getting hurt or into trouble. <b>Harm</b> is direct injury to body, mind, soul or spirit. <b>Y5 &amp; Y6:</b> <b>Abuse</b> is when someone hurts or harms them in a way that is wrong or bad. <b>Harassment</b> is any unwanted behaviour that causes harm and distress.</p>	<p><b>Physical Fitness – health and prevention</b></p>  <p><b>Personal hygiene</b> is keeping their bodies clean and healthy to prevent germs and sickness. <b>Bacteria</b> are small organisms that live everywhere. <b>Virus</b> is a tiny non-living infectious agent that replicates inside a living cell. <b>Allergy</b> occurs when a person's immune system reacts to substances in the environment that are harmless to most people. <b>Immunisation</b> is a process where a person becomes protected against a disease through vaccination. <b>Vaccine</b> is given (nasal, injection or oral) to prevent infectious disease.</p>
<p><b>RSHE objectives:</b> How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. That not every child will have the friends they would always like. That most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</p>	<p><b>RSHE Objectives:</b> 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. About growth and other ways the body can change and develop, particularly during adolescence.</p>	<p><b>RSHE Objectives:</b> How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 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. That abuse, bullying</p>	<p><b>RSHE Objectives:</b> That for most people the internet is an integral part of life and has many benefits. 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. Where and how to report concerns and get support with issues online. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 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. Where and how to report</p>	<p><b>RSHE Objectives:</b> 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 risks associated with people they have never met. How information and data is shared and used online. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p>	<p><b>RSHE Objectives:</b> 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.</p>

# ONE LIFE



## An Overview of INTENT linked to the RSHE 2026 DfE Guidance

		and harassment can take place online and that this can impact wellbeing	concerns and get support with issues online. Why social media, some apps, computer games and online gaming including gambling sites, are age restricted. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.	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. How to understand the information they find online, including from search engines, and know how information is selected and targeted. That they have rights in relation to sharing personal data, privacy and consent. 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	
<p><b>Physical Fitness (x1 lesson)</b></p>  <p><b>Health</b> is physical, mental and social wellbeing and not just the absence of disease.</p> <p><b>Nutrition</b> is a balanced and nutrient dense diet providing energy, development and activity.</p>	<p><b>Social Fitness- being safe</b></p>  <p><b>A boundary</b> is a rule or a limit set to keep us safe</p> <p><b>Self-respect</b> is knowing that you are important and worthy, just for being YOU.</p> <p><b>Consent</b> is saying yes or no to stay safe</p>	<p><b>Physical Fitness – bouncing back physically</b></p>  <p><b>Self-care</b> is looking after your spirit, soul, mind and body</p>	<p><b>Physical Fitness – compassion in an emergency</b></p>  <p><b>999</b></p> <p><b>Risk</b> is a situation which lead to danger</p> <p><b>Caution</b> is being careful or paying attention to avoid getting hurt or into trouble</p>	<p><b>Physical Fitness: being present in my choices – drugs, alcohol, smoking and vaping</b></p>  <p><b>Addiction</b> is having a strong urge to do something that is hard to control and can be harmful.</p> <p><b>Legal and illegal harmful substances</b> are substances that changes the way their body works in a negative way</p> <p><b>Duty</b> is a responsibility or a task they are expected to do</p>	<p><b>Social Fitness – personal safety</b></p>  <p><b>Hazard</b> is something that could cause harm or injury</p> <p><b>Risk</b> is a situation which lead to danger</p> <p><b>Caution</b> is being careful or paying attention to avoid getting hurt or into trouble</p> <p><b>Harm</b> is direct injury to body, mind, soul or spirit</p>
<p><b>RSHE objectives:</b></p> <p>What constitutes a healthy diet (including understanding calories and other nutritional content)</p> <p>Understanding the importance of a healthy relationship with food. 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).</p>	<p><b>RSHE Objectives:</b> What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. How to recognise and report feelings of being unsafe or feeling bad about any adult</p>	<p><b>RSHE Objectives:</b> 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. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</p>	<p><b>RSHE Objectives:</b> 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.</p>	<p><b>RSHE Objectives:</b> The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive</p>	<p><b>RSHE Objectives:</b> About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. How to recognize risk and keep safe around roads, railways, including level crossings, and water, including the water safety code</p>

## Appendix 2: By the end of primary school pupils should know.


Topic	Pupils should know
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• That others' families, 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</li> <li>• 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</li> <li>• That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• 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</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> </ul>

Topic	Pupils should know
	<ul style="list-style-type: none"> <li>• The importance of setting, respecting and communicating boundaries, including permission-seeking and giving, in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That many social media platforms have a minimum age requirement, and that these rules are designed to help keep children safe online</li> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> <li>• How to recognise when a relationship or interaction feels unsafe or harmful, and that it is always right to seek help if something does not feel right</li> </ul>

## Appendix 3: Parent form - withdrawal from sex education within RSE

To be completed by parents			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

To be completed by the school	
Agreed actions from discussion with parents	

Document Detail			
<b>Document Name:</b>	Relationships and Sex Education Policy		
<b>Version:</b>	3		
<b>Chief Officer Signature:</b>			
<b>Effective From:</b>	01/09/2026		
<b>Approved by:</b>	D Dickinson		
<b>Approval Meeting Reference:</b>			
<b>Next Review Date:</b>	01/04/2027		
Version Control			
Version	Date	Author	Change/Reference
1	01/02/2023	M Bretherton	New Policy
2	01/01/2025	M Bretherton	Expanded definitions in relation to Sex Education and Relationships Education
3	09/02/2026	M Bretherton	Updated to reflect the DfE's <i>Relationships Education, Relationships and Sex Education (RSE and Health Education)</i> statutory guidance (July 2025). Updates clarify the school's duty to have regard to the revised guidance and strengthen assurance in the following areas: transparency and parental access to RSHE materials; quality assurance of external visitors and resources; factual, balanced and legally accurate teaching, including political neutrality; accessibility and adaptation for pupils with SEND; handling of pupil questions and withdrawal from sex education; and monitoring and governance oversight, including trustee assurance of compliance with statutory requirements. Minor amendments made to Appendix 2 to reflect July 2025 statutory guidance, including updated references to marriage and civil partnerships, strengthened language on boundaries and respectful relationships, clearer expectations around online safety and age restrictions, and recognition of harmful or unsafe relationships.