



## **Lawford C of E Primary School**

# **Relationships, Health and Sex Education Policy (RHSE)**

**Latest Parent Survey – September 2025**

**Reviewed December 2025**

Annual review

## Introduction

- 1) This policy sets out our school's approach to statutory Relationships Education and non-statutory Sex Education. It was produced by the PSHE coordinator working with the Head teacher, Senior Leadership Team and lead governor for PSHE. We have based our school's relationships and sex education policy on the statutory guidance document "Relationships and Sex Education (RSE) and Health Education" (DfE, 2025) and the PSHE Association's supplementary guidance "Writing your school's relationships and sex education (RSE) policy" (PSHE Association, September 2018).
  
- 2) Department for Education 2019 (updated in 2025 guidance) stated that from September 2020, all primary schools must teach Relationships and Health Education. **The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum including, the human life cycle (including puberty) and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.** Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information and specifically to years 5 and 6. Latest guidance has been updated as follows and these changes must be covered from September 2026:
  - a) There's a greater focus on online safety and wellbeing. For example, pupils will learn about online financial harms such as gaming, video game monetisation, scams and fraud – as well as the reasons for age restrictions on online content such as gambling websites and social media. The new guidance also includes content on helping pupils to critically engage with what they see online and recognise their rights – for example in relation to privacy, consent and personal data (with new learning around the importance of location settings for instance).
  - b) Within health education, there's still an emphasis on helping pupils understand their bodies and the changes they might experience — and now, this includes learning the correct names for body parts (including genitalia). This reflects established best practice when it comes to giving children the knowledge and understanding they need to stay safe, including the ability to identify and report signs of abuse, while reducing stigma. Lawford has been teaching this effectively for years as part of our approach to safeguarding, but this addition to the statutory guidance brings welcome clarification and reassurance.
  - c) 'Personal safety' has been added to the statutory content, with an emphasis on recognising and reducing risk, in the context of fire and travel safety — for example around water, roads and railways.
  - d) There's new learning around change and loss, including bereavement; recognising that this can cause a range of feelings, and that everyone grieves differently.
  - e) The guidance also includes an increased emphasis on skills as well as knowledge. For example, within relationships education there's new learning around communicating effectively, and developing the ability to be assertive and to express needs and boundaries. There's also an emphasis on skills for managing difficult feelings in the context of relationships, such as disappointment, frustration and loneliness — and these skills are highlighted in online contexts too. For example, pupils will now learn

strategies for resisting pressure to share information or images online. And the guidance states that some schools may decide to cover image sharing or online sexual content in late primary, if this is something they know is affecting their pupils. The DfE emphasises that if schools choose to cover these topics, teaching should be “age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion”.

3) The 2025 Guidance states (pp 6-7):

*Everyone has relationships with others, and most pupils will develop sexual relationships at some point in their lives. Relationships education should equip pupils with the knowledge and skills they need to act with kindness and respect in all their relationships as they grow into adulthood, to enjoy their relationships, and to keep themselves and others safe.*

*Relationships education will focus on how to form and sustain positive relationships but will also help children identify risks and harms. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This can be done without describing the detail of any sexual activity involved.*

*Similarly, good safeguarding practice requires young people to understand the correct terms for different parts of the body and to be able to confidently use these terms. This can be provided as part of health education in primary, without describing any detail of sexual activity*

- 4) Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.
- 5) Our definition of Relationships Education includes all of those elements defined within this statutory topic – these are detailed below in the ‘RSE Curriculum’ section. Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health and relationships Education.
- 6) ‘To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.’
- 7) It is the philosophy of our school that all children experience a planned programme of RHSE that offers them the opportunity to explore attitudes and values and develop personal and social skills, as well as learning the facts necessary for life.
- 8) RHSE will reflect the values of the PSHE programme and will be taught in the context of relationships. In addition, RHSE will promote self-esteem, emotional health and well-being and help form and maintain worthwhile, satisfying relationships, based on respect for themselves and for others.

## **Context**

- 9) At Lawford C of E Primary School, we value the importance of RSE to help and support our children through their physical, emotional and moral development. This programme is linked closely to the National Healthy Schools standard guidance. As a Healthy School, we feel it is important that we develop the whole child and support their understanding and knowledge of the importance of healthy relationships.
- 10) We recognise the partnership of home and school, of parent/carer and teacher, in this important area of personal development.
- 11) RSE is a continuing developmental process, which includes the exploration of attitudes and values and the development of healthy relationships as well as the teaching of age-appropriate facts. It should be gradual and matched to the child's maturity and stage of development.
- 12) RSE teaches children to have an awareness of, and a respect for, themselves and others. It aids the development of positive self-esteem, which helps the children to cope with the challenges of personal growth. It enables children to be aware of personal choices and decisions whilst also exploring feelings and emotions.
- 13) As part of the framework we teach in school, pupils are taught about the nature and importance of family life and bringing up children. Our children learn about stable relationships, including marriage. Great care is taken that no child is stigmatised because of their home circumstances.

## **Aims and Objectives**

- 14) The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour. This should take place with consideration of the qualities of relationships within families.
- 15) Lawford C of E Primary aims:
  - a) To adopt a whole school approach to Relationships Health and Sex Education in the curriculum, within the context of a Church of England School setting.
  - b) To teach, in a way that is sensitive to the cultural backgrounds of all pupils about relationships, love and care and responsibilities of parenthood as well as about sex and sexuality.
  - c) To equip pupils with knowledge, understanding and skills to enable them to make choices leading to a safe and healthy lifestyle.
- 16) It is also our aim to ensure that all children:
  - a) Develop confidence in talking, listening and thinking about feelings and relationships.
  - b) Develop their self-esteem and sense of responsibility.
  - c) Are able to name parts of the body and describe how their bodies work.
  - d) Are prepared for puberty.
  - e) Can protect themselves from 'real world' and online harm and ask for help and support with confidence

## **Organisation**

- 17) Mrs Cemil is the designated teacher with responsibility for coordinating Relationships, Health and Sex Education.
- 18) RHSE is monitored and evaluated by SLT and a linked governor with responsibility for its oversight. This Governor is Mrs Nicola Hunt.
- 19) To help parents prepare for the delivery of these lessons in school, all teachers will state on their termly curriculum overviews which lesson is being delivered in which term, e.g. puberty in Y4, spring term. Parents can then refer to the policy for a breakdown of this lesson and request lesson materials if they wish. The teaching of puberty is a statutory under health education.
- 20) Class teachers will be responsible for delivering all RSE lessons and parents will be notified of which areas will be covered in class a week in advance via school email or J2E message.

### **Statutory Requirements**

- 21) All schools must provide a curriculum which ‘promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.’ (*Education Act 2002*). This clarified by the DfE in [July 2025](#).
- 22) As a Church of England School, we believe that Christian beliefs and values should underpin our Relationship and Sex Education programme. Therefore, these principles underpin our policy:
- i) Relationship and Sex education is taught in the context of enduring relationships and family life
  - ii) Relationship and Sex education includes learning about physical and emotional development
  - iii) Relationship and Sex education is part of a wider social, moral and spiritual process
- 23) As part of our PSHE/Relationships Education programme of study, children will be taught what a relationship is; the different types of relationships they might have (including same sex relationships); the importance of healthy and secure relationships to wellbeing; what constitutes a healthy relationship, in person and online; how to set and observe appropriate boundaries in relationships; how to recognise when a situation is unsafe; strategies for dealing with situations that they find uncomfortable or that are unsafe; and sources of help and advice.
- 24) A summary of the key objectives of the statutory Relationships Education curriculum is set out below.

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.

**Non-statutory Sex Education:**

- 25) Although sex education is not compulsory in primary schools, but the DfE recommends that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. We believe children should understand the facts about human reproduction before they leave primary school. This should be tailored to the emotional maturity of the individuals and sex education should cover how a baby is conceived. We interpret 'how a baby is conceived' as referring to what happens during sexual intercourse before an egg and sperm meet (reproduction) – year 6 and an element of the lesson in year 6 linked to HIV. **This element is the only element of the RSE curriculum from which a parent may elect to withdraw their child.**

Primary schools should consult parents about the content of anything that will be taught within sex education. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education. The school will survey parents regularly (at least biennially) and before ratification of this updated policy.

### **The Teaching Programme**

- 26) Relationships and Sex Education is delivered through science, physical, social, health education (PSHE) and circle time. Relationships and Sex Education is taught by classroom teachers and where appropriate, other professionals, such as the school nurse.
- 27) It is our intention that all children experience a programme of RSE, which is appropriate for their age and physical development with differentiated provision if required.
- 28) To support the teaching of RSE we use a resource called 'The Christopher Winter Project' which provides age appropriate resources to use within the lessons. In addition to this, we access high quality SCARF resources on the Coram Life Education website.

### **29) Aims and Objectives**

- 30) Within the Personal, Social, Health and Education (PSHE) curriculum, the national curriculum for science and specific RSE lessons we will teach children about:
  - a) The physical development of their bodies as they grow into adults
  - b) Physical and emotional well being
  - c) Respect for their own bodies
  - d) The importance of family life and loving stable relationships
  - e) Relationships
  - f) Self-esteem and respect for others (including online)
  - g) Moral questions
  - h) Reproduction
  - i) Where to seek help when things are not right (including online)

### **31) Relationships and sex education will cover:**

- a) 4-5 year-olds: being the same and different, our special people, different families, different homes, our feelings, being unique and special, being kind, caring and friendly, keeping safe, keeping healthy, resilience, life stages and growing from young to old.
- b) 5-6 year olds: explores themes around families and their special people, the importance of respecting others including those that are different from us, recognising that genitals are private and their correct names; develops understanding of the difference between surprises and secrets (good or bad secrets) and when not to keep bad adult secrets; helps develop judgement of what kind of physical contact is acceptable or unacceptable and how to respond to this (including who to tell and how to tell them).
- c) 6-7 year-olds: looks at the process of growing from young to old and how people's needs change; explores the opportunities that increasing independence can bring.

Along with this comes the growing need to respect themselves and others and that this respect extends to keeping themselves and others safe.

- d) 7-8 year-olds: introduces themes about change, including menstruation and bereavement, healthy and unhealthy relationships (friendships), how images in the media do not always reflect reality and the impact of this on people's thoughts and feelings; the nature and consequences of discrimination; the importance of protecting personal information online; understanding risk and building resilience; making informed choices; resisting pressure and recognising when and how to ask for help.
- e) 8-9 year-olds: builds on the themes covered in previous years, looking more closely at body changes as they approach and move through puberty including: menstruation and human reproduction; conflicting emotions; what positively and negatively affects their physical, mental and emotional health; understanding good and not-so-good feelings; recognising and challenging stereotypes; consequences of their actions; pressures to behave in an unacceptable, unhealthy or risky way and that marriage is a commitment freely entered into by both people.
- f) 9-10 year-olds: builds on the themes covered previously and in greater depth, looking more closely at: body changes and feelings during puberty; how their changing feelings can affect those they live with; what makes relationships unhealthy; exploring risky behaviour in more detail; different types of bullying including homophobic and transphobic; how to keep their personal information private online (and why this is important), and how to use social media safely.
- g) 10-11 year-olds: builds on and reinforces all the themes of the previous years, with new content built into the lesson plans looking at: body image and the media; forced marriage; female genital mutilation (FGM); sexual intercourse\*; HIV\*\*; and managing pressure online.

32) The lessons allow us to teach children about healthy relationships through a safe, secure environment. Children will receive the facts and knowledge will be built up through discussion in an age-appropriate way.

33) In science and health education pupils will ***“describe life cycles, birth, growth, development, reproduction, death”*** and ***“describe changes in humans through the life cycle, recognise the impact of diet, exercise, drugs and lifestyle.”*** Parents do not have the right for their children to opt out of these lessons.

### **The Role of the Class Teacher**

34) Teachers have established ground rules for sex education lessons so that children and adults feel comfortable during the session. These are:

- a) We will respect each other's questions and opinions.
- b) What is said in a lesson stays confidential unless an adult is concerned about our safety.
- c) We will always speak to an adult if we are worried.
- d) Everyone will use agreed and appropriate language.
- e) No one will be forced to join in with a discussion.
- f) We will share our own thoughts, not those of others.
- g) No-one will be asked a personal question.
- h) We will allow everyone to work at their own pace.

- i) We will be kind to each other.
- j) We will listen to each other.

35) Establishing ground rules in every classroom will enable children to feel like they are able to share their opinions without fear of being judged or reprimanded by their peers. Children should also feel able to share concerns with staff in confidence.

### **Dealing with Difficult Questions**

36) Teachers will respond appropriately to questions as they arise, considering the age and maturity of the pupils, within these parameters. A teacher's personal beliefs and attitudes will not influence their teaching of sex and relationship education.

### **The Role of Parents**

37) The school understands the primary role in children's RHSE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation.

38) To promote this objective, we will

- a) inform parents about the school's RSE policy and practice
- b) answer any questions that parents may have about the RSE of their child
- c) take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for RSE in the school
- d) encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary
- e) inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home
- f) make the RSE resources used in our lessons available for viewing

39) We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their relationship responsibilities in life and for themselves.

40) The school will include information on RSE in the school prospectus. Full details are available on request. The school informs parents when aspects of the Healthy Relationship and Sex Education programme are taught and provides opportunities for parents to view the resources being used. The policy is available in school and on the school website for all parents to inspect and details are published in the school prospectus.

### **Parental Right to withdraw**

41) Parents have the right to request that their child be withdrawn from some or all of **the non-statutory Sex Education** our school teaches but **not** Relationships or Health Education. *They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education.* Parents are invited to view our resources and discuss any concerns with our staff.

42) If parents wish to withdraw a child from the non-statutory elements of the programme, they should discuss their specific concerns with the Headteacher and document this in writing.

## **Child Protection and Confidentiality**

- 43) Teachers need to be aware that effective RHSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.
- 44) The staff member will inform the Head teacher/Designated Child Protection Officer in line with the school's procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

## **Monitoring and Evaluation**

- 45) The Governing Body is responsible for monitoring the delivery of our RHSE policy. Governors give due consideration to any comments from parents about the RHSE programme and require the Head teacher to keep a written record of parents' comments – until the subsequent survey.

CORAM SCARF Relationships documents:



Adobe Acrobat  
Document

CORAM parent leaflet



Adobe Acrobat  
Document

CORAM helping children make Healthy Choices