

Henry Chadwick Community Primary School

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

Updated in Line with Statutory Guidance Effective from 1 September 2026

1. Introduction

At Henry Chadwick Community Primary School, we are committed to providing a Relationships Education, Relationships and Sex Education (RSE) and Health Education curriculum that is age-appropriate, inclusive, evidence-informed and responsive to the needs of our pupils.

This policy is based upon the Department for Education's **Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance**, revised in July 2025 and effective from 1 September 2026. The guidance is issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996. Schools must have regard to this guidance when planning and delivering their curriculum.

We recognise that children are growing up in an increasingly complex world where relationships take place both online and offline. Whilst the digital world provides significant opportunities, it also presents challenges and risks. Through our curriculum, pupils are taught how to develop healthy relationships, stay safe, maintain positive wellbeing and understand their responsibilities as members of society.

We believe effective Relationships Education supports children to:

- Develop resilience, confidence and self-respect.
- Build positive, respectful relationships.
- Recognise unsafe situations and seek help when needed.
- Understand and respect differences.
- Develop the knowledge and skills needed to stay safe, healthy and happy.
- Prepare for future learning and adult life.

The curriculum is taught sensitively and inclusively, respecting the backgrounds, beliefs and values of pupils and their families, whilst ensuring that pupils receive the knowledge required by law.

2. Aims and Objectives

At Henry Chadwick Community Primary School, our Relationships Education curriculum aims to provide pupils with the fundamental building blocks and characteristics of positive relationships, with particular reference to:

- Families and people who care for them
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Emotional wellbeing and mental health
- Personal development and growing up

The curriculum seeks to develop knowledge, skills and attitudes which enable pupils to:

- Form positive and healthy relationships.
- Demonstrate kindness, empathy and respect.
- Keep themselves safe in both the real and digital world.
- Communicate effectively and assertively.
- Understand personal boundaries and consent.
- Recognise unacceptable behaviour and seek support.
- Develop emotional literacy and resilience.
- Respect diversity and challenge discrimination.

DFE Guiding Principles

The 2026 guidance places significant emphasis on:

- Engagement with pupils
- Engagement with parents

- Positivity
- Careful sequencing
- Relevant and responsive teaching
- Skilled delivery
- Whole-school approach

These principles are reflected in the policy but are not explicitly listed. Including a short section would demonstrate direct alignment with the 2026 guidance

Families and People Who Care for Me

By the end of primary school pupils should know:

- Families are important for children growing up because they provide love, security and stability.
- The characteristics of healthy family life, including commitment, care, support and spending time together.
- Families may look different from each other, but all families should be characterised by love, care and respect.
- Stable and caring relationships are important for children's wellbeing and security.
- Marriage and civil partnerships are legal relationships recognised by law.
- How to recognise when family relationships are making them feel unhappy or unsafe.
- How and where to access support if needed.

Caring Friendships

Pupils should know:

- The importance of friendships in promoting happiness and wellbeing.
- The characteristics of healthy friendships, including kindness, honesty, loyalty, trust, generosity and mutual respect.
- How to include others and avoid exclusion.

- That friendships can experience difficulties and that conflicts can often be resolved positively.
 - How to identify trusted adults.
 - How to seek support when friendships become unhealthy or unsafe.
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Respectful Relationships

Pupils should know:

- The importance of treating everyone with respect.
 - How to recognise and challenge stereotypes.
 - The value of self-respect and self-worth.
 - How to communicate respectfully.
 - The conventions of courtesy and good manners.
 - The impact of bullying, including cyberbullying.
 - The importance of reporting bullying.
 - That everyone should be treated fairly and with dignity.
 - The importance of asking for and respecting permission in everyday interactions and relationships.
 - How equality, respect and inclusion contribute to a positive community.
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Online Relationships

Pupils should know:

- That people may behave differently online.
- That some people may pretend to be someone they are not.
- That the same principles of kindness and respect apply online as offline.
- How to stay safe online.
- How to recognise harmful content and unsafe online behaviours.
- How to report concerns and seek support.
- How information and data may be shared online.
- How to critically evaluate online information and sources.

- The risks associated with online friendships.
 - The risks associated with sharing images, videos and personal information online.
 - That artificial intelligence (AI), altered images and other digital technologies can be used to create misleading content.
 - How online content may influence attitudes, behaviour and decision-making.
 - Pupils will learn about online financial harms including scams, fraud, inappropriate purchases, gaming monetisation and the importance of age restrictions on websites, applications and online services.
 - Pupils will understand how privacy settings, location settings and personal data can affect their safety and wellbeing online.
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Being Safe

Pupils should know:

- Appropriate boundaries in friendships and relationships.
- That each person's body belongs to them.
- The difference between safe, unsafe and unwanted contact.
- The correct anatomical names for body parts, including genitalia, so they can communicate clearly about their bodies and safety.
- The concept of privacy.
- That some secrets should never be kept if they relate to safety or wellbeing.
- How to respond safely when approached by unfamiliar adults, both online and offline.
- How to recognise unsafe, coercive or controlling behaviour.
- How to report concerns, abuse or exploitation.
- How to ask for help for themselves or others.
- The importance of continuing to seek help until concerns are heard.
- Basic principles of road, rail, water and fire safety.
- Where to access support within school and the wider community.

Emotional Wellbeing and Mental Health

Pupils should know:

- How to identify and describe a range of emotions.
 - Strategies for managing emotions positively.
 - The importance of mental wellbeing.
 - That healthy relationships support positive mental health.
 - How to seek support when worried or distressed.
 - That experiences such as change, loss and bereavement are a normal part of life.
 - How to support themselves and others during times of change or difficulty.
 - The importance of talking to trusted adults when help is needed.
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3. Context

3.1

Relationships Education, RSE and Health Education are taught within the context of the school's values, ethos and safeguarding responsibilities. Teaching is delivered in an age-appropriate manner and recognises the differing needs and experiences of pupils.

3.2

We recognise that children develop at different rates and may have differing levels of understanding and maturity. Teaching is therefore adapted to meet the needs of individual pupils, including those with Special Educational Needs and Disabilities (SEND).

3.3 Ground Rules for Learning

To ensure a safe learning environment, pupils and staff agree to:

1. Listen respectfully to others.
2. Respect differing opinions and experiences.
3. Avoid asking personal questions.

4. Use appropriate language.
5. Make use of question boxes (Ask it Baskets) for sensitive questions.
6. Respect confidentiality within lessons.
7. Understand that safeguarding concerns cannot remain confidential.
8. Choose not to contribute if they feel uncomfortable.

Where safeguarding concerns arise, staff will follow the school's safeguarding procedures.

3.4

The school actively challenges sexism, misogyny, homophobia, bullying, prejudice and harmful stereotypes. We promote a culture of respect, inclusion and equality.

3.5

The school complies fully with the Equality Act 2010. Teaching promotes respect for all people and reflects the protected characteristics set out in legislation. Learning materials are age-appropriate, accurate and inclusive.

3.6 Diversity and Inclusion

The school teaches about diversity, equality and respect in an age-appropriate way. Pupils learn that families and relationships may look different and that all people deserve dignity and respect. Teaching reflects statutory guidance and the Equality Act 2010 while remaining sensitive to the age and developmental stage of pupils.

4. Organisation and Delivery

In order to teach sex and relationships education at Henry Chadwick we consider the makeup of each class, including the gender and age range of their pupils, and consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics (which mean that they are potentially at greater risk). We consider what they can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.

4.1

Relationships Education, RSE and Health Education are delivered primarily through the school's PSHE curriculum using the Kapow Scheme of work alongside other high-quality resources.

Learning also takes place through Science, Computing, assemblies, safeguarding activities and wider curriculum opportunities.

4.2

The curriculum is carefully sequenced to ensure progression from Early Years through to Year 6.

Teaching aims to develop:

- Knowledge and understanding.
- Communication skills.
- Confidence and assertiveness.
- Personal responsibility.
- Emotional literacy.
- Decision-making skills.
- Healthy boundaries and relationship skills.

4.3

In science lessons in Year 5 & 6, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In Foundation and Key Stage 1 we teach children that animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

Science teaching follows the National Curriculum requirements.

4.4

In Years 5 and 6, particular emphasis is placed on:

- Puberty.

- Menstruation.
- Physical and emotional changes.
- Human reproduction.
- Personal hygiene.
- Emotional wellbeing.

External health professionals support the teaching of some aspects of this provision where appropriate. They are well equipped to answer all questions with sensitivity and care.

4.5

The school ensures that all Relationships Education, RSE and Health Education provision is accessible to pupils with SEND. Teaching is differentiated and adapted to meet individual needs.

4.6

The school promotes healthy and respectful behaviour between all pupils and creates an environment that challenges stereotypes, prejudice and discrimination.

5. The Role of Parents and Carers

5.1

Parents and carers are the primary educators of their children in matters relating to relationships, values and growing up. The school seeks to work in partnership with families through openness, communication and consultation.

The school will:

- Inform parents and carers about the school's Relationships Education, Relationships and Sex Education (RSE) and Health Education policy, curriculum and teaching practice.
- Provide opportunities for parents and carers to ask questions and discuss the Relationships Education, RSE and Health Education curriculum and how it is delivered to their child.
- Take seriously any concerns, questions or feedback raised by parents, carers, teachers or governors regarding this policy or the arrangements for Relationships Education, RSE and Health Education within the school.

- Work in partnership with parents and carers by sharing information about best practice in Relationships Education, RSE and Health Education, so that learning in school complements and supports discussions that take place at home. We believe that through this positive partnership and mutual exchange of information, children benefit from consistent messages about relationships, personal safety, emotional wellbeing, physical development, growing up and their increasing responsibilities.
- Provide parents and carers with information about the resources used to support Relationships Education, RSE and Health Education and offer opportunities to view representative curriculum materials when policies or programmes are reviewed.

5.2

The school will actively consult parents when reviewing this policy and curriculum provision. Parents will have opportunities to view representative teaching materials and learn about the rationale for curriculum content. Information will be available through the school website and parent communications.

5.3 Withdrawal

Parents cannot withdraw their child from statutory Relationships Education or Health Education.

In primary schools, parents may request withdrawal from any non-statutory sex education that falls outside the National Curriculum for Science.

Requests should be made in writing to the Headteacher and a record will be kept of discussions and decisions.

6. The Role of External Agencies

6.1

The school may work with external organisations and professionals to enhance Relationships Education, RSE and Health Education provision.

The school will ensure:

- Appropriate checks are completed.
- Resources are reviewed in advance.
- Content reflects school values and statutory guidance.
- Teaching is age-appropriate and accessible.

- Safeguarding expectations are understood and followed.

6.2

In particular, members of the Local Health Authority, such as the school nurse and other health professionals work with us to provide a discrete sex education unit to pupils in Years 5 and 6.

7. Confidentiality and Safeguarding

7.1

Teachers deliver Relationships Education, RSE and Health Education in a sensitive way and encourage respectful discussion.

Pupils are informed that staff cannot guarantee confidentiality where a safeguarding concern exists.

Any disclosure indicating a pupil may be at risk of harm, abuse, neglect or exploitation will be reported in accordance with the school's Child Protection and Safeguarding Policy.

The Designated Safeguarding Lead (DSL) will be informed and appropriate safeguarding procedures followed.

8. The Role of the Headteacher

8.1

The Headteacher is responsible for:

- Ensuring this policy is implemented effectively.
- Informing staff, governors and parents about the policy.
- Ensuring staff receive appropriate training.
- Monitoring curriculum delivery.
- Ensuring statutory requirements are met.
- Staff delivering Relationships Education, RSE and Health Education will receive regular professional development to ensure content remains accurate, up to date and age-appropriate.

8.2

The Headteacher will liaise with external agencies, curriculum providers and health professionals to ensure provision remains accurate, compliant and effective.

Monitoring, Review and Approval

Leaders will monitor this policy through:

pupil voice

curriculum impact

parental feedback

staff training needs

This is increasingly expected evidence during quality assurance reviews.

This policy has been developed by the Senior Leadership Team in consultation with staff, governors, parents and the wider school community. Governors are responsible for monitoring the implementation of this policy and ensuring statutory requirements are met.

The policy will be reviewed annually or sooner if statutory guidance changes.

Policy Status: Statutory

Reviewed: Autumn 2026

Next Review: Autumn 2027

Approved by: Governing Board

Headteacher: _____

Chair of Governors: _____

PSHE/RSE Lead: _____

Date Approved: _____

Date for Review: _____

This policy should be read alongside the school's Safeguarding and Child Protection Policy, Behaviour Policy, Online Safety Policy, PSHE Policy, SEND Policy and Equality Information and Objectives.