

**Relationships Education Policy
(RSE Policy)
Hill View Primary
Academy**



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1. Principle

We believe that Relationships Education (RSE) should be appropriately set for the age and maturity of the pupils, and firmly rooted in the framework for Personal, Social, and Health Education (PSHE) framework and the Science National Curriculum.

“Relationships and sex education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual activity – this would be inappropriate teaching”.

(Department for Children, School and Families)

RSE is firmly embedded in our PSHE programme and will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

We acknowledge the diversity of family background, home experiences and situations. All children and their families have a right to privacy, respect and acceptance and our approach will be non-judgemental and respectful. Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances.

2. Aims

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

Provide a graduated, age-appropriate RSE programme, emphasising the social and emotional aspects of relationships and using scientific vocabulary to describe their bodies.

Relationships Education for 4-7 year olds will focus on the building of self-esteem by encouraging learners to:

- value themselves
- recognise how their bodies change
- cope with change
- develop healthy, safe lifestyles
- recognise and communicate their feelings
- Support pupils to understand and manage **change, loss and bereavement**, recognising that people may respond differently to grief and that support is available.
- form friendships and relationships
- respect the differences between people
- name parts of their bodies and describe how their bodies work, in accordance with the National Curriculum Science for Key Stage One.

Relationships Education for 7-11 year olds will focus on developing confidence and responsibility by learning:

- the reasons for the physical and emotional changes that take place at puberty, including conception, pregnancy and birth
- the range of their own and others' feelings and emotions,
- about love and loss
- about self- image
- the importance of personal safety and what to do or to whom to go when feeling unsafe
- and developing confidence in talking, listening and thinking about feelings and relationships
- Support pupils to understand and manage **change, loss and bereavement**, recognising that people may respond differently to grief and that support is available.
- how to take care of themselves and others
- how to keep safe when using technology - communication
- the significance of stable relationships within the family, community and society
- the name parts of the body and are able to describe; how their bodies work

3. Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Hill View Primary Academy, we teach RSE as set out in this policy.

This policy has been written with regard to the **Department for Education statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education** (published July 2025), which comes into force for all schools from **1 September 2026**.

Schools are required to have regard to this guidance and ensure that teaching is **relevant, age-appropriate, evidence-based and sensitive**, while fulfilling statutory duties to safeguard and promote pupils' wellbeing.

4. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were given the opportunity to look at the policy and complete an online questionnaire about the policy, where their recommendations can be shared.
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

5. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

6. Curriculum

Our curriculum is set out as per Appendix 1, we may need to adapt it as and when necessary. The RSE programme is an integral part of the SCARF scheme of work which is used throughout the school.

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

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings (Year 6)
- How a baby is conceived and born (Year 6)

Personal Safety (statutory from September 2026)

In line with the updated statutory guidance for Relationships Education and Health Education (DfE, July 2025), the curriculum includes explicit teaching on **personal safety**. This equips pupils

with the knowledge, skills and confidence to recognise risk, make safer choices and know how to seek help.

Personal safety education includes learning about:

- Staying safe **near roads, railways and water**, including understanding hazards and making responsible decisions
- Keeping safe in **public spaces**, including knowing who to ask for help
- Developing **risk awareness**, problem-solving skills and confidence to act when something does not feel safe
- Understanding that pupils have a **right to feel safe** and that it is always appropriate to tell a trusted adult if worried

This learning is delivered in an age-appropriate and sensitive way through the PSHE/RSE curriculum, including the *SCARF* programme, and is reinforced across the wider curriculum and school life.

[\[pshe-assoc...ion.org.uk\]](https://pshe-association.org.uk), [\[nga.org.uk\]](https://nga.org.uk)

For more information about our curriculum, see our curriculum map in Appendix 1.

7. Delivery of RSE

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

What do we teach when and who teaches it?

Whole-school approach

SCARF covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The information below gives the learning theme of each of the six units and these are taught across the school; the learning deepens and broadens every year.

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1 and KS2

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

At Hill View Primary Academy we allocate an hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Class teachers deliver the weekly lessons to their own classes.

SCARF also includes opportunities to link British Values, Social Moral Spiritual Culture (SMSC) and use the school drivers into the curriculum. Children have access to key knowledge, language and meanings in order to understand PSHE and to use across the wider curriculum. This vocabulary used throughout the teaching of PSHE, British Values and SMSC enables pupils to make links across the wider curriculum.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The children are visited annually by the 'Life Education tent' delivered by Coram Life Education, where by children have discussions and watch short films about healthy eating, legal and illegal drugs and their effects, the body and how it works, friendships and their influence, and how choices and behaviours can affect dreams and aspirations. Looking after our mental health is also explored and children discuss strategies for self-care. Coram Life Education's sessions include challenging social norms – misperceptions of peers' engagement with risky behaviour – to promote more positive behaviours.

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development

are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Hill View Primary Academy are inclusive to all and follow the Equality act 2010. The public sector equality duty was created under the Equality Act and requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum.

It is essential that pupils explore a range of family models and relationships and that this is normalised. SCARF Lessons that cover LGBT identities, gender stereotyping and body image and which provide the building blocks to body ownership:

Eng	Sco	Lesson Title	Context
Y1	P2	Who are our special people	Children may contribute to the lesson by suggesting people in their lives who are LGBT.
		Taking care of baby	Children may contribute to the lesson by suggesting parents who are LGBT.
Y2	P3	My special people	Children may contribute to the lesson by suggesting people in their lives who are LGBT.
Y3	P4	Family and Friends	Learning point: Same-sex couples create families too
		Looking after our special people	Children may contribute to the lesson by suggesting people in their lives who are LGBT.
		Let's celebrate our differences	Gender is recognised as something that makes us similar to and different from each other. Children may contribute an example of a transgender person in their lives.
		Zeb	Learning point: Sexuality and gender is recognised as something that makes us similar to and different from each other and that people can form a prejudice against.
		I am fantastic!	Learning point: Understand why some groups of people are not represented as much on television/in the media, e.g. transgender.
		Relationship Tree	Children may contribute to the lesson by suggesting people in their lives who are LGBT.
Y4	P5	Together	Learning point: Recognise that marriage includes same-sex and opposite-sex partners.

Eng	Sco	Lesson Title	Context
		That is such a stereotype!	Understand and identify stereotypes, including those promoted in the media.
Y5	P6	Is it true?	Learning point: Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.
		Changing Bodies and feelings	Learning point: Some young people who identify as transgender may have difficult feelings about puberty and it is important that they talk to someone about how they are feeling.
		Stop, Start Stereotypes	Learning Point: Recognise that some people can get bullied because of the way they express their gender or due to their sexual orientation.
		Boys will be boys? - challenging work-place gender stereotypes	Learning points: Recognise how the media can sometimes reinforce gender stereotypes. Challenge stereotypical gender portrayals of people, particularly those relating to the work place.
		Star qualities	Learning points: Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life (building blocks for challenging stereotypes).
Y6	P7	We have more in common than not	Children are encouraged to think about what makes us different; including gender identity and sexual orientation.
		Don't force me	Learning point: Same-sex couples can have a civil partnership or get married.
		I look great	Learning point: Identify qualities that people have, as well as their looks (building blocks for challenging stereotypes).
		Media Manipulation	Learning points: Define what is meant by the term stereotype; recognise how the media can sometimes reinforce gender stereotypes; recognise that people fall into a wide range of what is seen as normal; challenge stereotypical gender portrayals of people.

Online Safety and Wellbeing (updated 2026 expectations)

Online safety education reflects the evolving digital world in which children live. In accordance with statutory guidance, pupils are taught:

- That online interactions should be guided by the same principles as face-to-face relationships, including respect and kindness
- How to recognise and respond to **online risks**, including upsetting content, inappropriate contact and pressure to share information
- An age-appropriate understanding of **online financial harms**, such as scams, in-game purchases, advertising and fraud
- How personal information, images and **location data** can be shared online, and why privacy settings are important
- How and where to report online concerns and how to seek help

This learning supports safeguarding, wellbeing and positive digital citizenship and is delivered through a planned, progressive curriculum.

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSE policy, and hold the head teacher to account for its implementation.

8.2 The head teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

8.3 Staff

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 components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher.

8.4 Pupils

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

9. Parents' right to withdraw

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

At Hill View Primary Academy, puberty is taught as a statutory requirement of Health Education and covered by our SCARF PSHE Programme in the 'Growing and Changing' unit. We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. SCARF PSHE Programme in the 'Growing and Changing' unit Year 6, "Making babies" lesson.

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through letters home in the summer term. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own families values in regards to relationships

and sex alongside the information they receive at school.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the head teacher.

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

10. 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 head teacher 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.

11. Monitoring arrangements

The delivery of RSE is monitored by the head teacher and staff through:

Termly monitoring, such as book scrutinies, learning walks, and pupil voice.

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

The Headteacher and staff will review this policy and evaluate the teaching of RSE on an annual basis, any changes will be brought to the attention of the Governing Body.

Appendix 1: Curriculum map

Relationships Education in Primary schools – DfE Guidance 2025

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and <u>Changing</u>
EYFS	What makes me special People close to me Getting help	Similarities & <u>difference</u> Celebrating difference Showing kindness	Keeping my body safe Safe secrets & touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body <u>healthy</u> – food, exercise, sleep Growth Mindset	Cycles Life stages Girls & boys – similarities & difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing & celebrating difference Developing respect & accepting others Bullying & getting help	How our feelings can keep us safe – inc. online safety Safe & unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene & health Cooperation	Getting help Becoming independent My body parts Taking care of self & others
Y2	Bullying & teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind & helping others Celebrating difference People who help us Listening Skills	Safe & unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving & spending	Growth Mindset Looking after my body Hygiene & health Exercise & sleep	Life cycles Dealing with loss Being supportive Growing & changing Privacy
Y3	Cooperation Online rules & restrictions Online behaviours Friendship (respectful relationships) Coping with loss	Recognising & respecting diversity Being respectful & tolerant My community Bullying, inc. online	Managing risk Decision-making skills Drugs & their risks Staying safe online Digital literacy	Helping & being helped Looking after the environment Managing money Developing critical thinking	Keeping myself healthy & well Celebrating & developing my skills Developing empathy	Changing bodies & puberty Keeping safe Safe & unsafe secrets Relationships, inc. online
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising & celebrating difference (inc. religions & cultural difference) Understanding & challenging stereotypes	Managing risk inc. online Understanding the norms of drug use (cigarette & alcohol use) Influences Online safety & behaviours	Making a difference (different ways of helping others or the environment) Media influence & digital literacy Decisions about spending money	Having choices & making decisions about my health Taking care of my environment My skills & interests	Body changes during puberty Managing difficult feelings Relationships inc. marriage
Y5	Feelings Friendship skills, inc. compromise Assertive skills Cooperation Recognising emotional needs	Recognising & celebrating difference, inc. religions & cultural Critical digital awareness Online Bullying & self esteem	Online safety Bullying inc. online Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	My health rights, respect & duties Making a difference Decisions about lending, borrowing & spending Media manipulation Artificial Intelligence	Growing independence & taking ownership Keeping myself healthy Media awareness & safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising & celebrating difference Recognising & reflecting on prejudice-based bullying Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Digital footprint Drugs: norms & risks (inc. the law)	Understanding media bias Digital critical thinking Caring: communities & the environment Earning & saving money Understanding democracy	Aspirations Managing risk Looking after wellbeing Digital literacy & critical thinking skills	Coping with changes Keeping safe inc. online AI/ deep fakes Body Image Sex education Self-esteem

The guidance states that, by the end of primary school:

	Pupils should know:	How SCARF provides the solution:
Families and people who care for me (FPC)	<ol style="list-style-type: none"> 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 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 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. 	<p>All of these aspects are covered in lessons within the units:</p> <p>Year R – Me and my Relationships Valuing Difference Keeping myself safe Rights and responsibilities Growing and changing</p> <p>Year 1 – Me and my relationships Valuing difference Keeping myself safe Growing and changing</p> <p>Year 2 – Valuing difference</p> <p>Year 3 – Me and my Relationships Valuing difference</p> <p>Year 4 – Valuing difference Growing and changing</p> <p>Year 5 – Valuing difference Growing and changing</p> <p>Year 6 – Me and my relationships</p>

		Valuing difference Keeping myself safe Being my best. Growing and changing
Caring friendships (CF)	<ol style="list-style-type: none"> 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. 	All of these aspects are covered in lessons within the units: Year R – Me and my relationships Valuing Difference Rights and Responsibilities Being my best Year 1 – Me and my relationships Valuing difference Being my best Growing and changing Year 2 – Me and my relationships Valuing difference Rights and responsibilities Growing and changing Year 3 –

		<p>Me and my relationships Growing and changing Year 4 – Me and my relationships Valuing difference Keeping myself safe Being my best Growing and changing Year 5 – Me and my relationships Valuing difference Keeping myself Safe Growing and changing Year 6 – Me and my relationships Valuing difference Keeping myself safe. Being my best</p>
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<p>Respectful, kind relationships (RKR)</p>	<ol style="list-style-type: none"> 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. the importance of self-respect and how this links to their own happiness. 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. 	<p>All of these aspects are covered in lessons within the units:</p> <p>Year R: Me and my relationships Valuing differences Keeping myself safe Rights and Responsibilities Being my best Growing and changing</p> <p>Year 1: Me and my relationships Valuing Differences Keeping myself safe Rights and responsibilities Being my best Growing and changing</p> <p>Year 2: Me and my relationships Valuing Differences Keeping myself safe Rights and responsibilities</p> <p>Year 3: Me and my relationships Valuing difference Being my best</p> <p>Year 4: Me and my relationships Valuing difference Keeping myself safe Rights and responsibilities Being my best Growing and changing</p>
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		<p>Year 5: Me and my relationships Valuing Difference Keeping myself safe Growing and changing Year 6: Me and my relationships Valuing difference Keeping myself safe Rights and responsibilities Being my best Growing and changing</p>
<p>Online safety and awareness (OSA)</p>	<ol style="list-style-type: none"> 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. 	<p>All of these aspects are covered in lessons within the units:</p> <p>Year R Keeping myself safe Year 1 Keeping myself safe Year 2 Rights and responsibilities Year 3 Valuing differences Keeping myself safe Rights and responsibilities Being my best Growing and changing Year 4 Valuing differences Rights and responsibilities Keeping myself safe Year 5 Me and my relationships</p>

		Valuing differences Keeping myself safe Rights and responsibilities Year 6 Me and my relationships Rights and responsibilities Keeping myself safe Being my best Growing and changing
Being safe (BS)	<ol style="list-style-type: none"> 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. 	All of these aspects are covered in lessons within the units: Year R Keeping myself safe Growing and changing Year 1 Valuing differences Keeping myself safe Growing and changing Year 2 Keeping myself safe Rights and responsibilities Growing and changing Year 3 Me and my relationships Keeping myself safe Growing and changing Year 4 Valuing difference Keeping myself safe Rights and responsibilities Growing and changing Year 5 Valuing difference

		Keeping myself safe Growing and changing Year 6 Me and my relationship Keeping myself safe Being my best Growing and changing
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Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know:	How SCARF provides the solution:
General Wellbeing (GW)	<ol style="list-style-type: none"> 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). 	<p>All of these aspects are covered in lessons within the units:</p> <p>Year R Me and my relationships Valuing difference Keeping myself safe Being my best</p> <p>Year 1 ME and my relationships Valuing difference Keeping myself safe</p> <p>Year 2 Me and my relationships Valuing difference Keeping myself safe</p> <p>Year 3 Rights and responsibilities Being my best Growing and changing</p>

	<p>10. That it is common to experience mental health problems, and early support can help.</p>	<p>Me and my relationships Valuing difference Rights and responsibilities Year 4 Me and my relationships Valuing difference Growing and changing Year 5 Me and my relationships Growing and changing Year 6 Me and my relationships Keeping myself safe Rights and responsibilities Being my best Growing and changing</p>
<p>Wellbeing online (WO)</p>	<ol style="list-style-type: none"> 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. 	<p>All of these aspects are covered in lessons within the units:</p> <p>Year 1 Keeping myself safe Year 2 Rights and responsibilities Year 3 Me and my relationships Valuing difference</p>

	<ol style="list-style-type: none"> 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. 	<p>Keeping myself safe Year 4</p> <p>Me and my relationships Valuing Difference Keeping myself safe Year 5</p> <p>Valuing difference Keeping myself safe. Rights and responsibilities Being my best Year 6</p> <p>Me and my relationships Valuing difference Keeping myself safe Rights and responsibilities Being my best Growing and changing</p>
<p>Physical health and fitness (PHF)</p>	<ol style="list-style-type: none"> 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. 	<p>All of these aspects are covered in lessons within the units:</p> <p>Year R Keeping myself safe Being my best Year 1 Keeping myself safe Growing and changing Year 2</p>

		Being my best Year 4 Rights and responsibilities Year 5 Rights and responsibilities Year 6 Being my best
Healthy eating (HE)	<ol style="list-style-type: none"> 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). 	All of these aspects are covered in lessons within the units: Year R Keeping myself safe Being my best Growing and changing Year 1 Being my best Year 2 Being my best Year 3 Keeping myself safe Being my best Year 4 Keeping myself safe Being my best Year 5 Rights and responsibilities Year 6

		Keeping myself safe Year R Keeping myself safe Year 1 Keeping myself safe Year 2 Keeping myself safe Year 3 Keeping myself safe Year 5 Keeping myself safe Being my best Year 6 Keeping myself safe Being my best
Drugs, alcohol, tobacco and vaping (DATV)	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.	All of these aspects are covered in lessons within the units: Year R Keeping myself safe Year 1 Keeping myself safe Year 2 Keeping myself safe Year 3 Keeping myself safe Year 4 Keeping myself safe Year 5

		Keeping myself safe Being my best Year 6 Keeping myself safe Being my best
Health and prevention (HP)	<ol style="list-style-type: none"> 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. 	All of these aspects are covered in lessons within the units: Year R Being my best Keeping myself safe Growing and changing Year 1 Keeping myself safe Rights and responsibilities Year 2 Being my best Year 3 Being my best Year 4 Keeping myself safe Year 6 Growing and changing
Personal safety (PS)	<ol style="list-style-type: none"> 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. 	

<p>Basic first aid (BFA)</p>	<ol style="list-style-type: none"> 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. 	<p>All of these aspects are covered in lessons within the units:</p> <p>Year 1 Rights and responsibilities</p> <p>Year 2 Growing and changing</p> <p>Year 3 Growing and changing</p> <p>Year 4 Being my best</p> <p>Year 5 Being my best</p> <p>Year 6 Being my best</p>
<p>Developing bodies (DB)</p>	<ol style="list-style-type: none"> 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. 	<p>All of these aspects are covered in lessons within the units:</p> <p>Year R - 6 Growing and changing</p>

Appendix 2: 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	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom

UPDATE (January 2026): This policy has been updated to reflect the most recent statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education issued by the Department for Education (DfE), including strengthened expectations around safeguarding, online safety, consent, equality and inclusion.

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

STATUTORY POSITION ON WITHDRAWAL (DfE Guidance): Parents do not have the right to withdraw their child from statutory Relationships Education or Health Education. These elements are compulsory for all pupils. Parents may only request withdrawal from the non-statutory elements of sex education that go beyond the statutory science curriculum. Any such request will be considered in line with statutory guidance and the school's responsibility to safeguard and educate all pupils.

STATUTORY REQUIREMENTS (DfE): Relationships Education and Health Education are statutory for all primary pupils. Parents do not have the right to withdraw their child from these elements. The school has a legal duty to provide these subjects to all pupils as part of a broad and balanced curriculum.

NON-STATUTORY CONTENT: Parents may request that their child be withdrawn from non-statutory sex education content that goes beyond the statutory requirements of the science curriculum. This does not include learning about puberty, safeguarding, consent, relationships, or health education.

PARENT INFORMATION: We recognise that parents are a child's first educators. Our aim is to work in partnership with families and to ensure that all teaching is age-appropriate, factual and sensitive. While some elements of sex education are optional, we strongly believe that providing pupils with a full, inclusive programme equips them with the knowledge and skills they need to stay safe, develop healthy relationships and prepare for the next stage of their education.