



St Leonard's C of E (A) Primary School

Relationship, Sex and Health Education Policy

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Summary of Changes:

This policy has been updated to reflect 'Relationships Education, Relationships and Sex Education and Health Education Guidance' published in 2025. The policy has been updated prior to the implementation of the guidance in September 2026 to allow for consultation with staff and parents. The changes include:

- **Mental Wellbeing:** Stronger emphasis on everyday emotions, resilience, grief and loneliness; clear distinction between normal feelings and mental ill health.
- **Wellbeing Online:** Expanded to include safe screen time, risks of harmful content, awareness of misinformation and an age-appropriate introduction to AI-generated content.
- **Personal Safety:** New section on boundaries, safe choices (roads, rail, water), peer influence, risks of grooming/exploitation.
- **Harmful Sexual Behaviours:** Explicit recognitions these can occur in primary; victims never to blame; age-appropriate teaching on respect, kindness, personal boundaries; staff expected to challenge stereotypes and prejudice.
- **Family Diversity:** Pupils taught that families take different forms, with love and care at the centre.
- **Implementation:** Stronger expectations on parental transparency (curriculum and resources available); training grants available to build teacher confidence.

Statement of Intent

At St. Leonard's C of E Primary School, our approach to Relationship, Sex and Health Education (RSHE) seeks to be faith-sensitive and inclusive. Is it our intent that everyone will be treated with dignity as all people who are made in the image of God and are loved equally by God. Our approach is underpinned by two key Biblical passages:

"So God created humankind in his image, in the image of God he created them"
(Genesis 2:7)

"I have come in order that you might have life - life in all its fullness"
(John 10:10)

All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

Our school seeks to ensure that the RSHE curriculum protects, informs and nurtures all pupils. It clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and that there needs to be discernment about the manner in which this is taught. Our curriculum focuses on giving the children the knowledge they need to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Health education focuses on equipping the children with the knowledge they need to make good decisions about their own health and wellbeing.

RSHE in St. Leonard's Church of England School is about what constitutes wellbeing and loving care for ourselves (physical and mental health education), how we show loving care for others (relationships education) and, when at an appropriate age and stage in life, how we show loving care to those we choose to be intimate with, including within marriage (sex education).

We understand the need to consult with parents and carers on the content of this policy.

Legal Framework

This policy has due regard to legislations and statutory guidance, including the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- Equality Act 2010
- [Relationships Education, Relationships and Sex Education and Health Education guidance \(2025\)](#)
- [National curriculum in England: science programmes of study – key stages 1 and 2](#)
- Keeping Children Safe in Education (2025)
- [Respectful School Communities: Self Review and Signposting Tool - Educate Against Hate Behaviour in schools \(2024\)](#)
- SEND code of practice 0-25 years
- Alternative Provision
- [Promoting and supporting mental health and wellbeing in schools and colleges](#)
- Preventing and Tackling Bullying
- [Teaching online safety in schools](#)
- Sexual violence and sexual harassment between children in schools
- Promoting Fundamental British Values through SMSC

Roles and Responsibilities

The Governing Body are responsible for:

- Reviewing this policy on an annual basis
- Ensuring that the curriculum content and teaching materials are aligned with statutory guidance
- Making sure that clear information is provided for parents and carers on the subject content, teaching materials and the right to request their child is withdrawn for sex education

The headteacher (Mrs Cullen) is responsible for:

- the overall implementation of this policy
- ensuring staff are suitably trained to deliver the subjects
- making sure that subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations
- ensuring that parents/carers are fully informed of this policy including subject content
- reviewing requests from parents/carers to withdraw their children from RSHE lessons
- discussing requests for withdrawal with parents/carers
- organising alternative education for students, who have been withdrawn from sex education, that is appropriate and purposeful
- ensuring that students are consulted and their views taken account of, to ensure that the programme meets their needs
- reporting to the Governing Body on the effectiveness of this policy.
- Ensuring that all students make progress in achieving the expected educational outcomes;
- curriculum content and teaching materials are aligned with this statutory guidance
- teaching is accessible to all pupils with SEND;

The relationships, sex and health education subject leader (Mrs Cooke) is responsible for:

- overseeing the delivery of the subjects
- ensuring the subjects are age-appropriate and high-quality
- ensuring teachers are provided with adequate resources to support teaching of the subjects
- ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum
- ensuring the relationships, sex and health curriculum is inclusive and accessible for all students
- working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum
- monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

Teachers are responsible for:

- delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements
- using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all students
- ensuring they do not express personal views or beliefs when delivering the programme
- modelling positive attitudes to relationships, sex and health education
- responding to any safeguarding concerns in line with the child protection and safeguarding policy
- acting in accordance with planning, monitoring and assessment requirements for the subjects
- liaising with the SENDCO to identify and respond to individual needs of students with SEND
- working with the relationships, sex and health education subject leader to evaluate the quality of provision.

The SENDCO is responsible for:

- advising teaching staff how best to identify and support students' individual needs
- advising staff on the use of TAs to meet students' individual needs.

Principles of Learning in RSHE

For the purposes of this policy, relationships and sex education is defined as teaching students about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

For the purposes of this policy, health education is defined as teaching students about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

At St. Leonard's, we teach our relationships, sex and health education (RSHE) curriculum in line with the following principles:

- Engagement with pupils – RSHE is inclusive and well sequenced, informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging.
- Engagement and transparency with parents/carers – parents and carers are engaged on the content of RSHE and are given full access to all materials used. They are informed of sex education content in advance and reminded of their right to request withdrawal, as set out in law.
- Positivity – teaching builds positive attitudes and skills, promotes healthy norms about relationships and health, and avoids language that could normalise harmful behaviour or stigmatise pupils.
- Careful sequencing – statutory content is taught progressively, so that pupils are supported to develop the knowledge and skills they need before they encounter different experiences, and to prevent harm.
- Relevant and responsive – the curriculum is tailored to pupils' age and stage and accessible to all.
- Skilled and participative delivery – RSHE is delivered by staff with the knowledge and confidence to create a safe environment and support interactive, participative learning.
- Whole-school approach – RSHE is embedded in the wider culture and ethos of the school, consistent with related policies.

Consultation with Parents and Carers

At St. Leonard's, we recognise the important role that parents and carers play in developing their children's understanding of relationships, sex and health. It is therefore vital that we consult and communicate our RSHE curriculum with parents prior to teaching.

Parents and carers will be:

- Consulted on the development and review of the curriculum and policy
- Provided with clear information on curriculum content, how each class' lessons are delivered and the right to request withdrawal from sex education
- Shown resources used in lessons, with opportunities to discuss how to continue conversations at home.
- Have access to our PSHE/RSHE webpage, where detailed information on the curriculum is provided.
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Parents do have the right to excuse their children from some aspects of RSHE and can do so by making concerns known and applying in writing to the Headteacher. The school will invite any enquiring parents or legal guardians to talk through concerns. An explanation of the rationale for RSHE will be given; an opportunity will be offered to review the intended materials and to consider the impact of not receiving sex education with peers.

Withdrawing a child from sex education remains a statutory right as a parent or legal guardian. If a pupil is excused from sex education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from relationships education or health education.

We will document this process to ensure a record is kept.

The RSHE Curriculum

At St. Leonard's, RSHE is taught using the Kapow resources which are structured into three main themes: **Family and Relationships, Health and Wellbeing** and **Safety and the Changing Body**.

Through these themes, the Kapow scheme covers the full breadth of learning pupils need to stay healthy, safe and prepared for life. These are broken down further into key areas:

My Healthy Self (revisited each year)	Learning how to look after their mental and physical health and make choices that support their wellbeing.
Connecting with Others (revisited each year)	Learning how to build positive relationships, communicate with respect and understand the importance of kindness and boundaries.
The Online World (revisited each year)	Learning how to use the internet safely, recognise risks and behave responsibly when communicating or accessing information online.
Citizenship (revisited each year)	Learning how to take part in their communities, understand rules, rights and responsibilities, appreciate diversity and fairness and develop early financial literacy.
Staying Safe	Learning how to recognise risks, respond safely in different situations and seek help when something feels wrong or unsafe.
Growing Up	Learning about the changes that happen as they grow, including puberty and developing bodies and how to manage these changes with confidence.
Health Protection	Learning how to prevent illness, manage basic first aid and understand how hygiene, vaccines and healthy habits help keep people well.
Year 5 First Aid	Building on the health protection units, pupils learn how to recognise emergencies and use basic first aid skills to keep someone safe until help arrives.
Y6 Sex Education	Building on the growing up units, pupils learn accurate, age-appropriate information about human reproduction to support their understanding as they approach adolescence.

The scheme is organised into strands and key areas (outline above) to ensure a broad and balanced curriculum. The units and lessons have been fully updated to ensure they're inline with the 'Relationships Education, Relationships and Sex Education and Health Education Guidance' 2025. Key areas group Year 1-6 learning into meaningful themes and ensure that all statutory content is covered. The strands run from Reception to Year 6, demonstrating how pupils develop lifelong skills in managing themselves, regulating their emotions, building positive relationships and thinking critically. Together, the strands and key areas help pupils revisit important ideas over time, building their confidence and understanding in a structured way.

In our school, PSHE/RHSE is taught in a 45-60 minute session every week. However in addition to the discrete lesson, RSHE and PSHE learning is often reinforced through day-to-day school life. Teachers will naturally revisit and apply their learning in response to real-life situations that arise, such as issues on the playground, in the classroom or during discussions, helping pupils to make meaningful links between taught content and real experiences.

As we have mixed-age classes at St. Leonard's, the children will be taught the mixed-age units from Kapow, which still ensure full coverage of the curriculum during each key stage of learning. For sex education, the children in Year 5 and Year 6 will be split, with Year 5 completing the First Aid lessons, while Year 6 complete the sex education lessons. All of Year 6 will be taught together for these lessons.

Family and Relationships Education

At primary level, the focus is on developing the skills and knowledge that form the foundations of positive relationships, supporting pupils to grow into kind, caring adults who respect others and know how to keep themselves and others safe. Teaching will focus on the importance of healthy and stable relationships, including marriage and civil partnerships. Students will learn that these are important relationship choices for many couples and that they must be freely entered into. Teaching will also reflect that families of many forms provide a nurturing environment for children. Care will be taken to ensure that no student is disadvantaged or discriminated against on the basis of their home life.

Relationships education is anchored in understanding positive relationships, while also equipping pupils to recognise risks, boundaries, privacy, and their rights over their own bodies and personal information. Pupils are taught how to recognise unsafe or abusive behaviour, including online and in relation to bullying, and how to report concerns or seek advice, with the clear message that abuse is never the fault of the child. Preventative content is introduced in an age-appropriate and sensitive way, without normalising risky behaviours or causing undue alarm, with parents informed if the school needs to address issues not covered in the published RSE policy.

The content to be covered within this area is outlined in Appendix A.

Health and Wellbeing Education

The aim of health education is to enable pupils to make informed decisions about their physical and mental health and wellbeing. Pupils are taught to understand the links between physical and mental health, to recognise when they or others may need support, and to know how and where to seek help.

Teaching supports pupils to develop strategies for self-regulation, perseverance and resilience, so that they can manage setbacks and challenges in healthy ways. Lessons are designed to reduce stigma around health issues, particularly mental health, and to discourage the use of pejorative language linked to illness or disability. We promote a culture of openness in which pupils feel able to check their understanding, ask questions, and seek advice without fear of judgement.

Curriculum content on puberty and menstruation is complemented by practical arrangements to support pupils as they manage these changes. This includes access to period products when needed. We use clear and appropriate language, such as period pads and menstrual products, instead of terms such as sanitary items or feminine hygiene products.

The content to be covered within this area is outlined in Appendix B.

Safety and the Changing Body Education (including Sex Education)

Sex education is not statutory at primary level beyond the science curriculum. However, in line with DfE recommendations, we will be teaching sex education in Year 6, linked to content about conception and birth which is part of the national curriculum for science. This programme is age-appropriate, sensitive to pupils' physical and emotional maturity, and prepares them for the changes of adolescence.

All pupils are taught the statutory elements within the science curriculum. This includes:

- the main external parts of the human body
- how the body changes from birth to old age, including puberty
- the reproductive process in some plants and animals.
- Human reproduction, to include a factual description of conception

At St. Leonard's, we will provide additional sex education beyond the science curriculum to prepare pupils for adolescence and the transition to secondary school. This content is planned progressively so that knowledge builds year on year, and is taught in an age-appropriate and sensitive way.

This content will typically cover:

- the biological process of human reproduction, including conception, pregnancy and birth
- the emotional, social and physical changes linked to puberty, relationships and reproduction
- the concept of consent in an age-appropriate way (linked to respecting boundaries, privacy, and safe choices)
- how to seek reliable information, advice and support from trusted adults and services.

Content will be taught in a **clear, factual, and non-judgemental** way. Teaching will be sensitive to **age, developmental stage, religious background, and SEND needs**. We will be teaching sex education to the whole year group at the same time.

Before this policy is approved, there will be a period of consultation with parents on the organisation and delivery of the sex education curriculum. Once approved, there will also be opportunities given each year to review the materials we use within school.

We will provide:

- opportunities for parents to share their views on what is taught
- support and guidance to help parents talk to their children about sex education at home
- clear advice on their right to request withdrawal from sex education (but not from statutory science content).

The content to be covered within this area is outlined in Appendix A.

Family Diversity

At St. Leonard's, we will teach that families are important for nurturing and supporting children as they grow. Pupils will learn that families may take different forms, including single-parent families, step-families, foster and adoptive families, and families with same-sex parents.

Teaching will emphasise that all families, whatever their structure, should provide love, care and security. Pupils will be taught that it is not the structure of a family but the quality of relationships within it that matters most.

This teaching will be delivered in an age-appropriate way and will promote respect for all, in line with the Equality Act 2010.

Equality and Accessibility

Pupils should understand the importance of equality and respect and learn about the law relating to the protected characteristics. The protected characteristics are age, disability, gender reassignment, sexual orientation, marriage or civil partnership, pregnancy and maternity, race, religion or belief, and sex. Our school is committed to making reasonable adjustments whenever possible to promote accessibility and inclusivity of the curriculum.

Teaching about the Law

RSE at primary will be taught in a factual way, ensuring pupils understand their rights and responsibilities under the law. Pupils will be made aware of key legal provisions appropriate to their age, including:

- Marriage, including the illegality of forced marriage.

- Consent in simple terms (e.g. permission-seeking and giving, the concept of personal privacy and boundaries).
- Online behaviours – including safe use of the internet, image and information sharing, and that certain online behaviours (e.g. grooming, sextortion, online sexual abuse) are against the law.
- Protected characteristics under the Equality Act 2010 (age-appropriate coverage).
- The law relating to smoking, vaping, alcohol, and drug use.
- Extremism/radicalisation – in an age-appropriate way, linked to staying safe.
- The age of criminal responsibility.

Curriculum Links

At St. Leonard's, we seek opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance students' learning.

Relationships, sex and health education will be linked to the following subjects in particular:

- **Science** – students learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and Online Safety** – students learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – students explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – students learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHE/ SMSC** – students learn about respect and difference, values and characteristics of individuals.

Christianity within the teaching of RSE

Teaching in RSHE will reflect the religious belief of our pupils and will comply with the Equality Act 2010, which recognises religion and belief as protected characteristics. While delivering the RSE curriculum in this way, we will still ensure the children still receive the statutory curriculum in full. When the content reflects the Christian belief, this will be made clear to the children.

At St. Leonard's, our delivery of RSE has been consulted upon with the Diocese of Lichfield. Together, we have used 'Flourishing for All: Anti-Bullying Guidance for Church of England Schools' 2024, as well as 'Theological Framework for EJJ', 2025 to ensure that our delivery of the curriculum is done within the context of our Christian belief.

Pupils with Special Education Needs and/or Disabilities (SEND)

RSHE, in our school, has been designed to ensure accessibility for pupils with special educational needs and disabilities (SEND) and to support preparation for adulthood, in line with the *SEND Code of Practice: 0–25 years*. Schools recognise that pupils with SEND may be more vulnerable to bullying, harmful sexual behaviour, abuse, exploitation and violence. RSHE therefore plays an especially important role in equipping these pupils with the knowledge and skills to keep themselves safe, build positive relationships, and seek help when needed.

RSE lessons taught at our school seek to remove barriers to learning through a number of different strategies in line with the children's individual needs.

Addressing Harmful Sexual Behaviours

Relationships education is central to preventing harm. From the earliest years, teaching will focus on kindness, respect, personal boundaries, and recognising prejudice. Our school recognises that harmful sexual behaviours can

occur in primary schools and will take steps to prevent these from occurring. Pupils will be taught that anyone can be a victim and that victims are never to blame.

Teaching will avoid harmful stereotypes (for example, suggesting that boys are inevitable perpetrators or that girls are inevitable victims). Both boys and girls will be given opportunities to learn about and practise respect for personal boundaries, to understand the impact of their actions on others, and to develop the confidence to speak up when they feel uncomfortable. Pupils will also be taught that the misuse of phones and other devices to share images or messages can cause harm, and that respecting personal boundaries applies both in person and online. When appropriate, classes may be taught in single-sex groups to create safe spaces for discussion, while ensuring no pupil is stigmatised.

Both within and beyond the classroom, staff will be alert to everyday sexism, stereotypes, and prejudiced behaviour. Staff will model positive behaviour, use respectful language, and challenge any use of language or actions that reinforce harmful stereotypes. Pupils will be taught the importance of kindness, fairness and respect for all. This work forms part of our whole-school approach in which safeguarding, behaviour, and ethos all reinforce the same values.

Safeguarding

Discussions in RSHE may lead to safeguarding disclosures. All staff must know what to do if they have concerns that a pupil is being neglected or abused, including exposure to domestic abuse. Staff should act immediately on any concerns, following Part 1 of *Keeping Children Safe in Education* (KCSIE) and our school's Safeguarding Policy. Staff should handle personal information with due care and know how to manage the requirement to maintain an appropriate level of confidentiality.

If staff have a concern about a risk of pupils experiencing or perpetrating harms, they should follow our Safeguarding Policy and speak to the DSL (Designated Safeguarding Lead), Kirsty Cullen, or DDSL (Deputy Designated Safeguarding Lead), Laura Cooke.

The Government is also introducing a new law which will **create a legal requirement for anyone in regulated activity relating to children in England, including teachers, to report if they are made aware a child is being sexually abused.**

Managing Difficult Questions

Students may raise questions that go beyond the scope of our RSHE curriculum or relate to content from which they have been withdrawn. The following approach should be adopted:

- **Acknowledge respectfully:** All questions should be treated seriously and acknowledged in a way that makes the student feel heard and valued.
- **Use professional judgement:** When a question is appropriate and age-relevant, it should be addressed in class with clear, factual information.
- **Defer sensitively:** If a question is not suitable to address in class, explain that it will be followed up later, avoiding embarrassment to the student.
- **Signpost:** Students should be encouraged to discuss the matter further with their parents/carers or another trusted adult. When appropriate, staff may also signpost pupils to pastoral staff or approved support services.
- **Safeguarding priority:** If a question gives rise to a safeguarding concern, staff must follow the school's safeguarding and child protection policy immediately.

Withdrawal

Relationships and health education are statutory at primary school and parents/carers do not have the right to withdraw their child from these subjects. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

The headteacher will discuss the request with the parent and, if appropriate, their child, to understand the request and to clarify the nature and purpose of the curriculum. This will include discussing the benefits of sex education, and any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what was said in class, which may not be accurate. The headteacher must automatically grant a request to withdraw a pupil from it, other than content that is taught as part of the science curriculum.

The headteacher will keep a record of the discussion between themselves, the student and the parent, and will confirm any withdrawal from sex education, other than the science curriculum, in writing.

If a pupil is withdrawn from sex education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Relationships education may 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.

Behaviour

At St. Leonard's, we do not tolerate bullying. We aim to foster a culture based on mutual respect and understanding for one another in line with our Christian values and belief.

Any bullying incidents caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.

Any occurrence of these incidents will be reported to a member of school staff, who will then speak to the student once they are on school premises.

These incidents will be dealt with following the processes in the schools Relationships and Behaviour Policy and Anti-Bullying Policy.

Staff Training

All teachers at our school will undergo training to ensure they are up to date with the relationship, sex and health education programme and associated issues.

All members of staff are trained and updated annually with regards to Safeguarding.

Training of staff will also be scheduled around any updated DfE guidance on the programme and any new developments that need to be addressed.

Monitoring

The relationships, sex and health education subject leader is responsible for implementation of the curriculum and for monitoring the quality of teaching and learning in the subject.

The relationships, sex and health education subject leader will review the curriculum on a regular basis.

The relationships, sex and health education subject leader is responsible for the review, update and approval of this policy on an annual basis. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents/carers, staff or students, and issues in the school or local area that may need addressing. Any changes made to this policy will be communicated to all staff, parents/carers and, where necessary, the pupils.

This policy has been created in consultation with members of staff, parents, the governing body and with the Diocese of Lichfield.

Appendix A

Statutory National Curriculum Science Content

National Curriculum Science KS1 - children learn:

- that animals including humans, move, feed, grow, use their senses and reproduce
- to recognise and compare the main external parts of the bodies of humans including genitalia using scientific terminology for body parts.
- that humans and animals can produce offspring and these grow into adults
- to recognise similarities and differences between themselves and others and treat others with sensitivity.

National Curriculum Science - KS2 children learn:

- that the life processes common to humans and other animals include nutrition, growth and reproduction
- about the main stages of the human life cycle Children should learn about puberty before they experience it themselves.

Children in Years 5 and 6 will learn to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

These topics are statutory – there is no right to withdraw.

Appendix B

Content Coverage within the RSE Curriculum

Year 1/2

Area	Year 1	Year 2
Families and Relationships	- Exploring how families can be different. - Characteristics and impact of positive friendships. - Learning that issues can be overcome. - People show feelings differently. - Issues around stereotyping.	- Learning that families are composed of different people who offer each other care and support. - How other people show their feelings and how to respond. - Looking at conventions of manners and developing an understanding of self-respect.
Safety and the Changing Body	- Learning how to respond to adults in different situations. - Distinguishing appropriate and inappropriate physical contact.	- Introduction to online safety. - Distinguishing secrets from surprises. - Naming body parts and looking at the concept of privacy.
Health and Wellbeing	- Exploring personal qualities. - Strategies to manage feelings.	N/A
Puberty and Reproduction	- Acceptable and unacceptable physical contact. - The differences between boys' and girls' bodies. - Scientific names for body parts (mixed-age lessons will also include the teaching of the following body part names: penis, vagina and vulva.)	- Learn about 'boys' and girls' bodies. - Scientific names for body parts. - Understand that private parts are private.
Sexual Harassment (Updated 2025)	- To begin to understand that being friendly to others makes them feel welcomed and included. - To begin to understand what is meant by a stereotype. - To begin to understand the difference between acceptable and unacceptable physical contact.	- To begin to understand that some friendships might make us feel unhappy and how to deal with this. - To develop an understanding of stereotypes and how these might affect job/career choices. - To begin to understand the difference between secrets and surprises. - To begin to understand the concept of privacy and the correct vocabulary for body parts. - To understand safe and unsafe touches.

Content Coverage within the RSE Curriculum

Year 3/4

Area	Year 3	Year 4
Families and Relationships	- How to resolve relationship problems. - Effective listening skills and about non-verbal communication. - Looking at the impact of bullying and what action can be taken. - Exploring trust and who to trust and that stereotyping can exist.	- Learning that families are varied and differences must be respected. - Understanding physical and emotional boundaries in friendships. - The roles of bully, victim and bystander. - How behaviour affects others. - Appropriate manners and bereavement.
Safety and the Changing Body	- Be a responsible digital citizen. - Cyberbullying, identifying unsafe digital content. - Influences and making independent choices.	- Building awareness of online safety and benefits and risks of sharing information online. - Difference between private and public. - Age restrictions. - Physical and emotional changes in puberty.
Health and Wellbeing	N/A	- Developing emotional maturity. - Learning that we experience a range of emotions and are responsible for these. - Appreciating the emotions of others.
Puberty and Reproduction	N/A	- Learn about some of the physical changes pupils will experience as they go through puberty. - Understand that physical change is part of growing up. - Identify the changes that males and females go through as they grow and develop from being a child to an adult.
Sexual Harrassment (Updated 2025)	- To begin to understand the impact of bullying. - To recognise that stereotypes are present in everyday life.	- To begin to understand the physical and emotional boundaries in friendships. - To explore stereotypes in fictional characters and think about how these might influence us.

Content Coverage within the RSE Curriculum

Year 5/6

Area	Year 5	Year 6
Families and Relationships	- Developing an understanding of families, including marriage, of what to do if someone feels unsafe in their family. - Issues can strengthen a friendship. - Exploring the impact of bullying and what influences a bully's behaviour. - Learning to appreciate our attributes.	- To resolve conflict, through negotiation and compromise. - Respect. - Understanding that everyone deserves to be respected. - Grief.
Safety and the Changing Body	- Exploring the emotional and physical changes of puberty, including menstruation. - Learning about online safety, influence. - Strategies to overcome potential dangers.	- The reliability of online information. - The changes experienced during puberty. - How a baby is conceived and develops.
Health and Wellbeing	-	-
Puberty and Reproduction	- The menstrual cycle and other changes that happen during puberty. - Emotional changes that occur during puberty.	- Further develop their understanding of the physical and emotional changes that happen during puberty. - Learn about the biology of conception. (Parents have the right to withdraw their child from the 'Main event' part of this lesson.) - Learn how a baby develops in the womb and is born. (Parents have the right to withdraw their child from the lesson.)
Sexual Harrassment (Updated 2025)	- To begin to understand some issues related to online friendships including the impact of their actions. - To recognise how attitudes to gender have changed over time.	- To understand that respect is two-way and how we treat others is how we can expect to be treated. - To explore other people's attitudes and ideas and to begin to challenge these. - To understand stereotypes and be able to share information on them. - To understand the biology of conception.

Appendix C

Summary of Key Changes (changes/additions are in bold)

Section	New/Expanded Content for September 2026
Families and relationships	- more proactive, preventative approach; moving beyond compliance with EA 2010 to emphasise why safe, loving, and stable families matter for children's happiness and security. - actively promoting respect for diverse family structures and encouraging empathy, understanding, and positive relationship habits. - Emphasis on commitment, care and spending time together as protective factors - inclusion of civil partnerships as well as marriage - strengthened wording on equipping pupils to recognise and seek help for unhealthy or unsafe situations.
Caring friendships	- Discrete sections on friendships and relationships – previously one section. - Moving from knowing about to knowing how; beyond respect to teaching children skills for developing caring, kind friendships. – - Loneliness: not every child will have the friends they want all the time; most people feel lonely sometimes; no shame in talking about it.
Respectful, kind relationships	- Paying attention to needs/preferences of others while balancing needs/wishes in relationships. – - Importance of healthy boundaries. – - Importance of good communication to positive relationships; managing feelings. - Differences between being assertive vs controlling, and being kind vs neglecting own needs. – - Conventions of courtesy and manners. Opportunities to foster self-esteem and build identity through skills/interests. – - Expanded stereotypes content: stereotypes can lead to bullying and how to challenge them. – - Seeking help when concerned about violence, harm, or unsure who to trust.
Online safety and awareness	- Shift in emphasis from knowing about to knowing how: respectful online interactions including when anonymous. – - Avoiding pressuring others to share info/images; resisting peer pressure and evaluating their online relationships. – - Risks: pretending to be someone else or a child. – - Minimum social media age (13) and why. – - Importance of privacy/location settings. – strengthened wording about lack of control once something is shared online. – - Support if upset by inappropriate/upsetting content online.
Being safe	- Expanded content reflecting shift from a factual, legalistic focus on serious harms to developmentally appropriate, preventative curriculum centred on boundaries, privacy, trust, and safety; teaching pupils the everyday skills and language to understand ownership of their own bodies, set and respect boundaries, and recognise unsafe situations. Examples for boundaries in play, space, toys, resources. – - Recognising harmful/dangerous relationships and who to trust/not trust; embedding safety, trust, and consent skills as part of daily life.
Wellbeing	- Broader focus from 'mental wellbeing' to holistic view that integrates physical health, emotional wellbeing, and social connectedness.

	- Emphasis on preventative habits that support belonging and flourishing, such as physical activity, time outdoors, helping others, rest, hobbies, and community participation. - New content on bereavement and grief - Common low moods reframed as normal rather than pathological - Streamlines language while retaining core skills for recognising and managing emotions, seeking help, and supporting others.
Wellbeing online	- Shift in emphasis from narrow focus on <i>internet safety</i> towards a broader view of <i>online wellbeing</i>; from protective to proactive, supporting pupils to use the internet in ways that promote wellbeing as well as safety. - Stronger focus on the quality of online relationships, balance between online and in-person connections - Risks of online activity beyond social interactions - New elements on gambling, gaming monetisation, scams, fraud, financial harms, and gaming addiction. - Emphasis on healthy, balanced digital lives and value of in-person relationships, managing screen time, and making responsible choices online - Critical evaluation of online content, alongside rights to privacy and consent.
Healthy eating	- New emphasis on teaching healthy relationship with food
Drugs, alcohol, tobacco and vaping	- Vaping added to this section - Risks of nicotine addiction caused by nicotine products such as pouches.
Health protection and prevention	- Emphasis on protecting good health as well as avoiding poor health - Additional content on sleep includes recommendations for age and minimising screen use in bedroom - Emphasis on aligning teaching on vaccination and immunisation with when vaccinations are offered to pupils.
Personal safety	- New section on personal safety – - recognising and reducing risks associated with fire, water, road and rail including water safety code.
Basic first aid	- Emphasis on reporting not filming incidents
Developing bodies	- More comprehensive understanding of physical development across the human lifecycle; shift from delivering information to building knowledge, language, and self-protective skills that support confidence and body awareness. - Explicit teaching of correct anatomical terms for private body parts, linked to personal boundaries and privacy skills. - Menstrual education is expanded to include a wider age range and a preventative approach, ensuring pupils are prepared before menstruation begins to reduce distress.

Appendix D

Letter to parents/carers regarding RSE and Health Education



ST LEONARD'S C of E (A) PRIMARY SCHOOL
Syerscote Lane, Wigginton, Tamworth Staffs B79 9DX
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E-mail: office@st-leonards-wigginton.staffs.sch.uk
Headteacher: Mrs K Cullen



ADD DATE

RSE Lessons (Relationships and Sex Education)

Dear Parents,

After half term, the children in Year 6 will be completing the unit 'Safety and the Changing Body' within their PSHE lessons. As a faith school, the children will be taught these lessons within a supportive environment within the context of our Christian belief, while ensuring that the content is in line with the requirements of the DFE publication 'Relationships Education, Relationships and Sex Education and Health Education Guidance', 2025. All of the children from Year 6 will be taught together for the entire unit.

Most of the content within these lessons form part of the statutory guidance on Relationships Education. In these sessions, the children will learn the following:

- Understand what is safe to share online and what they should do before sending a message.
- Identify possible dangers online, and suggest ways to stay safe, using the web to research relevant information.
- Recognise when someone is choking.
- Understand some of the reasons adults decide to drink or not drink alcohol.
- Understand that other people can influence our decisions but we have the right to make our own choices.
- Accurately name all the relevant parts of the body.
- Understand the changes their own gender will go through during puberty.
- List the range of changes they will go through during puberty.

The last two sessions within this unit (lessons 5 and 6) form the Sex Education aspect of the unit, which are not statutory and you have the right to withdraw your children from these sessions should you wish. The content of these is outlined below and the lesson plans, resources and vocabulary we'll be using are enclosed in this envelope. We will be showing the children videos within the lessons – if you would like to view these, please let us know and we'll arrange a convenient time.

- To understand the biology of conception: to understand what happens in the menstrual cycle, to sequence the steps involved in how a baby is conceived.
- To understand the development of a baby during pregnancy: to describe how a baby develops in the womb during pregnancy, to identify some of the things a baby needs.

If you would like to withdraw your child from lessons 5 and 6, please let Mrs Cullen know in writing via an email to the office email address by _____. If withdrawn, your children will be taught with Year 5 on other aspects of the PSHE curriculum. If we haven't heard from you by this date, the children will be taking part in all lessons within this unit.

If you would like any further information on this, please visit the PSHE page of the school website: <https://www.st-leonards-wigginton.staffs.sch.uk/pshe/>

On this webpage, you will find the school's Relationships and Sex Education Policy, along with further links and guidance regarding the teaching of these lessons.

Kind regards,

Mrs. Cooke
Assistant Headteacher and PSHE/RSHE Lead