



Relationship, Health & Sex Education policy

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Related policies	• Attendance • Anti-bullying • Behaviour • Child Protection • Online Safety • PSHE • Special Educational Needs & Disability
Related national guidance	• DfE: DfE: Relationship & Sex Education (RSE) and Health Education 2025 • DfE: Keeping Children Safe in Education
Availability	Accessible as hard copy or on School websites.

Equality Statement

Our school is committed to upholding the principles of the Equality Act 2010 by ensuring that Relationships, Sex and Health Education (Relationship Sex and Health Education) is inclusive, accessible, and respectful of all pupils. We recognise and actively promote equality of opportunity for all, regardless of protected characteristics such as age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation. In line with the Public Sector Equality Duty (PSED), we have due regard to the need to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity between those who share a protected characteristic and those who do not; and foster good relations between different groups. RSHE is delivered in a way that challenges

Brandesburton Primary School

discrimination, stereotypes, and prejudice, while fostering a safe and supportive learning environment where all pupils feel valued and respected. Teaching materials and approaches are carefully selected to reflect diversity and to meet the needs of all learners, including those with additional needs or vulnerabilities. We also ensure that reasonable adjustments are made where necessary so that every pupil can fully access the curriculum.

Brandesburton Ethos

All children have the right to be safe. This is more likely to happen if the children themselves feel that they have this right. A caring environment in which the self-esteem of the individual is actively promoted by showing respect for his/her colour, gender, race, creed, background or ability is vital for achieving this. A child's sense of his/her own value will also be increased by providing an atmosphere in which independence, self-confidence, self-expression and assertiveness are encouraged. We base our interactions with all members of our community on Restorative Practices.

Introduction

This policy outlines our approach to Relationship, Sex, and Health and Education.

This policy aims to inform all key stakeholders how Brandesburton Primary School intends to deliver RSHE (Relationship and Sexual Education) curriculum.

Relationship Education

Relationships Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on teaching children the fundamental building blocks of positive, respectful relationships with family, friends, peers and adults.

By the end of primary school, our children will understand:

- Families and people who care for me - That families come in many forms and all can provide love, security and stability; the characteristics of healthy family life; how to recognise unhealthy family relationships and seek help; marriage and civil partnerships as legal commitments.
- Caring friendships - How friendships contribute to happiness and security; characteristics of healthy friendships including mutual respect, trust, loyalty and kindness; how to recognise and navigate friendship difficulties; how to make and maintain positive friendships.
- Respectful, kind relationships - The importance of paying attention to others' needs; setting and respecting boundaries; communicating effectively and managing conflict in a thoughtful, respectful and constructive way ; the importance of respect and self-respect; different types of bullying and how to respond; understanding stereotypes and how to challenge them.
- Online safety and awareness - How to behave respectfully online; critically evaluating online relationships and information; understanding privacy and personal information; recognising and reporting online risks; age restrictions for social media; understanding that content online can be inappropriate or upsetting.
- Being safe - Understanding appropriate and inappropriate boundaries; concepts of privacy and consent; that each person's body belongs to them; how to recognise when relationships are unsafe; how to respond to concerning adults; how to report abuse and seek help with confidence.

Health Education

Health Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on supporting children to make informed decisions about their health and wellbeing.

By the end of primary school, our children will understand:

- Mental wellbeing - The normal range of emotions; how to recognise, talk about and manage feelings; simple self-care techniques; that mental health challenges are common and can be supported; where and how to seek help when needed.

Brandesburton Primary School

- Internet safety and harms - The benefits and risks of internet use; rationing screen time; recognising and displaying respectful online behaviour; age restrictions on games and apps; being discerning about online information; where to report concerns.
- Physical health and fitness - Benefits of an active lifestyle; building regular physical activity into routines; risks of inactive lifestyles; when to seek health support.
- Healthy eating - What constitutes a healthy diet; principles of healthy meal planning; risks of unhealthy eating including impacts on teeth and weight; impacts of alcohol on health.
- Drugs, alcohol, tobacco and vaping - Age-appropriate facts about legal and illegal substances and associated risks, including the risks of nicotine addiction.
- Health protection and prevention - Recognising early signs of illness; sun safety; importance of good quality sleep; dental health and oral hygiene; personal hygiene and germ spread; facts about vaccination and immunisation.
- Personal safety - Recognising hazards and reducing risks; road, water and rail safety; when and how to seek help in emergencies.
- Basic first aid - How to make emergency calls; dealing with common injuries including head injuries.
- Developing bodies - Understanding growth and body changes during adolescence; correct names for body parts; facts about the menstrual cycle including physical and emotional changes (noting that whilst average age of menstruation is 12, it can begin from age 8, so we teach this content before girls experience menstruation).

Building Foundations for Secondary RSHE

The primary PSHE curriculum is carefully designed to be age-appropriate and valuable for children's current stage of development. This learning also builds strong foundations that will support children as they encounter more complex content at secondary school. For example:

- Children learn skills for managing difficult feelings in friendships like disappointment or anger. These are essential skills for their current friendships and family relationships, and support them to behave with kindness as their relationships become more complex.
- Children learn about appropriate boundaries, privacy and consent in age-appropriate ways from early primary. This learning is crucial for safeguarding - enabling children to recognise when something doesn't feel right, to understand that they have rights over their own bodies and personal information, and to seek help when needed. These concepts become increasingly important as children develop and encounter different situations, both now and in future relationships.
- We teach children to recognise healthy relationship characteristics and warning signs across all relationships. This helps them navigate their current friendships and family relationships, with skills they'll continue to apply throughout their lives.
- Understanding of online safety, digital literacy and respectful online behaviour builds progressively throughout primary. We recognise that some of our children are already spending time online, and those who are not will have questions or concerns about the online world. Our approach is preventative, equipping children with knowledge and skills to stay safe if they do encounter online content or situations, rather than normalising excessive or unsafe internet use. This prepares children to navigate the more complex digital relationships and challenges they'll encounter as teenagers.
- Learning about emotions, mental wellbeing and self-care begins early and deepens each year. This supports children's current wellbeing and helps them manage the everyday challenges of childhood, whilst ensuring they reach secondary with established vocabulary, awareness and strategies for protecting their mental health.

Brandesburton Primary School

This progressive, developmental approach ensures that PSHE content is always age-appropriate and relevant to children's current lives, whilst also building solid foundations for more sophisticated understanding as they mature.

Brandesburton actively celebrates the diversity of all our pupils, their families, and the wider community. RSHE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law to ensure all pupils have equal access to our RSHE curriculum. We do not use RSHE as a means of promoting any form of sexual orientation over another.

Aim

We aim for all our pupils, by the end of their compulsory education, to have developed the knowledge and skills needed to manage their own wellbeing, build positive and safe relationships, and make well-informed choices in today's modern world. We strive to achieve this by:

- Encouraging children to respect themselves and others;
- Supporting pupils through their physical, emotional, and moral development;
- Equipping pupils with the skills and understanding to make healthy, responsible choices about their wellbeing;
- Helping pupils transition confidently and responsibly into adulthood;
- Providing clear guidance for parents, carers, staff, and governors.

We recognise that parents and carers are the primary educators on many sensitive issues. However, our school is committed to delivering these important aspects of life within a safe and secure learning environment, allowing children to discuss, debate, and respectfully challenge ideas.

The Department for Education outlines what children must learn at each stage of their education.

Annex I of this policy provides an overview of how we deliver these messages through our broad and balanced curriculum, which is adapted to suit pupils' age and Special Education Needs & Disabilities (SEN&D).

At Brandesburton Primary, Relationship Education and Sex Education are distinct yet complementary components of our RSHE curriculum, delivered in a way that reflects our restorative ethos and commitment to a caring, respectful, and inclusive environment. Relationship Education lays the foundation for children to build positive, safe, and respectful relationships with friends, family, and the wider community, including guidance on healthy online interactions and knowing how to seek help if they feel unsafe. Age-appropriate Sex Education builds on this foundation, providing clear, factual, and impartial information to help pupils navigate physical and emotional changes, supporting them to make informed and responsible decisions as they grow.

Both Relationship and Sex Education are taught sensitively, inclusively, and without bias, ensuring that every pupil—regardless of background, ability, or family circumstances—can access the curriculum in a way that promotes wellbeing, self-esteem, and confidence. Together, these subjects help pupils develop the knowledge, respect, and resilience needed to thrive within our school community and beyond.

Sex Education in primary

Sex education is not compulsory in primary schools, however the Department for Education recommends that all primary schools teach age-appropriate sex education to ensure children are prepared for the changes adolescence brings and understand how human life begins.

We teach age-appropriate sex education in Years 5 and 6 as part of our PSHE curriculum. We believe this information is important for children before they leave primary school, particularly as children

naturally become more aware and curious about how life begins, and may seek information from less reliable sources if we do not provide age-appropriate, factual teaching. Sex education is not learning about different types of sexual activity.

How the RSHE curriculum is taught and by whom?

Brandesburton Primary school will always ensure that children are taught elements of this curriculum in an informative but sensitive way. Teaching will incorporate principles of high-quality teaching. Plans will be flexible and respond to pupils' current level of knowledge and skills. Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context. High quality resources will support our RSHE provision and will be regularly reviewed. We will focus on the needs of our pupils and our planned learning objectives to achieve best outcomes.

If necessary, we may seek assistance from agencies with greater knowledge and experience, such as Nursing Services, Drug and Alcohol agencies, local policing teams, fire service or other specialist organisations both locally and national (ie NSPCC, CEOP).

External Visitors

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engagement with young people. Our school will ensure that;

- The validity of the visitor or visiting organisation's credentials is authentic, including written confirmation from the providing organisation that appropriate levels of vetting checks (enhanced DBS with Children's Barred List, if necessary) have been obtained ⁽¹⁾.
- That teaching delivered by visitors fits with the planned programme and published policy.
- Discussion occurs in relation to the detail of how the visitor will deliver their session and scrutinised to ensure that the content is age-appropriate and accessible for the pupils.
- Visitor's materials are reviewed in advance, to ensure that they meet the full range of pupils' needs (SEND)
- Confidentiality will be maintained in lessons and that the visitor understands how safeguarding reports should be dealt with in line with the school policy and procedures.
- The headteacher, at their discretion, will determine the level of supervision required by school staff during an external workshop. Consideration will be given to the age of the pupils, the nature of the topic, and/or any other relevant context.

Assessment

Pupils' learning will be assessed to ensure that pupils are making sufficient progress to build on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure and will include self-assessment tasks that will confirm pupils understanding of the topics. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate. The quality of RSHE teaching and learning will be evaluated, as part of the school's self-evaluation in line with other subjects.

Learning environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike is vital. To enable this, it is important that 'ground

¹Under no circumstances will an external visitor on whom no checks have been obtained be left unsupervised.

rules' are agreed and owned at the beginning of the year and are reinforced in every aspect of RSHE. Expectations should include:

- We take turns to speak
- We use kind and positive words
- We listen to each another
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Working with parents/carers

Government guidance on RSHE emphasises the importance of schools working in partnership with parents and carers. Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationship topics can arise incidentally in other subjects, such as Science, Geography, History, RE (religious education), and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Parents/carers will be given every opportunity to understand the purpose and content of RSHE.

Communication with parents/carers

Parents and carers are able to access and review the school's RSHE curriculum to ensure transparency and to support learning at home. An overview of the curriculum, including topics covered in each year group, is available on the school website and/or upon request from the school office. In addition, parents may be invited to information sessions or provided with sample materials and resources to help them understand how content is delivered. Brandesburton Primary welcomes ongoing communication with parents and carers and encourages them to contact staff with any questions or concerns regarding the curriculum.

We will always communicate, with parents/carers, in advance of sessions being delivered relating to sex education and share any materials on request prior to the commencement of the session taking place.

Parent/carer engagement and the right to withdraw from Sex Education

Parents and carers have the right to request that their child be withdrawn from some or all sex education taught as part of RSHE; however, this right does **not** extend to Relationships Education, Health Education (including puberty), or the Science curriculum, which includes content on reproduction, all of which are statutory. Before making a withdrawal request we encourage parents to discuss their concerns with the headteacher and PSHE lead to clarify the curriculum's content and purpose, explore the benefits of the education, and consider any potential impact on the child. When a withdrawal is requested by the parent, the school will provide a 'withdrawal request form' for completion and will arrange a meeting to discuss the request in detail, share teaching materials, explain how the child will be supported during withdrawal, and respect the parent's final decision while documenting our professional guidance. The school fully respect parents' rights to withdraw children, but the headteacher will always seek to meet with parents to discuss the benefits and potential consequences of withdrawal and will document the outcome. A copy of the request form and outcome will be kept by the school and a copy given to the parents.

Special Educational Needs & Disability

We are an inclusive organisation and ensure that all pupils receive a broad and balanced curriculum, carefully adapted to meet their individual needs. Staff use a range of resources, activities and targeted support strategies to ensure that every pupil can fully access sex and relationship education in a way that is appropriate to their age, aptitude and ability. This is underpinned by quality-first teaching, alongside additional approaches where needed, such as visual supports, consistent and repeated language, and opportunities to revisit key concepts over time. The use of real-life examples

and practical scenarios further supports pupils in making meaningful connections between the curriculum and their own experiences.

Safeguarding

The care and wellbeing of pupils is of utmost importance, and we recognise that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child/young person.

In the event of a disclosure being made, or if a staff member has a pupil welfare concern, the school's child protection/safeguarding procedures will be followed.

A verbal report should be made to the Designated Safeguarding Lead, in the first incidence, and a subsequent recording logged on the school's electronic recording system - CPOMS.

All members of staff who deliver the RSHE programme undertake statutory training around safeguarding children, and young people every 3 years, and are all aware of the school's Child Protection/Safeguarding policy and procedures.

The role of the Headteacher and Governors

It is the responsibility of the Head Teacher and Governors to ensure that as well as fulfilling their legal obligation, they should also make sure that:

- all pupils make progress in achieving the expected educational outcomes in regard to RSHE;
- RSHE is well led, effectively managed and well planned;
- the quality of RSHE provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and right to request that their child is withdrawn; and
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its statutory obligation.

Training and support for staff

RSHE can be a sensitive subject, and staff may welcome support and training to ensure they feel confident and well-prepared. Regular training will be provided to ensure teachers are up to date with the RSHE curriculum, legislation, statutory requirements, and effective teaching approaches and resources. Training will also cover key areas such as:

- Handling sensitive questions in a supportive and age-appropriate way
- Promoting inclusivity for all pupils, including pupils with SEND and pupils from diverse family backgrounds
- Safeguarding considerations and reporting procedures
- Supporting pupils' emotional wellbeing and personal development
- Understanding issues relevant to primary pupils, such as:
 - ⇒ Friendship, sharing, and personal boundaries
 - ⇒ Online safety and appropriate use of technology, including Artificial Intelligence (AI)
 - ⇒ Early understanding of consent and healthy relationships
 - ⇒ Body awareness, hygiene, and changes as children grow

Opportunities for peer support, mentoring, and access to external experts will be provided where appropriate. Staff training will be monitored and reviewed regularly to ensure that the RSHE curriculum is delivered effectively and that all staff feel confident and supported in their teaching.

Answering difficult questions

Staff delivering RSHE may encounter questions from pupils that are unexpected, sensitive, or challenging. It is important that such questions are handled in a way that is respectful, age-appropriate, and aligned with the school's safeguarding responsibilities and values.

Teachers should create a safe and supportive environment in which pupils feel able to ask questions

Brandesburton Primary School

without fear of embarrassment or judgement. Ground rules should be established at the outset of lessons to promote respectful discussion and to clarify that some questions may not be answered immediately or in full.

When responding to difficult questions, staff should:

- Consider whether the question is appropriate to answer in a whole-class setting or whether it would be better addressed individually.
- Provide clear, factual, and age-appropriate information, avoiding unnecessary detail.
- Avoid expressing personal opinions or beliefs; responses should reflect the school's agreed RSHE curriculum and statutory guidance.
- Acknowledge the question positively, even if it cannot be answered fully at that time.

If a question is deemed inappropriate, too explicit, or beyond the scope of the lesson, staff should:

- Explain calmly why the question cannot be answered in that context.
- Offer to discuss the matter at another time if appropriate.
- Redirect the discussion back to the learning objectives.

Staff should not feel pressured to answer every question immediately. It is acceptable to say that they will seek further advice or information before responding. Where a question raises a safeguarding concern, staff must follow the school's safeguarding procedures in line with the child protection policy.

Anonymous question boxes or similar strategies may be used to allow pupils to ask sensitive questions more comfortably. These should be reviewed by staff in advance to ensure responses are appropriate and consistent.

All responses should be inclusive, non-judgemental, and mindful of the diverse backgrounds and experiences of pupils. Care should be taken to ensure that answers do not reinforce stereotypes or stigma.

This approach ensures that difficult questions are managed professionally, supports pupils' learning, and maintains a safe and respectful classroom environment.

How the policy has been produced?

This policy has been developed using guidance issued by the Department of Education (DfE).

We have consulted with all major stakeholders, including parents/carers, pupils and where appropriate, religious leaders.

We understand the importance of taking into account view and opinions of all parties, and will endeavour to reach a mutual agreement on the delivery of this programme, which is in the best interest of all the pupils attending Brandesburton Primary School.

As a restorative school, we recognise the importance of collaborative working and always respect the wishes and feelings of others.

Our school offers an 'open door' policy and we will listen to any concerns raised in relation to the RSE curriculum.

The policy will be kept under constant review and any changes will be communicated, to all parties, in advance of any significant alternations.

Monitoring and Evaluation

Monitoring of the RSHE programme is the responsibility of the Headteacher, teachers with responsibility for RSHE, and the Board of Governors. The effectiveness of the programme will be evaluated by assessing children's learning and making changes where required. Governors require the Headteacher to keep records detailing the content and delivery of the RSHE programme taught in school.

In addition, monitoring will include pupil voice to assess the relevance and impact of the curriculum, alongside staff feedback to ensure confidence and consistency in delivery. The RSHE subject leader will review planning, teaching, and curriculum coverage to ensure statutory requirements are met

and that the programme reflects the needs of pupils. Opportunities will be provided for parental engagement and feedback where appropriate. Monitoring will also consider safeguarding information and any emerging issues, ensuring that the RSHE curriculum remains responsive and supports pupils' wellbeing and safety. Findings from these activities will be used to inform ongoing improvements and reported to the Board of Governors.

How often the policy is updated?

All policies are regularly reviewed, to ensure they remain fit for purpose and are in line with both local and national guidance.

The RSE policy will be included within the review cycle, but as a minimum will be official revised every 2 years, from the date of approval granted by the Board of Governors.

Relationship Education (Primary)

This table summaries what pupils should know and understand by the end of primary education, in line with the statutory RSHE requirements.

	Curriculum content
Relationships Families and people who care for me	1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed
Respectful, kind relationships	1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4. Pupils should have opportunities to discuss the difference between being assertive 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. The conventions of courtesy and manners. 7. The importance of self-respect and how this links to their own happiness.

Brandesburton Primary School

	8. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online safety and awareness	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. 3. How to recognise harmful content or harmful contact, and how to report this. 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. 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. 5. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
Being Safe	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
Health and Well Being General wellbeing	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.

Brandesburton Primary School

	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 inappropriate 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). 10. That it is common to experience mental health problems, and early support can help.
Wellbeing online	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/ 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. 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.
Physical health and fitness	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.
Healthy eating	1. What constitutes a healthy diet (including understanding calories and other nutritional content).

Brandesburton Primary School

	- Understanding the importance of a healthy relationship with food. - The principles of planning and preparing a range of healthy meals. - 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).
Drugs, alcohol, tobacco and vaping	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.
Health protection and prevention	- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. - About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. - The importance of sufficient good quality sleep for 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. - About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist. - About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. - The facts and 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
Personal safety	- About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks - How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code
Basic first aid	- How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. - Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies	- 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. - 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. - 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

Annex I

Relationship & Sex Education (Secondary)

This table summaries what pupils should know and understand by the end of primary education, in line with the statutory RSHE requirements.

Families	Pupils should know • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	Pupils should know • the characteristics of positive and healthy friendships, in all contexts including online, such as: ⇒ trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict ⇒ reconciliation and ending relationships, this includes different (non-sexual) types of relationship • practical steps they can take in a range of different contexts to improve or support respectful relationships • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice) • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control • what constitutes sexual harassment and sexual violence and why these are always unacceptable • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
Online and media	Pupils should know • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online

	• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • not to provide material to others that they would not want shared further and not to share personal material which is sent to them • what to do and where to get support to report material or manage issues online • the impact of viewing harmful content • that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • how information and data is generated, collected, shared and used online
Being safe	Pupils should know • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online
Intimate and sexual relationships, including sexual health	Pupils should know • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing • the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • that they have a choice to delay sex or to enjoy intimacy without sex • the facts about the full range of contraceptive choices, efficacy and options available • the facts around pregnancy including miscarriage • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • how the use of alcohol and drugs can lead to risky sexual behaviour • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Annexe 2

**Request to Withdraw a Child from Sex Education within RSHE
Relationships, Sex and Health Education (RSHE)**

This request is made in accordance with the Department for Education's statutory guidance, *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (July 2025). Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE. This right does not apply to Relationships Education, Health Education or National Curriculum Science.

Child's Name: _____

Date of Birth: _____

Year Group/Class: _____

Name of Parent/Carer: _____

Relationship to Child: _____

Request for Withdrawal

I wish to request that my child be withdrawn from:

- ☐ All sex education delivered as part of the school's RSHE curriculum
☐ Specific sex education lessons or topics only (please specify below)

Reason for Request (Optional)

The Department for Education does not require parents to provide a reason for requesting withdrawal. However, schools value understanding parental views and concerns and invite parents to provide any information they wish to share.

Understanding of the Request

I understand that:

- The right to request withdrawal applies only to sex education delivered as part of RSHE.
- My child cannot be withdrawn from:
 - Relationships Education;
 - Health Education;
 - National Curriculum Science.
- The Headteacher (or delegated senior leader) will invite me to discuss this request to ensure I fully understand the curriculum content, educational rationale and potential implications of withdrawal.
- Appropriate supervision or alternative educational provision will be arranged during any lessons from which my child is withdrawn.
- I may withdraw this request at any time by notifying the school in writing.

I confirm that I have read the school's RSHE Policy and understand the information above.

Parent/Carer Signature: _____

Date: _____

School Meeting Record

Date of Discussion: _____

Attendees: _____

Summary of Discussion:

- Headteacher Decision**
- ☐ Request Approved
 - ☐ Partial Withdrawal Agreed
 - ☐ Further Discussion Required

Details:

Headteacher Name: _____

Signature: _____

Date: _____

Data Protection Notice

Information provided on this form will be processed in accordance with UK GDPR and the Data Protection Act 2018 and will be retained as part of the pupil's educational record.

Table of changes

Date	Change or inclusion
April 2026	○ Substanstive changes made to reflect the new RSHE statutory guidance. - Relationship Education - Health Education - Communication with parents/carers - SEND - Training - Answering difficult questions - Monitoring & Evaluation