

Milby Primary School

Relationships, sex and health education policy

2025 – 2026



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Introduction

This is the policy of Milby Primary School on the approach taken to relationships, sex and health education (RSHE). We believe that teaching relationships and sex education is vital to promoting positive, healthy relationships. This in turn will make children confident, knowledgeable and have high self-esteem.

Legal context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017*).

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

Following this change in the law, the Department for Education published *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*. This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered.
- What sex education a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this RSHE policy also covers health education.

This RSHE policy also supports legal requirements relating to the following:

- *The Equality Act 2010*
- *The Education Act 1996*
- *Keeping Children Safe in Education 2025*

The following policies are also relevant to this relationships and health education policy:

- *Relational behaviour policy*
- *Anti-bullying statement*
- *Child protection and safeguarding policy*

Definition

RSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

RSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

Aims

The aims of our RSHE programme are:

- To provide children with accurate and age-appropriate information to which all pupils are entitled that will enable them to cope with the physical and emotional aspects of growing up;
- To clarify and reinforce existing knowledge and help children to make informed choices;
- To raise children's self-esteem and confidence, especially in their relationships with others.
- To understand the importance of safe and stable relationships that promote respect, love and care;
- To foster an understanding and acceptance that relationships can be formed in diverse and varied ways;
- To develop skills for a healthier, safer lifestyle and make the most of their abilities;
- To respect and care for their bodies;
- To prepare children for the next stage of education, puberty and adulthood;
- To provide the confidence to be participating members of society and to value themselves and others;
- To respond to the needs of children, parents and carers by providing accurate knowledge at a level suitable to children's age and understanding; and
- To develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the *Equality Act 2010*.

Curriculum organisation

Milby Primary School has chosen to use the [*Kapow Primary RSE scheme of work*](#), which provides full curriculum coverage, including all the statutory content, for each year group.

Sex, relationship and health education will be delivered as an integral part of the curriculum, using materials and language which are appropriate to the age of the children. At all times, the teaching of sex education and relationships will be delivered in a way which is sensitive to the cultures, beliefs and attitudes of pupils, parents and society, which promotes equality of regard and opportunity.

As well as the well-established Taking care Protective Behaviours programme, which will be covered in the autumn term for all pupils, the 'Kapow' unit 'Safety and the changing body' will be introduced across the school in the summer term.

Curriculum content

The school has chosen to use the [*Kapow Primary RSE scheme of work*](#), which provides full curriculum coverage, including all the statutory content, for each year group.

The 'Safety and the changing body' content and learning outcomes for each year group is outlined below:

Year 1

Pupils will be able to:

- Know a number of adults in school.
- Know that they should speak to an adult if they are ever worried or feel uncomfortable about another adult.
- Understand ways to keep safe and not get lost and know the steps to take if they do get lost.
- Know the number for the emergency services and their own address.
- Understand that some types of physical contact are never acceptable.
- Know what can go into or onto the body and when they should check with an adult.
- Understand that there are hazards in houses and know how to avoid them.
- Understand and name jobs that people do to help keep us safe.

Year 2

Pupils will be able to:

- Understand how the internet can be used to help us.
- Create a poster with clear information about how to remain safe online and what to do if something online makes them feel uncomfortable.

- Understand what a secret is and what a surprise is.
- Know the name of parts of the body, including those of the private parts for their gender.
- Explain the PANTS rule.
- Understand how to keep safe near roads.
- Explain the rules for crossing the road.
- Understand when we should take medicines that can help us feel better when we are unwell.

Year 3

Pupils will be able to:

- Show an understanding that they must consider their own safety before helping others in an emergency situation.
- Understand how to help someone who has been bitten or stung.
- Write an email with instructions written using positive language.
- Create a decision tree showing how to deal with unkind online behaviour and cyberbullying.
- Send an email that describes some of the best ways to avoid being tricked by fake emails.

Year 4

Pupils will be able to:

- Understand the reasons for legal age restrictions.
- Understand how quickly information can spread on the internet and some of the risks associated with that.
- Assess and give first aid to a casualty who is having difficulty breathing due to an asthma attack.
- Understand the difference between private and public, and secrets and surprises.
- Understand how search engines work and whether information is useful.
- Understand the changes they have already gone through and aware of some changes to come.
- Understand that they will change physically as they develop into adults.
- Understand some of the risks of smoking and some of the benefits of being a non-smoker.

Year 5

Pupils will be able to:

- Understand what is safe to share online and what to do before sending a message.
- Identify possible dangers online, suggesting ways to stay safe, using the web to research relevant information.
- 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.
- Assess a casualty's condition; calmly, comfort and reassure a casualty who is bleeding; and seek medical help if required.
- Understand that other people can influence our decisions but we have the right to make our own.

Year 6

Pupils will be able to:

- *Understand some of the reasons adults decide to drink or not drink alcohol.*
- *Understand some ways to check that a news story is real.*
- *Understand how they should behave online and the impact negativity can have.*
- *Understand changes that take place during puberty.*
- *Understand the menstrual cycle and that a male and a female are needed to conceive a baby.*
- *Understand that a baby changes in the womb and some of the baby's requirements during the first months of life.*
- *Recognise when someone is choking; administer first aid to a casualty that is choking; and seek medical help if required for a choking casualty.*
- *Conduct a primary survey; place a casualty who is unresponsive and breathing normally into the recovery position; and identify when it is necessary for CPR to be given.*

Teaching and learning

Since this subject deals with real-life experiences, it is important to establish a safe and positive learning environment using the following approaches:

- All children will be taught by their own class teacher.
- Establishing clear ground rules in consultation with children. Ground rules should include confidentiality, respect for others, privacy and boundaries. Examples of ground rules the school promote include:
 - No-one will have to answer a personal question.
 - No-one will be forced to take part in a discussion.
 - Only the correct names for body parts will be used.
 - Meanings of words will be explained in a sensible and factual way.
- Using distancing techniques including de-personalised discussions and role play.
- Using clear language to avoid misunderstandings.
- Avoiding prejudice and assumptions about children's abilities, desires, background and experiences.
- Dealing sensitively with unexpected questions and comments. If a question is too personal, the teacher will remind the pupil of the expectations. Teachers will give opportunities for children to ask questions anonymously
- Assessing and building on existing knowledge and experiences.

- Ensuring that learning is engaging, using a range of activities, including structured discussion and problem-solving.
- Providing a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes.
- Allowing time for reflection.
- Providing differentiated learning.
- Using a variety of groupings to enhance learning.

Equality

Under the *Equality Act 2010*, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age
- Marriage and civil partnership
- Disability
- Race
- Religion and belief
- Sexual orientation
- Sex
- Pregnancy and maternity
- Gender reassignment

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND).

The RSHE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

Right to withdraw from sex education

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education.

A parent or carer does have the right to withdraw their child from sex education unless what is being taught is part of the science national curriculum. At Milby Primary School, puberty is taught as a statutory requirement of health education and as part of the science national curriculum.

The following content – two specific lessons in year 6 – is deemed to be sex education:

- [Year 6: Safety and the changing body, Lesson 5: Conception](#)
- [Year 6: Safety and the changing body, Lesson 6: Pregnancy and birth](#)

If a parent or carer wishes to withdraw their child from sex education, they should contact the school in writing to facilitate this.

Before granting any such request, parents should discuss their concerns with the headteacher, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Unlike sex education in RSE at secondary school, in primary schools, headteachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science.

Safeguarding

RSHE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Reference should be made to safeguarding policies and procedures to deal with these appropriately.

The class teacher should discuss with the designated safeguarding lead any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children if required.

Staff should consider the timing of lessons to ensure that children have the opportunity to report any concerns they may have either that day or the following day.

At Milby Primary School, we want all of our children to be fully equipped with the skills and knowledge to keep themselves safe from harm. The Kapow scheme aims to improve the safety and wellbeing of children by teaching them to keep themselves safer in a variety of situations. During the autumn term, all children will take part in the Taking care Protective Behaviours programme, which will equip children with the tools they require to keep themselves safe, especially focusing on early warning signs and a network of trusted adults within and outside of school.

Monitoring and evaluating

The headteacher and subject leader will be responsible for monitoring and evaluating RSHE in line with other subjects. This will be done through:

- Scrutiny of planning
- Lesson observations
- Learning walks
- Evidence of learning outcomes
- Feedback from staff
- Feedback from parents and carers
- Feedback from children

Communication of policy

This RSHE policy will be available to read on and downloaded from the school website and copies can be requested free of charge from the school office.

Review

This policy will be reviewed annually and the next scheduled review is in December 2026.