



Department
for Education



RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION

POLICY

(Updated in line with 2025 statutory guidance)



RESPECT



RELATIONSHIPS



RESPONSIBILITY

EQUIPPING CHILDREN AND YOUNG PEOPLE
FOR LIFE

1. Definitions

Relationships Education

Relationships Education is the statutory element of RSHE taught in primary schools. It focuses on families and people who care for us, caring friendships, respectful relationships, online relationships and keeping safe. It aims to help pupils develop the knowledge, skills and understanding needed to form healthy, respectful and positive relationships throughout their lives.

Sex Education

Sex Education is not statutory in primary schools beyond the requirements of the National Curriculum for Science. At Mawnan C of E Primary School, additional sex education is taught in Year 6 to support pupils' understanding of human reproduction, conception, pregnancy and birth, and to prepare them for the next stage of their education. This content is delivered in an age-appropriate, factual and sensitive manner.

2. Compliance with Statutory Guidance

This policy has been developed in accordance with the *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance* (DfE, July 2025). It sets out how the school meets its legal duties to deliver high-quality, evidence-informed and inclusive RSHE. It also reflects the principles of *Keeping Children Safe in Education (2025)*, the *Equality Act 2010* and our wider safeguarding, curriculum and behaviour responsibilities. The policy outlines the content of statutory Relationships and Health Education, defines the non-statutory elements of sex education delivered in Year 6, and explains how the curriculum is taught, monitored and reviewed.

3. Rationale

Relationships and Health Education provides pupils with a secure foundation for understanding themselves, their relationships, and the wider world. Rooted in our commitment to supporting pupils' holistic development, this curriculum equips children with the knowledge, language, and confidence to form positive relationships, manage their emotions, and navigate the social and digital challenges of modern childhood. In line with the 2025 RSHE statutory guidance, our approach is age-appropriate, carefully sequenced, inclusive, and responsive to the developmental needs of all learners.

Our Rationale reflects our Christian foundation, affirming that every child is created in the image of God and deserving of dignity, respect, and compassion. We seek to promote life in all its fullness by enabling pupils to develop empathy, resilience, and self-worth. Through RSHE, children learn how to care for themselves and others, how to recognise safe and unsafe situations, and how to seek help when needed.

Our approach to Relationship, Sex and Health Education (RSHE) seeks to be faith-sensitive and inclusive. It 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)

The updated guidance places strong emphasis on safeguarding, mental wellbeing, respectful behaviour, and challenging harmful stereotypes and online influences. These themes are fully embedded within our curriculum to ensure pupils receive clear, factual, and protective education. Our Rationale continues to uphold the importance of partnership with parents and transparency in teaching, recognising that families play an essential role in supporting children's emotional and spiritual growth.

4. Statutory Requirements

In accordance with the Equality Act 2010, schools must ensure that teaching is accessible, inclusive, and free from discrimination on the basis of protected characteristics, including age, sex, race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity, and marriage or civil partnership. The updated 2025 RSHE statutory

guidance requires all primary schools to deliver high-quality Relationships Education and Health Education that is age-appropriate, evidence-informed, and sensitive to pupils' developmental stages. Schools must ensure content is factual, non-judgemental, and aligned with safeguarding principles, teaching pupils how to recognise healthy and unhealthy behaviours, both offline and online.

Sex education beyond the National Curriculum science content remains non-statutory for primary schools; however, schools choosing to teach additional content must clearly define it within their policy and consult parents before delivery. Parents retain the right to withdraw their child from these non-statutory elements. The 2025 guidance further requires schools to publish their RSHE policy, provide copies of teaching materials to parents upon request, and support transparent communication by explaining when sensitive content will be taught. Schools must ensure that all teaching materials uphold safeguarding expectations and reflect the diverse experiences and needs of the school community.

5. Policy Development

This policy has been developed through a comprehensive, whole-school process reflecting statutory expectations outlined in the 2025 RSHE guidance. The development process ensures that our curriculum remains evidence-informed, transparent, and shaped by the values and needs of our community. The review began with an examination of our existing policy, national updates, and local safeguarding priorities. Staff contributed through professional dialogue, reviewing resources, and identifying areas requiring clarification or further development. Governors were consulted to ensure the policy aligns with statutory obligations and supports the strategic direction of the school.

Consultation with parents plays a central role, consistent with the enhanced expectations in the 2025 guidance. Parents were offered opportunities to review draft materials, attend information sessions, and provide feedback. These views were carefully considered, ensuring openness while maintaining statutory compliance. Pupil voice was gathered through class discussions and school council input, offering insights into pupils' experiences and what helps them feel safe and supported. Their feedback reinforced the importance of clear teaching on friendships, online safety, and emotional wellbeing.

6. Aims

The aim of our Relationships and Health Education curriculum is to ensure that all pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for the next stage of their education and life in modern Britain. In line with the DfE statutory guidance for Relationships Education, RSE and Health Education, our curriculum promotes emotional wellbeing, respectful and caring relationships, personal responsibility, digital resilience and the ability to recognise and respond to harmful or unsafe situations.

The aims of Relationships and Health Education at our school are to:

- Develop pupils' confidence in talking, listening and thinking about feelings, relationships and growing up.
- Enable pupils to build and maintain positive, respectful and healthy relationships, both offline and online.
- Equip pupils with accurate vocabulary, including the correct anatomical names for body parts, so they can communicate clearly and safely.
- Prepare pupils for the physical, emotional and social changes of puberty in an age-appropriate and reassuring way.
- Help pupils understand how to keep their bodies and minds healthy, including hygiene, sleep, physical activity and healthy eating.
- Support pupils to develop resilience, self-respect, empathy and respect for the views, beliefs and backgrounds of others.
- Teach pupils about personal boundaries, consent, privacy and how to recognise and report unsafe or abusive behaviour.
- Build pupils' understanding of online risks, including how to manage their digital footprint, seek support and stay safe online.
- Encourage pupils to take increasing responsibility for their own wellbeing and decision-making as they grow older.

The outcomes of Relationships and Health Education at our school are that pupils:

- Are safe, happy and resilient learners who endeavour to show kindness, trust and compassion to others and themselves.
- Can recognise healthy and unhealthy relationships and know how to seek help for themselves or others when something feels wrong.
- Understand the basic changes that happen during puberty and know how to look after their physical and emotional health.
- Can use appropriate language to talk about their bodies, feelings and relationships, and feel able to ask questions or share worries with trusted adults.
- Know how to keep themselves safe, including online, and understand what to do if they feel unsafe or pressured.
- Have a secure understanding of diversity in families and relationships and show respect for people whose lives, beliefs or backgrounds differ from their own.
- Are better prepared for the transition to secondary school and the further responsibilities, opportunities and challenges of adolescence and adulthood.

7. Equal Opportunities

Our school is committed to ensuring that Relationships, Sex and Health Education is accessible, inclusive, and meaningful for all pupils. In accordance with the Equality Act 2010 and the expectations of the 2025 RSHE statutory guidance, our curriculum actively promotes equality, challenges discrimination, and ensures that every child receives high-quality, appropriate learning regardless of their background, ability, or personal circumstances.

We recognise that pupils come from diverse families and home contexts, including single-parent families, adoptive families, foster families, LGBT parents, and families with a range of cultural or faith backgrounds. Our teaching reflects this diversity positively and sensitively, ensuring that no child feels stigmatised or excluded. Materials and discussions are framed in a way that recognises the equal value and dignity of all families.

We ensure that pupils with Special Educational Needs or Disabilities (SEND) receive appropriate support so they can fully engage in RSHE lessons. This may include adapted

resources, pre-teaching of vocabulary, visual supports, individualised teaching approaches, or small-group discussion. All staff understand their responsibilities to make reasonable adjustments and ensure that RSHE is developmentally appropriate, accessible, and supportive for every learner.

Our school actively promotes respect, fairness, and inclusivity. We challenge stereotypes—including those related to gender, relationships, and online behaviour—and we help pupils to understand the impact prejudice or discrimination can have on individuals and communities. RSHE plays a vital role in equipping pupils with the knowledge and attitudes needed to contribute to a respectful, safe and inclusive school culture.

8. Delivery of RSHE

Relationships, Sex and Health Education is taught through a carefully sequenced programme within Personal, Social, Health and Economic (PSHE) education, supported by cross-curricular links with Science, Computing and Religious Education. Our curriculum is based on the PSHE Association's Programme of Study and Curriculum Model, which provides a progressive, evidence-informed framework covering all statutory Relationships and Health Education requirements, recommended Sex Education content, and wider learning in personal development, economic wellbeing and careers education.

As the national subject association for PSHE education, the PSHE Association has developed this curriculum through the expertise of leading PSHE and RSHE specialists. The model provides a coherent, spiral approach in which key knowledge, skills and understanding are revisited and developed over time, enabling pupils to build confidence and understanding progressively throughout their primary education. Whilst providing a strong foundation, the curriculum is carefully adapted to reflect the needs of our pupils, our local context and our Christian vision. Content is reviewed regularly and informed by pupil voice, safeguarding priorities, staff expertise, and consultation with parents and governors to ensure it remains relevant, inclusive and responsive to pupils' needs.

In line with the 2025 RSHE statutory guidance, teaching is age-appropriate, evidence-informed and delivered by trained and confident staff. Lessons are planned to ensure progression from Reception to Year 6, focusing on the core building blocks of healthy relationships, including kindness, respect, personal boundaries, consent, keeping safe and

understanding emotions. Pupils also learn about physical and mental health, online safety, and the physical and emotional changes associated with growing up.

Biological aspects of human development, including life cycles and body changes, are taught through the statutory Science curriculum, while puberty is taught as part of Health Education. Additional sex education content beyond the National Curriculum Science programme of study is delivered in Year 6 and taught in a factual, age-appropriate and sensitive manner. This includes human reproduction, sexual intercourse as the means of conception, pregnancy and foetal development, birth and becoming a parent, and preparation for secondary school RSHE learning.

RSHE lessons are delivered by class teachers or appropriately trained staff who know the pupils well. Teaching takes place within a safe and respectful learning environment, supported by agreed class ground rules. Children are encouraged to ask questions, express their views and engage thoughtfully with sensitive topics, with staff responding appropriately to pupils' age, understanding and maturity.

We use high-quality, quality-assured resources that meet safeguarding requirements, reflect the diversity of modern families and communities, and present information in a factual and balanced way. Parents are informed in advance when puberty or sex education lessons are planned and are offered the opportunity to view teaching materials and discuss any questions or concerns with the school.

Responding to Questions

Pupils are encouraged to ask questions confidently and respectfully. Staff answer questions with factual, age-appropriate information and use professional judgement to ensure responses remain within the agreed curriculum.

Where a question relates to content that is not part of the primary curriculum, or relates to sex education from which a pupil has been withdrawn, staff will respond in a factual, neutral and safeguarding-focused manner without extending beyond the school's agreed programme of study. Pupils may be encouraged to discuss the matter further with their parent, carer or another trusted adult.

Any question, comment or disclosure that raises a safeguarding concern will be managed in accordance with the school's safeguarding and child protection procedures.

Menstruation Support

All pupils learn about menstruation in an age-appropriate and inclusive way. The school provides access to period products and ensures that pupils can manage menstruation discreetly and confidently. Staff offer sensitive support and ensure that facilities, routines and resources meet the needs of pupils as they grow and develop.

Learning About the Law

RSHE includes teaching about the law in areas that relate to pupils' safety and wellbeing, including marriage and civil partnership, consent, online behaviour, sharing of images, sexual harassment, discrimination and protected characteristics. Teaching is factual and clear, helping pupils understand their rights and responsibilities and reinforcing the principle that abusive or harmful behaviour is never acceptable.

Use of External Visitors

The school may occasionally use appropriately trained and vetted external visitors or agencies to enhance aspects of RSHE delivery. External visitors do not replace the role of the class teacher. Teachers remain responsible for lesson planning, safeguarding, classroom management and ensuring that content reflects the aims and values of this policy.

9. Implementation

Our RSHE curriculum is implemented through a structured progression model that ensures pupils revisit key themes at increasing levels of depth as they move through the school. Teaching is centred around the core strands required by the DfE: families and people who care for me, caring friendships, respectful relationships, online relationships, and being safe.

These strands are reinforced throughout the school year and across subjects to create a coherent learning experience.

The 2025 guidance places increased emphasis on themes such as misogyny, online harms, violence against women and girls, digital manipulation, and harmful sexual behaviours. These concepts are taught in age-appropriate ways through discussions on respect, fairness, stereotypes, online interactions, and recognising unsafe behaviour.

Pupils learn practical skills for managing emotions, navigating peer pressure, and making safe choices. They develop the vocabulary needed to express concerns, describe their feelings, and identify personal boundaries. Teaching includes real-life scenarios, role-play, stories, and structured discussion, helping pupils apply their learning to everyday situations.

Teachers assess pupils' understanding through questioning, class discussion, written outcomes, and observation. Assessment informs future planning and ensures misconceptions are addressed sensitively and promptly. RSHE is closely linked to safeguarding, and any concerns that arise during lessons are followed up in accordance with school policy.

Staff receive ongoing training to ensure that teaching is consistent, confident, and aligned with statutory expectations. The curriculum is reviewed regularly to ensure that resources remain current, appropriate, and reflective of the changing needs of pupils.

10. Safeguarding

RSHE is an essential component of safeguarding and plays a vital role in helping pupils protect themselves and others. The 2025 DfE guidance places strong emphasis on equipping pupils to recognise unsafe situations, understand boundaries, identify harmful behaviours, and know how to seek help.

Through RSHE, pupils learn:

- that their body belongs to them and nobody has the right to make them feel uncomfortable
- how to recognise unsafe or inappropriate contact, behaviour or communication, both offline and online

- the difference between secrets and surprises, and why unsafe secrets should never be kept
- how to identify trusted adults and how to report concerns
- the importance of consent, personal space and respecting others' boundaries
- how to challenge stereotypes and recognise harmful attitudes, including those relating to gender, relationships, and online interactions

RSHE also supports pupils to understand online risks, such as cyberbullying, grooming, manipulation, pornography exposure, misinformation, and unhealthy online challenges. Children are taught how to seek support and how to use reporting mechanisms safely and appropriately.

Pupils learn that all forms of sexual harassment, sexual violence and harmful sexual behaviour, whether online or offline, are unacceptable and never the fault of the person targeted. Teaching includes challenging harmful stereotypes, recognising inappropriate comments or behaviour, understanding personal boundaries and knowing how to report concerns. These lessons support the school's wider safeguarding work and our response to peer-on-peer abuse.

Pupils learn how to navigate online environments safely, including recognising misinformation, manipulation and the misuse of AI technology. They are taught about risks such as non-consensual image sharing, altered or deepfake images, online grooming, cyberbullying and exposure to harmful content. Lessons help pupils understand how digital behaviour can affect wellbeing, how to protect their digital identity and how to use reporting mechanisms safely and confidently.

Staff follow the school's safeguarding and child protection policies at all times. Any concerns raised during RSHE sessions—whether through disclosures, comments, behaviour, or questions—are immediately reported to the Designated Safeguarding Lead (DSL). Staff are trained to respond sensitively, factually, and without judgement to children's questions or disclosures.

RSHE complements national guidance such as *Keeping Children Safe in Education* and *Working Together to Safeguard Children* reinforcing key messages around safety, support, and developing protective behaviours.

10. Partnership with Parents

We value strong partnerships with parents and carers. Parents are the first educators of their children and play a key role in supporting learning about relationships, health and personal development.

In accordance with statutory guidance, parents are consulted during the development and review of this policy. Consultation activities may include surveys, information sessions, opportunities to review draft policies and discussions with school leaders. Whilst parental views are carefully considered, the Governing Board retains responsibility for ensuring that the curriculum meets statutory requirements.

Schools are required to be transparent about RSHE provision and make teaching materials available to parents on request.

We inform parents in advance of lessons that include puberty or sex education content. Resources and lesson materials are available for parents to view, and opportunities are provided for questions and discussion. Communication with parents takes place through:

- parent meetings and workshops;
- newsletters and letters;
- curriculum information on the school website;
- consultation surveys;
- one-to-one discussions where needed.

We encourage parents to talk to the headteacher, PSHE lead or class teacher if they have questions or concerns. Our policy is available online and reviewed annually.

We are committed to open communication that builds trust and supports children's wellbeing.

Access to Teaching Materials

Parents wishing to view RSHE teaching materials may contact the Class Teacher.

The school uses the PSHE Association Programme of Study and Curriculum Model. To support home-school partnership and help parents understand the curriculum, we also make use of the PSHE Association's parent information resources, which explain the purpose, content and progression of learning within Relationships, Sex and Health Education.

Parents will be informed in advance when puberty or sex education lessons are due to take place and will be provided with information about the content being taught. We are committed to working in partnership with parents and carers and welcome opportunities to discuss curriculum content, teaching approaches and the resources used to support pupils' learning.

Right to Withdraw

Parents do not have the right to withdraw their child from statutory Relationships Education, statutory Health Education or National Curriculum Science.

Parents do have the right to request that their child be withdrawn from some or all of the non-statutory sex education delivered in Year 6. For this reason all materials are shared via Classdojo prior to the lesson being taught.

Requests for withdrawal should be made in writing to the Headteacher. Following receipt of a request, the Headteacher will arrange a meeting with the parent or carer to discuss the content of the programme, explain the educational purpose of the curriculum and consider any concerns.

Where a pupil is withdrawn from sex education, the school will ensure that they receive appropriate and purposeful alternative educational activities during the period of withdrawal.

The school recognises that pupils may still encounter information related to sex education through other areas of the curriculum, peers, media, online content and wider society.

11. Roles and Responsibilities

Governing Board

The governing board is responsible for ensuring the school meets its statutory obligations for RSHE, approves the policy, and monitors its implementation.

Headteacher

The headteacher ensures RSHE is taught consistently, supports staff through training, ensures resources are appropriate and factual, and manages withdrawal requests.

Staff

Staff are responsible for:

- delivering lessons professionally and sensitively;
- using correct vocabulary and factual information;
- responding appropriately to pupil questions;
- following agreed protocols and safeguarding procedures;
- adapting lessons for pupils with additional needs.

Staff cannot opt out of teaching RSHE.

Pupils

Pupils are expected to participate fully, listen respectfully, ask questions appropriately, and treat others with kindness and sensitivity.

12. Monitoring and Review

The RSHE curriculum is monitored throughout the year to ensure that teaching remains consistent, age-appropriate and aligned with statutory expectations. The RSHE/PSHE Lead reviews planning, samples pupils' work, gathers pupil voice and seeks feedback from staff. Findings are reported to the Headteacher and Governing Board.

The contribution of any external visitors or agencies used to support RSHE delivery is also monitored and evaluated.

Pupil voice plays an important role in evaluating the effectiveness and relevance of the curriculum and informs future curriculum development.

This policy was developed through consultation with pupils, parents, staff and governors and approved by the Governing Board.

The policy will be reviewed every two years, or sooner if required by changes to legislation, statutory guidance or local circumstances.

Appendices - these are being updated

Appendix 1 – Relationships, Sex and Health Education Progression Overview

Reception

Relationships Education	Health Education
Making friends and playing together	Naming feelings and emotions
Sharing, turn-taking and kindness	Healthy routines
Families and people who care for us	Hygiene and self-care
Respecting others	Keeping safe
Trusted adults	Managing feelings

Key Vocabulary

Family, friend, feelings, kind, sharing, helping, safe, trusted adult, body, healthy

Year 1

Relationships Education	Health Education
Friendships and belonging	Mental wellbeing
Different families	Healthy lifestyles
Respect and kindness	Dental health
Asking permission	Sleep and exercise
Personal information	Sun safety

Relationships Education	Health Education
Keeping safe online	Recognising emotions

Key Vocabulary

Friendship, family, permission, respect, online, personal information, healthy, hygiene, feelings

Year 2

Relationships Education	Health Education
Growing and changing	Mental wellbeing
Private body parts	Managing emotions
Body ownership	Healthy choices
Safe and unsafe secrets	Staying safe
Trusted adults	Emergencies
Online safety	Human life cycle

Key Vocabulary

Private, penis, vagina, trusted adult, secrets, privacy, body ownership, lifecycle, safety

Year 3

Relationships Education	Health Education
Friendships and belonging	Mental wellbeing
Managing conflict	Healthy habits
Respectful relationships	Physical activity

Relationships Education	Health Education
Inclusion and belonging	First aid
Online choices	Healthy eating
Digital footprints	Keeping safe

Key Vocabulary

Respect, belonging, conflict, inclusion, online choices, password, digital footprint, wellbeing

Year 4

Relationships Education	Health Education
Diverse families	Mental wellbeing
Family change	Managing risk
Respectful relationships	Puberty
Stereotypes	Menstruation
Online influences	Personal hygiene
News and information	Emotional changes

Key Vocabulary

Diversity, inclusion, stereotype, puberty, menstruation, hygiene, respect, family change, consent.

Year 5

Relationships Education	Health Education
Respecting boundaries	Mental wellbeing
Consent and permission	Self-regulation
Personal boundaries	Healthy relationships
Challenging stereotypes	FGM awareness
Bullying and cyberbullying	First aid
Safe online relationships	Healthy lifestyles

Key Vocabulary

Consent, boundary, cyberbullying, stereotype, prejudice, discrimination, coercion, FGM, wellbeing

Year 6

Relationships Education	Sex Education	Health Education
Positive healthy relationships	Human reproduction	Mental wellbeing
Respect, trust and communication	Sexual intercourse as the means of conception	Managing stress
Consent and personal responsibility	Pregnancy and foetal development	Puberty recap
Recognising pressure and coercion	Birth and becoming a parent	Drugs, alcohol and vaping
Online relationships	Preparation for secondary RSHE	Sleep and wellbeing
AI, misinformation and digital manipulation		Transition to secondary school

Key Vocabulary

Relationship, consent, coercion, reproduction, sexual intercourse, sperm, egg, fertilisation, pregnancy, AI, chatbot, deepfake, misinformation, disinformation, manipulation, critical thinking

Online Safety Progression

Key Stage 1

- Personal information
- Safe use of devices
- Trusted adults online
- Safe sharing

Lower Key Stage 2

- Passwords
- Age restrictions
- Digital footprints
- Online choices
- Respectful behaviour online

Upper Key Stage 2

- Social media influences
- Cyberbullying
- Online reputation
- Cybercrime awareness
- Artificial Intelligence (AI)
- AI chatbots
- Deepfakes

- Misinformation and disinformation
- Digital manipulation
- Targeted advertising
- Online financial harms

Consent and Boundaries Progression

Reception–Year 2

- Taking turns
- Asking permission
- Respecting personal space
- Body ownership

Years 3–4

- Privacy
- Personal boundaries
- Respecting differences
- Safe and unsafe situations

Years 5–6

- Consent
- Appropriate and inappropriate touch
- Healthy relationships
- Recognising pressure and coercion
- Seeking support and reporting concerns

Mental Wellbeing Progression

Reception–Year 2

- Naming emotions
- Self-care
- Asking for help
- Managing feelings

Years 3–4

- Resilience
- Managing worries
- Self-regulation
- Coping with change

Years 5–6

- Stress management
- Challenging unhelpful thoughts
- Supporting wellbeing
- Seeking support
- Transition and change