



A member of
the **bdot** family

EAST MORTON CE PRIMARY SCHOOL
Relationships, Sex and Health Education Policy

School Vision:

All are inspired to achieve their full potential in our loving community of life-long learners, where:

- Everyone is valued;
- Every chance is provided for all to flourish in the security of God's love; and
- Every day brings the enjoyment of life in all its fullness.

School Values:

At East Morton, 'Love' is our core value and it is from love which all of our six key values flow:

- Hope
- Peace
- Generosity
- Community
- Wisdom
- Justice

What is Relationships and Health Education?

From 1 September 2026, all primary schools in England are legally required to teach:

- Relationships Education
- Health Education

These subjects support children's personal development, safeguarding, and wellbeing, and help prepare them for life in modern Britain.

1. How this Policy was Developed

This Relationships, sex and Health Education Policy has been developed by the senior leadership team in consultation with teaching staff, governors and parents/carers. Pupil views have been gathered through age-appropriate discussions and pupil voice activities within PSHE lessons.

Parents/carers were consulted through information sharing, opportunities to view curriculum materials (including SCARF resources), and feedback opportunities via meetings and written responses. Governors reviewed and approved the policy and are kept informed of developments through regular reports from the headteacher / PSHE lead.

This policy reflects statutory guidance, the ethos of the school and the needs of our pupils and community.

2. Requirements on Schools in Law

From September 2020, Relationships Education has been statutory in all primary schools. Health Education is also statutory and includes teaching about puberty, menstrual wellbeing and, **from September 2026, the correct names of body parts.**

Sex Education in primary schools remains non-statutory. Our school has chosen not to teach Sex Education beyond the requirements of the National Curriculum for Science.

This policy complies with:

- The Education and Inspections Act 2006 (duty to promote pupil wellbeing)
- The Education Act 1996 (as amended)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019
- DfE Relationships Education, Relationships and Sex Education and Health Education Guidance (July 2025)
- Keeping Children Safe in Education (2025)

3. What is 'Relationships Education' at Our School?

Relationships Education at our school focuses on teaching pupils how to form healthy, respectful and positive relationships, both online and offline. It includes learning about families, friendships, respect, kindness, consent (in an age-appropriate context), bullying, and keeping safe.

Relationships Education does not include detailed teaching about sexual activity. Sensitive topics such as sexual violence are addressed only in terms of keeping children safe and knowing how to seek help.

Sex Education, as a standalone subject, is not taught. Any references to reproduction are limited to the statutory National Curriculum for Science.

Aims

We aim to ensure that pupils:

- Develop healthy, nurturing relationships
- Are equipped to recognise and respond to unsafe situations
- Feel confident to seek help and talk to trusted adults
- Respect diversity and difference
- Are prepared for the emotional aspects of growing up in a safe, supportive environment

This supports our whole-school approach to wellbeing, safeguarding and positive behaviour.

4. Subject Content and Organisation

Resources Used

Our Relationships Education programme is delivered primarily through Coram SCARF, supported by teacher professional judgement. SCARF resources are chosen because they are:

- Age-appropriate
- DfE-compliant
- Inclusive and progressive
- Mapped against statutory learning outcomes

How it is Taught

- Delivered mainly through PSHE lessons
- Whole-class teaching with opportunities for discussion
- Some sessions may use single-sex groupings where appropriate (e.g. aspects of puberty taught within Health Education)
- Ground rules and a class agreement established to ensure a safe learning environment
- Distancing techniques used when discussing sensitive issues

When and by Whom

- Taught across the academic year as part of the PSHE curriculum
- Planned using the SCARF long-term and flexible planning tools

- Delivered by class teachers and supported, where appropriate, by trained external providers (e.g. SCARF/Life Education), under teacher supervision

Links to Other Curriculum Areas

Learning is reinforced through:

- Science (human development, reproduction as required)
- Religious Education
- Citizenship
- Computing (online safety)

5. Creating a Safe Learning Environment

Teachers establish clear group agreements with pupils, including respect, confidentiality (with safeguarding limits), and the right to pass.

Questions that go beyond the planned curriculum are handled sensitively, following school guidance and the SCARF flowchart. Teachers provide factual, age-appropriate responses and may suggest children discuss some questions further with their parents/carers.

Safeguarding procedures are always followed where a disclosure or concern arises.

6. Monitoring and Evaluation

Pupil progress is assessed through:

- Observation and discussion
- Pupil reflection activities
- Assessment opportunities within SCARF units

Feedback is provided verbally and through lesson activities. Pupil voice is used to evaluate the programme's relevance and impact, helping ensure it meets pupils' needs.

The PSHE lead monitors delivery and reports to school leadership and governors.

7. Accessibility and Inclusion

Relationships Education at our school is inclusive and accessible to all pupils.

Equality and Diversity

- Content reflects a range of family structures, including same-sex parents
- Teaching promotes respect for different ethnic, religious and cultural backgrounds
- Stereotypes are challenged and harmful assumptions avoided

Sexual Orientation and Gender Identity

- Teaching acknowledges that people may have different sexual orientations and identities in an age-appropriate, factual and respectful way
- Homophobic, biphobic and transphobic bullying is not tolerated and is addressed through our anti-bullying policy

SEND and Additional Needs

- Lessons are adapted to meet individual learning needs
- Visual supports, simplified language and alternative methods of communication are used where needed
- All pupils access core learning such as body awareness, privacy and personal safety

8. Parental Partnership and Withdrawal

We work in partnership with parents/carers by:

- Sharing curriculum information in advance
- Offering opportunities to view resources on request
- Providing guidance to support conversations at home

Parents have the right to request that their child is withdrawn from the non-statutory Sex Education elements of the curriculum.

If withdrawal is requested, the school will:

- **Meet with parents/carers to discuss their concerns and explain the educational content and purpose of the programme**

- **Respect parental rights in accordance with statutory guidance where withdrawal applies**
- **Ensure the child receives appropriate, purposeful alternative educational provision during the withdrawn sessions**

Our school teaches age-appropriate Sex Education as part of its Personal, Social, Health and Economic (PSHE) education programme. Parents/carers may request that their child be withdrawn from the non-statutory Sex Education content. However, parents/carers cannot withdraw their child from the statutory Relationships Education curriculum or from aspects of Sex Education taught within the National Curriculum for Science.

The Headteacher will consider any requests for withdrawal in line with current statutory guidance and school policy.

9. Dissemination of the Policy

This policy is available:

- On the school website
- From the school office on request, free of charge

10. Sources of Further Information

This policy has drawn on the following guidance:

- DfE 'Sex and Relationship Education Guidance' (2000)
- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21st Century' - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance' (July 2019)
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance' (July 2025)
- PSHE Association 'Writing and updating your school's Relationships and Sex Education (RSE) Policy' (October 2025)
- DfE 'Keeping Children Safe in Education' (September 2025)

- Ofsted Education Inspection Framework (November 2025)

11. Related Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Equality, Diversity and Inclusion Policy
- Behaviour Policy

12. Policy Review and Development

Policy Date July 2026

This policy will be reviewed every 2–3 years or sooner if guidance changes.

Review will be led by the headteacher/PSHE lead with involvement from governors, staff, pupils and parents.

APPENDIX 1 Statutory objectives for Relationships Education that will apply in England from 1 September 2026.

1. 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.

2. 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.

3. Respectful 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 and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.

10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.

11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

4. Online Relationships

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.

2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.

4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.

5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.

6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

5. Being Safe

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.

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

APPENDIX 2 statutory objectives for **Health Education that will apply in England from 1 September 2026**

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.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.

5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
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 and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
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).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol, tobacco and vaping

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the

risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health protection and prevention

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.

2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.

3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.