Lynsted and Norton Primary School

Relationships, Sex & Health Education Policy September 2026

	Our Vision Within our small, inclusive school, we value everyone as a child of God and rejoice in our diversity. We encourage curiosity and challenge; aspire to become agents of change and equip all members of our school family with the social, emotional and moral intelligence to pursue what is right and just.

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Aims

The aims of relationships, sex & health education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Pupils to understand healthy relationships
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

These aims will all be taught alongside our school vision.

1. Statutory requirements

As a voluntary aided Primary School we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.
However, we are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.
In teaching RSHE, we must have regard to guidance issued by the secretary of state as outlined inspection 403 of the Education Act 1996.
At Lynsted and Norton Primary School we teach RSHE as set out in this policy and statutory guidance from the DfE.

2. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to comment and make recommendations
4. Ratification – once amendments were made, the policy was shared with governors and ratified

3. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information and exploring issues and values.

4. Curriculum

We have developed the curriculum in consultation with stakeholders, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

We use HeartSmart to support our delivery of PSHE, CWP to support our delivery of RSHE, along with our Online Safety Curriculum and Science Curriculum.

5.Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum, including changes that adolescence brings (Years 5 & 6). Other biological aspects of RSHE are taught within the science curriculum. RSE will be taught by the class teachers and in year groups.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances, along with reflecting sensitively that some children may have a different structure of support around them, (for example: looked after children or young carers).

6. Roles and responsibilities

6.1 The governing board

The governing board will approve the RSHE policy, and hold the EHT and HoS to account for its implementation.

6.2 The EHT and HoS

The EHT and HoS are responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from RSE.

6.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress

- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from RSHE

6.4 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

7. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE. Requests for withdrawal should be put in writing using the form included in this policy. Alternative work will be given to pupils who are withdrawn from sex education.

8. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.
The school will also invite visitors from outside the school, such as school nurses or the NSPCC, to provide support and training to staff teaching RSHE.

9. Monitoring arrangements

The delivery of RSHE is monitored by the EHT and HoS through learning walks, planning and book scrutiny's, pupil voice and teacher voice. Pupils' development in RSHE is monitored by class teachers and the RSHE lead as part of our internal assessment systems.

This policy will be reviewed by the RSHE lead bi-annually. At every review, the policy will be approved by the governing body and Headteacher.

Appendix 1: Parent form withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships, & health sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Appendix 2:

HeartSmart — UK Statutory Standards 2026

Relationship and Health Education: Full Delivery Grid

RELATIONSHIPS EDUCATION — Families and People Who Care for Me							
Code	**Pupils should know…**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**
F1	That families are important for children growing up safe and happy because they can provide love, security and stability.	✓	✓	✓	✓	✓	✓
F2	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.	✓	✓	✓	✓	✓	
F3	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.	✓	✓	✓	✓	✓	✓
F4	That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	✓	✓	✓	✓	✓	✓
F5	That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.					✓	✓
F6	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.			✓	✓	✓	✓
RELATIONSHIPS EDUCATION — Caring Friendships							
Code	**Pupils should know…**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**
CF1	How important friendships are in making us feel happy and secure, and how people choose and make friends.	✓	✓	✓	✓	✓	✓
CF2	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.	✓	✓	✓	✓	✓	✓
CF3	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.	✓	✓	✓	✓	✓	✓
CF4	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.	✓	✓	✓	✓	✓	✓
CF5	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	✓	✓	✓	✓	✓	✓
CF6	How to manage conflict, and that resorting to violence is never right.	✓	✓	✓	✓	✓	✓

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CF7	How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	✓	✓	✓	✓	✓	✓
RELATIONSHIPS EDUCATION — Respectful, Kind Relationships							
Code	**Pupils should know…**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**
RR1	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.	✓	✓	✓	✓	✓	✓
RR2	The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	✓	✓	✓	✓	✓	✓
RR3	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.	✓	✓	✓	✓	✓	✓
RR4	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.	✓	✓	✓	✓	✓	✓
RR5	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.	✓	✓	✓	✓	✓	✓
RR6	Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	✓	✓	✓	✓	✓	✓
RR7	The conventions of courtesy and manners.	✓	✓	✓	✓	✓	✓
RR8	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.	✓	✓	✓	✓	✓	✓
RR9	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.	✓	✓	✓	✓	✓	✓
RR10	What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.		✓	✓	✓	✓	✓
RR11	How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.		✓	✓	✓	✓	✓
RELATIONSHIPS EDUCATION — Online Safety and Awareness							
Code	**Pupils should know…**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**
OS1	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.	✓	✓	✓	✓	✓	✓
OS2	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.			✓	✓	✓	✓

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OS3	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.					✓	✓
OS4	The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.			✓	✓	✓	✓
OS5	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.				✓	✓	✓
OS6	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.		✓	✓	✓	✓	✓
RELATIONSHIPS EDUCATION — Being Safe							
Code	**Pupils should know…**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**
BS1	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.	✓	✓	✓	✓	✓	✓
BS2	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.	✓	✓	✓	✓	✓	✓
BS3	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	✓	✓	✓	✓		
BS4	How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	✓	✓		✓	✓	
BS5	How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	✓	✓	✓	✓	✓	✓
BS6	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.	✓	✓		✓	✓	✓
BS7	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 EDUCATION — Health and Wellbeing (General Wellbeing)							
Code	**Pupils should know…**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**
GW1	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.	✓	✓	✓	✓	✓	✓
GW2	The importance of promoting general wellbeing and physical health.	✓	✓	✓	✓	✓	✓
GW3	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.	✓	✓	✓	✓	✓	✓
GW4	How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	✓	✓	✓	✓	✓	✓

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GW5	How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	✓	✓	✓	✓	✓	✓
GW6	That isolation and loneliness can affect children, and the benefits of seeking support.		✓	✓	✓	✓	✓
GW7	That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	✓	✓	✓	✓	✓	✓
GW8	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.	✓	✓	✓	✓	✓	✓
GW9	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).	✓	✓	✓	✓	✓	✓
GW10	That it is common to experience mental health problems, and early support can help.			✓	✓	✓	✓

HEALTH EDUCATION — Wellbeing Online

Code	Pupils should know…	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
WO1	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.	✓	✓	✓	✓	✓	✓
WO2	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.					✓	✓
WO3	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.		✓	✓	✓	✓	✓
WO4	How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.			✓	✓	✓	✓
WO5	Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.			✓	✓	✓	✓
WO6	The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.				✓	✓	✓
WO7	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.			✓	✓	✓	✓
WO8	That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.		✓	✓	✓	✓	✓
WO9	How to understand the information they find online, including from search engines, and know how information is selected and targeted.			✓	✓	✓	✓
WO10	That they have rights in relation to sharing personal data, privacy and consent.		✓	✓	✓	✓	✓

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WO11	Where and how to report concerns and get support with issues online.		✓	✓	✓	✓	✓
HEALTH EDUCATION — Physical Health and Fitness							
Code	**Pupils should know…**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**
PH1	The characteristics and mental and physical benefits of an active lifestyle.	✓	✓	✓	✓	✓	✓
PH2	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.		✓			✓	✓
PH3	The risks associated with an inactive lifestyle, including obesity.		✓	✓	✓	✓	✓
PH4	How and when to seek support including which adults to speak to in school if they are worried about their health.			✓		✓	✓
HEALTH EDUCATION — Healthy Eating							
Code	**Pupils should know…**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**
HE1	What constitutes a healthy diet (including understanding calories and other nutritional content).			✓	✓	✓	
HE2	Understanding the importance of a healthy relationship with food.				✓	✓	✓
HE3	The principles of planning and preparing a range of healthy meals.		✓	✓	✓	✓	✓
HE4	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).		✓		✓	✓	✓
HEALTH EDUCATION — Drugs, Alcohol, Tobacco and Vaping							
Code	**Pupils should know…**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**
DAT1	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 EDUCATION — Health Protection and Prevention							
Code	**Pupils should know…**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**
HP1	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.			✓	✓		✓
HP2	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	✓	✓	✓			
HP3	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.			✓	✓	✓	✓
HP4	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.	✓	✓	✓	✓		

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HP5	About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	✓	✓	✓	✓		
HP6	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.			✓			✓
HEALTH EDUCATION — Personal Safety							
Code	**Pupils should know…**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**
PS1	About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	✓	✓	✓			
PS2	How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	✓	✓	✓			
HEALTH EDUCATION — Basic First Aid							
Code	**Pupils should know…**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**
BF1	How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.			✓		✓	
BF2	Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.			✓		✓	
HEALTH EDUCATION — Developing Bodies							
Code	**Pupils should know…**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**
DB1	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.			✓	✓	✓	✓
DB2	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.	✓	✓	✓	✓		
DB3	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.				✓	✓	✓

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Year1	Lesson 1	Learning Intention To understand that we are all different but can still be friends Learning Outcomes Know that we can be friends with people who are different to us
	Lesson 2	Learning Intention To discuss how children grow and change Learning Outcomes Understand that babies need care and support Know that older children can do more by themselves
	Lesson 3	Learning Intention To explore different types of families and who to ask for help To identify who can help when families make us feel unhappy or unsafe Learning Outcomes Know there are different types of families Know which people we can ask for help
Year 2	Lesson 1	earning Intention To introduce the concept of gender stereotypes To identify differences between males and females Learning Outcomes Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies
	Lesson 2	Learning Intention To explore some of the differences between males and females and to understand how this is part of the lifecycle Learning Outcomes Describe some differences between male and female animals Understand that making a new life needs a male and a female
	Lesson 3	earning Intention To focus on sexual difference and name body parts Learning Outcomes Describe the physical differences between males and females

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		Name the different body parts
Year 3	Lesson 1	Learning Intention To identify that people are unique and to respect those differences To explore the differences between male and female bodies Learning Outcomes Know and respect the body differences between ourselves and others Name male and female body parts using agreed words
	Lesson 2	Learning Intention To consider appropriate and inappropriate physical contact and consent Learning Outcomes Understand that each person's body belongs to them Understand personal space and unwanted touch
	Lesson 3	Learning Intention To explore different types of families and who to go to for help and support Learning Outcomes Understand that all families are different and have different family members Identify who to go to for help and support
Year 4	Lesson 1	Learning Intention To explore the human lifecycle To identify some basic facts about puberty Learning Outcomes Understand that puberty is an important stage in the human lifecycle Know some changes that happen during puberty
	Lesson 2	Learning Intention To explore how puberty is linked to reproduction Learning Outcomes Know about the physical and emotional changes that happen in puberty

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		Understand that children change into adults to be able to reproduce if they choose to
	Lesson 3	Learning Intention To explore respect in a range of relationships To discuss the characteristics of healthy relationships Learning Outcomes Know that respect is important in all relationships including online Explain how friendships can make people feel unhappy or uncomfortable
Year 5	Lesson 1	Learning Intention To explore the emotional and physical changes occurring in puberty Learning Outcomes Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence
	Lesson 2	Learning Intention To understand male and female puberty changes in more detail Learning Outcomes Understand how puberty affects the reproductive organs Describe what happens during menstruation and sperm production
	Lesson 3	Learning Intention To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty Learning Outcomes Explain how to keep clean during puberty Explain how emotions/relationships change during puberty Know how to get help and support in puberty
Year 6	Lesson 1	Learning Intention To consider puberty and reproduction

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		Learning Outcomes Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence
	Lesson 2	Learning Intention Exploring the importance of communication and respect in relationships Learning Outcomes Explain differences between healthy and unhealthy relationships Know that communication and permission seeking are important
	Lesson 3	Learning Intention To consider different ways people might start a family Learning Outcomes Describe the decisions that have to be made before having children Know some basic facts about conception and pregnancy
	Lesson 4	Learning Intention To explore positive and negative ways of communicating in a relationship Learning Outcomes To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong

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