



Lanivet Community Primary School

Relationship, Sex and Health Education Policy

Approved: September 2026
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Safeguarding

Lanivet School is committed to safeguarding and promoting the welfare of all children. We expect all our team members to share this commitment.

Rationale and Ethos

At Lanivet School, we create a wide range of positive experiences and opportunities for our infant pupils which centre around health and wellbeing and building positive relationships. We believe in empowering our pupils; giving them the tools and support to enable them to manage their emotions, support their mental health and to make healthy choices. Through every aspect of school life, we aim to promote the spiritual, moral and cultural development of every child, preparing them for the opportunities, responsibilities and challenges that life offers.

We believe it is important for pupils to celebrate the diverse society that we live in as well as embracing their local culture. All families come in different shapes and sizes and we feel that it is important to reflect this. We encourage children to talk positively about their family structure and there is an emphasis on the respect and understanding of family groups and people who contribute to providing children with care, love and support. We ensure that Relationships Education fosters gender equality and LGBTQ+ by reflecting all family groups in an age appropriate manner.

We provide equal opportunities for all children regardless of age, gender, ethnicity, and ability including SEN and for those whom English is a second language. We ensure that the needs of each child are considered when planning and delivering the curriculum to ensure an inclusive environment where every child reaches their potential. Through carefully selected resources from the LifeWise and Medway schemes of work, children will learn about diverse families and relationships.

Definition

RHSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RHSE involves a combination of sharing information, and exploring issues and values.

RHSE is not about the promotion of sexual activity.

Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- 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

This policy is intended to ensure that Relationships and Health Education is taught in an inclusive and age appropriate manner, in consultation with parents, carers and in line with legal and statutory requirements in accordance with:

- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2026, made under sections 34 and 35 of the Children and Social Work Act 2017.
- The Academies Act (2010)
- The Education and Inspections Act (2006)
- The Equality Act (2010)
- Keeping children safe in education- Statutory safeguarding guidance

Roles and Responsibilities

It is the responsibility of the Headteacher to ensure that staff and parents are informed about the RSHE policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle difficult issues with sensitivity. The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

The RSHE programme will be led by the subject co-ordinator. They are responsible for supporting colleagues in their teaching, keeping them informed of current developments in the subject, and by providing a strategic lead and direction for RSHE. Health professionals and valued members of our community are welcomed into our school to work with us to provide advice and support to our pupils in regard to health education. They are required to work within our RSHE policy.

This policy sets out both the rights of parents/carers to withdraw pupils from sex education (but not Relationships or Health Education) and the process that the school should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Curriculum design for RSHE

LifeWise

At Lanivet School we have used **Life-wise** and **Christopher Winter Project** resources to support the development of our RSHE curriculum. Our learning programme is delivered in weekly sessions and a dedicated week in the Summer Term. It is also reinforced in other areas of the curriculum too. As well as encapsulating all the requirements of the National Curriculum, it strengthens children's physical health, educates children about their mental wellbeing, equips children with skills for life, encourages the right values and maintaining a healthy lifestyle and teaches necessary survival skills.

RSHE is very much a part of the school's ethos and values. Alongside our weekly programme, learning opportunities for Relationships and Health Education are embedded within the curriculum taking place in Science, Religious Education, PE and Topic work. These are enhanced in a number of additional ways:

- Children are encouraged to take an active part in school life with a wide variety of extra-curricular activities on offer.
- Visits from people who support in the community, health promotions.
- Recognition of British Values through the celebration and recognition of important events
- Recognising current issues around the world and linking them to their own learning.
- School visits and a residential trip in Year 4 and Year 6.
- Involvement in charity events with the emphasis on caring for others.
- Recognition of Democracy through discussion of matters relating to school in regular School Council meetings.
- Opportunities to develop leadership skills through a range of school wide leadership roles.

Sex Education

We believe that teaching Sex Education informs our children about body differences, growing up, body changes and the emotions and feelings that they might have. Specific vocabulary that they learn allows them to keep their bodies safe and empowers them to communicate any concerns that they might have about their own health or safety. It prepares children for their transition to

secondary school and life's journey.

We use the Christopher Winter Project resources to teach Relationships Sex Education. An overview of this programme can be seen in [Appendix 1](#). or here: [Lanivet Community Primary School - PSHE and RSE](#) (All PSHE and RSHE planning resources can be seen on the school website). Children from Year 1 to Year 6 are taught age-appropriate information using specific and relevant vocabulary. Teaching often links to the Science National Curriculum and other curriculum subjects and topics. All schools providing primary education must teach **relationships education** and **health education** (which includes content on puberty). Parents/carers have the right to withdraw their children from **sex education** after a discussion with the school. This does not include what is taught as part of the science curriculum.

Relationships Education:

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online too. Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, we will cover how to treat each other with kindness, consideration and respect. By the end of primary school, children will have been taught content on: families and people who care for me; caring friendships; respectful relationships; online relationships; being safe.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, pupils will have been taught content on: mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; facts and risks associated with drugs, alcohol and tobacco; health and prevention; basic first aid; changing adolescent body.

The 32 statements for **Relationship Education** (5 strands) and 35 statements for **Health Education** (8 strands), are covered in our LifeWise supported lessons. See [Appendix 2](#).

Safeguarding

Teachers are aware that sometimes disclosures may be made during PSHE, RSHE or science lessons; in this case, safeguarding procedures will be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. Teachers will allow the time and appropriate staffing for this to happen. If disclosures occur, the school's safeguarding policy is followed.

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 RHSE. Requests for withdrawal should be put in writing using the form found in [Appendix 3](#) of this policy and addressed to the headteacher. When the Headteacher receives a completed form, they will invite the parents/carers to a meeting at which the school's policy will be explained and seek to accommodate the wishes and/or concerns of the parents/carers. If that is not possible, the child will be withdrawn from SRE) and placed in another class where suitable learning and supervision will be provided.

Monitoring and Evaluating RSHE

The SLT, PSHE and Science leaders will:

- ensure RSE is part of the school's curriculum according to the schemes of work for Science and PSHE curriculum;
- monitor the use of teaching and learning styles;
- monitor the use of teaching materials;
- evaluate the effectiveness of the school's programme.

Dealing with sensitive issues

Teachers will establish a set of ground rules with their class for discussions. These will take a similar pattern to those already used in the classroom. Where a member of staff is concerned that a Safeguarding issue is arising, it is his/her responsibility to follow the school's Safeguarding policy and routines in this matter.

Confidentiality and Child Protection/Safeguarding Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned.

If this person believes that the child is at risk or in danger, she/he talks to the designated Safeguarding Lead who takes action as laid down in the Child Protection & Safeguarding Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Appendix 1.
[Relationships Sex Education \(RSE\) Overview](#)



TEACHING RSE WITH CONFIDENCE IN PRIMARY SCHOOLS - CURRICULUM OVERVIEW

Reception: My body, my relationships

- Lesson 1:** Caring Friendships
- Lesson 2:** Being Kind
- Lesson 3:** Different Families
- Lesson 4:** My Body My Choices

Year 1: Growing up, staying safe

- Lesson 1:** Different Friends
- Lesson 2:** Growing and Changing
- Lesson 3:** Body Safety (Online and Off)
- Lesson 4:** Families and Care

Year 2: Differences

- Lesson 1:** Gender Stereotypes
- Lesson 2:** Male and Female
- Lesson 3:** Naming Body Parts
- Lesson 4:** My Body Belongs to Me

Year 3: Valuing difference and keeping safe

- Lesson 1:** Body Differences
- Lesson 2:** Personal Space and Consent
- Lesson 3:** Families and People who Help Us
- Lesson 4:** Staying Safe and Getting Help Online

Year 4: Growing up with Respect

- Lesson 1:** Changes
- Lesson 2:** What is Puberty
- Lesson 3:** Healthy Friendships
- Lesson 4:** Valuing Difference

Year 5: Puberty and personal boundaries

- Lesson 1:** Talking about Puberty
- Lesson 2:** The Reproductive System
- Lesson 3:** Puberty Help and Support
- Lesson 4:** Respect Boundaries and Being an Upstander

Year 6: Puberty, relationships and reproduction

- Lesson 1:** Puberty and Reproduction
- Lesson 2:** Communication and Consent in Relationships
- Lesson 3:** Families, Conception and Pregnancy
- Lesson 4:** Communication and Respect in Relationships and Online

Appendix 2.

RELATIONSHIP EDUCATION - 32 statements

Families and people who care for me	Pupils should know • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, 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. • that others' families, 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. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	Pupils should know • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	Pupils should know • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	Pupils should know • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	Pupils should know • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

HEALTH EDUCATION - 35 statement - Physical health and mental wellbeing

Mental wellbeing	Pupils should know • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom 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). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	Pupils should know • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing 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. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	Pupils should know • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise 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, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	Pupils should know • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	Pupils should know • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	Pupils should know • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

	• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	Pupils should know: • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing Adolescent body	Pupils should know: • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 3:

Withdrawal from Sex Education within RSE			
To be completed by Parents			
Name of Child:		Year Group:	
Name of Parent:		Date:	
Reason for withdrawing from sex education within relationships and sex education:			
Any other information you would like the school to consider			
Parent signature			

To be completed by school	
Agreed actions from discussion with parents	