

# North Petherton Community Primary School Relationships Education Policy



Version 2  
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## **Purpose of the Policy:**

All primary schools are required to teach Relationships Education and to produce a Relationships Education policy. The purpose of the policy is to:

- Give information to staff, parents and carers, governors, pupils and outside visitors about what is taught in Relationships Education, how it is taught and who teaches it
- Enable parents and carers to support their children in learning about Relationships Education
- Give a clear statement on what the school aims to achieve from Relationships Education, the values underpinning it and why it is compulsory for all primary school pupils
- Sets out how Relationships Education meets schools' legal requirements to;
  - promote wellbeing (Children Act 2004)
  - prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006)
  - meet the school's safeguarding obligations
  - comply with the Equality Act 2010 to prevent discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between different groups

The policy also includes a statement on Sex Education which covers a definition, what is taught, who teaches it and parents' right to withdraw.

## **Definition of Relationships Education**

The requirements for teaching Relationship Education in primary are described in the DfE statutory guidance and based on the guidance; we have defined Relationships Education as learning about

- Different relationships (including online) and how to make and maintain healthy, caring and respectful relationships within families and friendships, including understanding about appropriate boundaries
- The importance of families for caring for children
- How to recognise when a relationship (with adults and/or peers) is unhealthy or unsafe and how to seek help and report concerns or abuse (including online)
- The importance of respecting others who are different from themselves whether physically, their family structure, their race, religion, belief, disability or sexual orientation
- Different types of bullying and discriminatory language, the impact it has and how to prevent it and get help
- Stereotypes and how they can lead to prejudice and discrimination e.g. based on gender, race, religion, disability or sexual orientation
- How to recognise risk and be safe online

## **Why teach Relationships Education at Primary School?**

The government has made Relationships Education a statutory part of the curriculum and we agree that this is a crucial aspect of the primary curriculum.

-We want children to develop the skills to make positive, caring, respectful and healthy relationships; in their friendships, within their families and with other children and adults.

-We recognise that many children in primary already have active online lives and that the knowledge and skills they learn in Relationships Education will enable them to navigate the online world safely and understand what is and is not appropriate and respectful behaviour.

-Through Relationships Education, pupils also gain the knowledge they need to recognise and report abuse, including emotional, physical and sexual abuse and keep themselves safe, online and offline.

For all these important reasons, the government has made Relationships Education a compulsory part of the school curriculum in which all pupils are required to participate, and parents do not have the right to withdraw them.

### **Statement of Intent**

At North Petherton Community Primary School, we are committed to providing a high-quality Relationships and Sex Education (RSE) program that supports the personal, social, and emotional development of all pupils. We aim to equip children with the knowledge, skills, and values to build positive, respectful relationships and make informed decisions about their health and well-being. Our approach is rooted in inclusivity, safeguarding, and promoting the core British values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs.

### **Legal Frameworks**

It is a statutory requirement for primary schools to deliver relationship Education. This policy complies with the following statutory guidance and legal requirements:

- Department for Education (DfE) statutory guidance on Relationships Education, Relationships and Sex Education (RSE), and Health Education (2025).
- Department for Education (DfE) statutory guidance on Relationships Education, Relationships and Sex Education (RSE), and Health Education (2019).
- Children and Social Work Act 2017.
- Education Act 2002.
- Equality Act 2010.
- Keeping Children Safe in Education (most recent edition).
- The UN Convention on the Rights of the Child (UNCRC).

**Aims and Objectives** The aims of RSE at our school are:

- To provide a secure, inclusive environment where pupils feel safe exploring sensitive topics.

- To teach pupils about healthy relationships, respect, and responsibilities. To enable children to recognise unhealthy or unsafe relationships, including friendships (and online), within the family, with peers and with known or unknown adults
- To promote British values of democracy, rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs.
- To understand and respect different types of families, including families with one parent, with same sex parents, families that foster and adopt children
- Challenge and prevent discrimination based on difference e.g. race, religion, sex, gender, gender identity, disability or sexual orientation
- To ensure pupils develop resilience and confidence in managing their health and well-being, including mental health.
- Teaching relationships education will ensure that all children develop respect for others and for difference, and tolerance and understanding of all aspects of diversity. We want all children to understand and feel accepted in the society they are growing up in

## **Roles and Responsibilities**

### **Governing Body:**

- Ensure the school meets its legal obligations regarding RSE.
- Approve the RSE policy and ensure it is reviewed annually.

### **Headteacher:**

- Oversee the implementation of the RSE policy.
- Ensure staff are adequately trained to deliver the RSE curriculum.
- Facilitate communication with parents/carers about the RSE curriculum.

### **PSHE Lead:**

- Develop and review the RSE curriculum in line with statutory guidance.
- Support teachers in planning and delivering high-quality RSE lessons.

### **Class Teachers:**

- Deliver RSE lessons in an age-appropriate and inclusive manner.
- Create a safe and respectful learning environment for all pupils.
- Monitor pupil progress and provide feedback to the PSHE leads.

## **Curriculum Content**

- **Age-appropriate and developmental:** Designed to meet the needs of all pupils, ensuring lessons are relevant to their age and maturity.
- **Inclusive:** Respectful of diversity, covering topics such as different family structures, including single-parent families, LGBTQ+ families, and families with fostered or adopted children.

- **Values-based:** Rooted in British values and our school's ethos of respect and inclusion.

### **Key topics include:**

- **Relationships Education** (statutory for primary schools):
  - Families and people who care for me.
  - Caring friendships.
  - Respectful, kind relationships.
  - Online safety and awareness.
  
- **Health Education** (statutory for primary schools):
  - Mental well-being.
  - Physical health and fitness.
  - Healthy eating.
  - Drugs, alcohol, tobacco and vaping.
  - Health protection and prevention.
  - Personal safety.
  - Developing bodies.
  - Basic first aid.
  - Wellbeing online.

While sex education is not compulsory in primary schools, we provide a foundation for understanding puberty and reproduction within the science curriculum and may address additional elements of sex education in Year 6 with prior consultation with parents/carers.

Sex education is defined as teaching about sexual intercourse in the context of learning about how a baby is made and a basic understanding of pregnancy and how the baby develops. This is taught in Year 6, usually by the class teacher.

### **Right to withdraw children from sex education**

We hope that parents and carers will support this important part of children's education and we will make sure that all parents and carers know what we will be teaching and when. We will invite parents into school prior to sex education sessions to confirm the details of the resources to be used. We understand that some parents may want to educate their children about these aspects of sex education and parents have the right to request that their child is withdrawn from any or all parts of sex education. If a parent wishes to withdraw their child from the sex education lessons, we encourage you to have a conversation with your child's class teacher who will talk through their concerns and discuss the benefits of their child learning about sex education. If they decide to withdraw their child, work will be provided to do in another class. We will offer packs of the teaching materials if parents wish to use this with their children at home.

**Answering children's questions:** We answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if the teacher feels they need to consult with the Head Teacher or parents. Some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class.

## **Delivery of RSE**

The RSE curriculum is an integral part of the whole school PSHE education provision and will be part of the lessons based on learning opportunities for Health and Wellbeing, and Relationships. It is taught throughout each year from Early Years to Year 6. Pupils receive one 45-minute lesson each week of PSHE. The curriculum for each year group covers knowledge, skills and attitudes and is appropriate to the age and maturity of pupils. It progresses from one year to another, building on what has been learnt in previous years. We ensure that the same messages about being safe online are taught through PSHE as in Computing.

RSE is delivered through:

- **PSHE (Personal, Social, Health, and Economic education):** Integrating key RSE topics.
- **Cross-curricular links:** For example, science lessons on reproduction and health.
- **Assemblies and workshops:** Reinforcing key themes.

Our school uses established programs such as SCARF by Coram Life Education to support the delivery of PSHE and RSE. SCARF resources provide a comprehensive and age-appropriate approach to topics including relationships, well-being, and personal safety. Additionally, we incorporate the "No Outsiders" program developed by Andrew Moffat to promote diversity, inclusion, and mutual respect. Through this, pupils learn to celebrate differences, challenge stereotypes, and embrace British values to build a culture where prejudice is identified and tackled.

Lessons are delivered in an inclusive, respectful, and non-judgmental manner, ensuring that all pupils feel represented and supported. Lessons will be made accessible to all pupils including those with special educational needs, disabilities and vulnerable children by adapting and providing relevant resources. Teachers receive regular training to ensure they are confident and well-equipped to deliver RSE effectively.

## **Pupils with special educational needs and disabilities (SEND)**

Relationships Education, RSE and Health Education must be accessible for all pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and such factors should be taken into consideration in designing and teaching these subjects. For some SEND pupils, there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, we ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

**Mental Health** Promoting mental health and well-being is a central component of our RSE teaching. Pupils are taught to:

- Recognise and manage emotions effectively.
- Develop resilience and coping strategies.
- Seek help when needed, knowing who they can talk to at school and beyond.
- Understand the impact of their actions on their own mental health and the well-being of others.

We also signpost pupils and families to additional support services where appropriate.

### **Parental Engagement**

We believe in working in partnership with parents/carers to ensure the RSE curriculum reflects their values and concerns. Parents/carers are invited to:

- Review the RSE curriculum and resources. (See Appendix 2)
- View all curriculum materials used to teach RSE on request.
- Attend information sessions to understand what their child will be learning.
- Share feedback to help shape the RSE program.

### **Monitoring and Evaluation**

The implementation of the RSE policy will be monitored by the headteacher and PSHE leads.

Evaluation methods include:

- Reviewing pupil feedback.
- Observing lessons and monitoring pupils' work. (Folders and photos on Seesaw)
- Gathering feedback from staff and parents/carers.

### **Promoting British Values through RSE**

RSE is a vital part of fostering British values, including:

- **Democracy:** Encouraging pupils to express their views and listen to others.
- **Rule of Law:** Helping pupils understand the importance of rules in relationships and society.
- **Individual Liberty:** Teaching pupils about their rights and responsibilities in relationships.
- **Mutual Respect and Tolerance:** Promoting understanding of diversity and respect for differences, including cultural, religious, and family.

**Policy Review** This policy will be reviewed annually, considering feedback from pupils, staff, and parents/carers, as well as updates to statutory guidance.

### **Safeguarding, reports of abuse and confidentiality**

At the heart of these subjects there is a focus on keeping children safe, and our school plays an important role in preventative education. Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children are made aware of how to raise their concerns or make a report and how any report will be handled. This includes processes when they have a concern about a friend or peer.

### **Appendix 1 – DFE Statutory Guidance**

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and in families and with others, in all contexts, including online.

Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

## **By the end of primary**

### **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

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

### **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, kind 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 safety and awareness.**

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, for example family, school or other sources

### **Managing difficult questions**

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. The school's policy should cover how the school handles such questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Meeting these objectives will require a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Schools should consider what is appropriate and inappropriate in a whole class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

### **Sex education (Primary)**

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.

Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered.

Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, headteachers must comply with a parent’s wish to withdraw their child from sex education beyond the national curriculum for science.

Schools will want to draw on the good practice for conversations with [parents around the right to withdraw](#).

Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.

## **Appendix 2**

(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

<b>Year/ Half- termly unit titles</b>	<b>1 Me and my Relationsh ips</b>	<b>2 Valuing Difference</b>	<b>3 Keeping Safe</b>	<b>4 Rights and Respect</b>	<b>5 Being my Best</b>	<b>6 Growing and Changin g</b>
<b>EYFS</b>	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
<b>Y1</b>	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
<b>Y2</b>	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets  Appropriate touch  Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy

<b>Y3</b>	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
<b>Y4</b>	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
<b>Y5</b>	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
<b>Y6</b>	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

