

Loxwood Primary School Relationships Education Policy



Approved by:

Governing Body

Date: September 2026

Next review due by:

September 2027

1. Aims

The aims of relationships, sex and health education (RSHE) 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, and cultivate positive characteristics such as kindness and integrity.
- Create a positive culture and promote healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Enable pupils to understand how to keep themselves safe, emotionally, digitally, physically and online

Our Vision and Values

Loxwood School is a collaborative community that believes that every child should be inspired to discover their own talents and believe in their very own, unique potential.

We encourage our children to be curious and to love lifelong learning, ensuring that they are prepared and resilient for the world beyond Loxwood.

We ensure that every child that is part of our school feels safe and happy and understands the importance of kindness in all that they do. Inclusivity is a key part of all of our learning and development at Loxwood.

We pride ourselves in our fantastic outdoor learning space, our ability to offer access to sport for all children, our creativity within the curriculum and our focus on pastoral care and wellness for every child.

Rationale

At Loxwood Primary School Relationships Education sits within a planned programme of learning where the children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe. RSHE provides the children with the building blocks in order for them to develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

We aim 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
- Enable pupils to understand how to keep themselves safe, emotionally, digitally, physically and online.

At Loxwood Primary School, we promote personal wellbeing and development through a comprehensive curriculum.

In consultation with all stakeholders, have created a bespoke, needs-based curriculum.

In primary Relationships Education, pupils will learn that families can take different forms and that these differences should be respected. This includes age-appropriate examples of families with same-sex parents. Teaching will focus on equality, respect, kindness and freedom from discrimination. Content will be age and stage appropriate and will be taught in accordance with the 2026 RSHE statutory guidance.

Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#). We must also teach health education.

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 in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 & 80A of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.
- Education Act 2002, s.80A
- Education Act 1996, s.403
- Children and Social Work Act 2017, ss.34–35
- Equality Act 2010
- Public Sector Equality Duty
- current KCSIE 2026
- SEND Code of Practice
- The 2026 RSHE guidance specifically says it should be read alongside KCSIE, the National Curriculum, Working Together to Safeguard Children and the SEND Code of Practice.
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Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. 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/carers and any interested parties were invited to attend a meeting about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their RSHE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

Intent

Our school aims to enable our children, staff and parents to develop the knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing, now and in the future. We want to safeguard, promote and improve children's psychological, emotional, mental and physical health and wellbeing.

Our aim is to help develop the protective factors which build resilience to mental health problems and be a school where;

- All pupils and staff are valued.
- Pupils and staff have a sense of belonging and feel safe.
- Pupils and staff feel able to talk openly with trusted adults about their problems without feeling any stigma.
- Positive mental health is promoted and valued.
- Bullying is not tolerated.

We will:

- Plan and deliver a coherent and curriculum-based Health and Wellbeing Education programme in line with the RSHE learning outcomes.
- Provide a supportive and encouraging atmosphere for children, staff and parents/carers.
- Develop positive relationships with pupils, parents/carers and the wider community.
- Work closely with outside agencies to encourage a wide range of health-related activities.
- Further develop school policies and procedures to promote health.
- Ensure all members of staff are aware of their professional roles in health-related issues and are involved in developments to promote healthy living.

Implementation

RSHE lessons will prepare children for being good citizens. They will develop emotional intelligence and the ability to articulate their feelings in order to maintain good mental health as well as understanding the importance of their physical health and being healthy. Using a growth mind-set strategy, the children will become resilient, flexible learners, knowledgeable for the future.

Education for safeguarding complements several national curriculum subjects. We look for opportunities to draw links between the subjects and integrate teaching where appropriate. There continues to be no right of withdrawal from any part of the national curriculum.

British Values

As a school we promote British values ensuring that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life such as voting for school council members, assemblies and discrete RSHE lessons, these values are embedded within our curriculum. We plan assemblies and lessons to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect.

Teaching, learning and planning

The school seeks to provide a safe, secure learning environment for RSHE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults.

At the beginning of each year, every class sets ground rules that children must follow during RSHE lessons. This creates a safe and supportive learning environment and allows children to feel comfortable and to speak openly and honestly.

At Loxwood Primary School we promote the needs and interests of all pupils, irrespective of gender, culture or background and all teachers consider the children's age, ability and readiness. RSHE will be provided through discrete curriculum time, assemblies, class discussions/circle time, as and when issues arise, ensuring, and through extracurricular activities. These include mental health awareness week, safer internet day and anti-bullying week. We respect pupils' unique starting points by providing learning that is suitable to their level, considering their age, maturity and how emotionally secure they are.

High quality, evidence-based and age-appropriate teaching of RELATIONSHIPS CURRICULUM can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable us to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

Core knowledge is sectioned into units of manageable size.

The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work.

Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations.

“Over blocking” by the school’s filtering and monitoring system doesn’t lead to unreasonable restrictions as to what children can be taught.

Relationships education focuses on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe, including:

- families and people who care for me
- caring friendships
- respectful, kind relationships
- online safety and awareness
- being safe
- healthy boundaries
- communicating needs
- managing conflict
- bullying and cyberbullying
- stereotypes
- seeking help
- recognising unsafe relationships
- consent and boundaries in age-appropriate contexts
- pressure from peers
- sexual harassment/violence at appropriate stages
- grooming and exploitation
- being clear that victims are never responsible for abuse.

Health education will focus on:

- general wellbeing and emotional awareness
- mental health and seeking help
- loneliness, bereavement and bullying
- online wellbeing
- physical activity
- healthy eating
- drugs, alcohol, tobacco and vaping
- health protection and prevention
- hygiene and vaccination
- personal safety
- basic first aid
- developing bodies, puberty and menstruation.

Parents/carers will be informed about the content and timing of RSHE teaching in the same way as they are informed about all curriculum areas

A representative sample of teaching resources will be made available to parents/carers and parents/carers may request to view the curriculum materials used in RSHE lessons via our website.

Statutory science

The school teaches the statutory National Curriculum science content relating to human development, including puberty. Parents cannot withdraw pupils from statutory science.

Additional sex education

The school also provides age-appropriate sex education in Year 6. This includes (see below). This content is additional to the statutory science curriculum. Parents have the right to request that their child is withdrawn from this additional sex education.

Lesson 5: What is a sexual relationship? (Including sexual intercourse which is non-statutory)

- We will be discussing what a sexual relationship is, who can have a sexual relationship, what happens during sexual intercourse. We will discuss talks about genitals, arousal, sexual intercourse, and fertilisation. We will also be discussing that they have the right to be safe and to protect their body from inappropriate and unwanted contact.

Parent's rights to withdraw their children

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools.

- parents can request withdrawal from some or all **primary sex education**
- the headteacher must grant the request, apart from content taught as science
- there is **no right of withdrawal from Relationships Education or Health Education**
- there is no withdrawal from statutory science.

How teachers will handle questions about sex education that the school does not cover, including questions from pupils who have been withdrawn -

- questions will be answered factually and sensitively where appropriate;
- teachers may defer questions;
- teachers won't provide content beyond the school's planned curriculum;
- pupils may be directed to parents/carers or another trusted adult;
- safeguarding concerns are referred immediately;
- withdrawn pupils' questions are handled appropriately without circumventing the withdrawal arrangement.

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

Pupils will be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

Impact

Assessment in RSHE should assess the learning not the personal development of pupils and therefore, to enable this to happen, assessment has to be an integral part of the teaching and learning process and focus on clear learning outcomes. We assess knowledge, understanding and skills on a regular basis, continually meeting the needs of the individual child, using pupil voice conferencing. It is recognised that certain issues within the health curriculum will require to be approached with sensitivity, confidentiality and flexibility. We also do a termly wellbeing survey to help us to understand the whole school picture.

Assessment opportunities will include pre and post-learning summative tasks. Tasks can take place within a lesson, or a sequence of lessons, as appropriate. We do not require work in books for RSHE. Lessons should be based around discussions, role-play and using quality texts. Assessments will be used to inform planning for the current unit of work.

SEND & Inclusion & Equal Opportunities

At Loxwood it is our aim to provide an RSHE programme that is accessible to all our children, regardless of race, gender, ability, culture or religion. Materials should be chosen carefully, avoiding stereotypical images. Teaching activities are selected to ensure that they engage both boys and girls and at times single sex groups might be appropriate.

Many children will need extra support with their learning at certain points in their life; however, this doesn't necessarily mean that a child has a Special Education Need or Disability (SEND). For children within our school community with special educational needs and disabilities we seek to ensure they are fully included in sex and relationship education, which should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives.

Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These children may need additional support to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

We ensure that all of our teaching is sensitive and age appropriate in approach and content.

Safeguarding

Clear boundaries for questioning and ground rules are set as to what is appropriate and inappropriate, personal questions are not answered. If a teacher is asked a question that is too explicit, is age-inappropriate for the child or whole class or raises questions about sexual abuse, then it should be acknowledged with a promise to attend to it later, on an individual basis. If a question is raised that alerts a member of staff that a child is at risk of sexual abuse, school protection procedures should be followed. This situation is usually avoided by the use of a question box, allowing all children the confidence to raise questions and the teacher a chance to analyse for whole class appropriateness before answering.

Pupils will be made aware that staff cannot promise absolute confidentiality. If a pupil discloses information indicating that they or another child may be at risk of harm, staff will follow the school's safeguarding and child protection procedures and report the concern to the Designated Safeguarding Lead or deputy.

Governors

As well as fulfilling their legal obligations, the governing body should make sure that:

- all pupils make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn

- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

Approval and review

This policy is approved by the governing body. It will be reviewed annually, or earlier where there are significant changes to statutory guidance, legislation or curriculum requirements.

Appendix 1: By the end of primary school pupils should know

Topic	Pupils should know
Families and people who care for me	That families are important for children growing up because they can give love, security and stability 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 That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up That marriage and civil partnerships represent a formal and legally recognised commitment of 2 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	How important friendships are in making us feel happy and secure, and how people choose and make friends The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties That healthy, caring and kind 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 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 That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened About managing conflict with kindness and respect, and that violence is never right How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed
Respectful, kind relationships	How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people in relationships, and why this can be complicated The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults How to communicate effectively and manage conflict with kindness and respect: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration 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 or in character, personality or background), or make different choices, or have different preferences or beliefs The practical steps they can take in a range of different contexts to improve or support their relationships The conventions of courtesy and manners The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs About 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 How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype
Online safety and awareness	How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child, and that this can lead to dangerous situations That people should be respectful in online interactions, and 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. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online 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, including where pictures or words might be circulated 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 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

Topic	Pupils should know
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 and resources, for example About the concept of privacy and the implications of it for both children and adults, including that it's 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 contact, including physical contact How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and don't know How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust 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 How to ask for advice or help for themselves or others, and to keep trying until they are heard Where to get advice, for example from their family, school and/or other sources
General wellbeing	• The health, wellbeing and happiness benefits of physical activity, time outdoors, and helping others • Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation • The importance of promoting general wellbeing and physical health • The range of scale of emotions that they might experience in different situations (e.g. happiness, sadness, anger, fear, surprise, nervousness) and that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate • That isolation and loneliness can affect children, and the benefits of seeking support • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others • 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 • Where and how to seek support (including recognising the triggers for seeking support), including who to speak to in school if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • That it is common to experience mental health problems, and early support can help
Wellbeing online	• That for almost everyone the internet is an integral part of life • How to think about positive and negative aspects of the internet • 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 • 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 • How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive • 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 • That abuse, bullying and harassment can take place online and that this can impact wellbeing • How to seek support from trusted adults • How to understand the information they find online, including from search engines, and know how information is selected and targeted • That they have rights in relation to sharing personal data, privacy and consent • Where and how to report concerns and get support with issues online
Physical health and fitness	• The characteristics and mental and physical benefits of an active lifestyle • 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 • 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	• What constitutes a healthy diet (including understanding calories and other nutritional content) • Understanding the importance of a healthy relationship with food • 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)

Topic	Pupils should know
Drugs, alcohol, tobacco and vaping	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	- 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 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 - About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups 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 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	- About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks - How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code
Basic first aid	- How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them - Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries
Developing bodies	- 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 - The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. That all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts - The facts about the menstrual cycle, including physical and emotional changes (while the average age of the onset of menstruation is 12, periods can start at 8, so covering this topic before girls' periods start will help them understand what to expect and avoid distress)

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
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 THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom