

Winnington Park Primary School and Nursery

Relationships Education, Relationships and Sex Education (RSE) and Health Education



Updated: Autumn 2026

Review date: Autumn 2027

(To be read in conjunction with PSHE and SMSC Policies)

Our School Vision:

Our vision is of a community whose members: children, parents, teachers and staff work collaboratively towards achieving an exciting and inclusive school, with high expectations and standards for all, within a happy, caring and secure environment.

Our Curriculum Vision

At Winnington Park Primary School and Nursery, we aim to offer a creative and inclusive Curriculum which inspires, engages and challenges and in which children are partners in their own learning.

Relationships Education, Relationships and Sex Education (RSE) and Health Education

This policy has been based on the 2025 guidance from the Department for Education, Relationships Education, Relationships and Sex Education (RSE) and Health Education document. This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching relationships education, relationships and sex Education (RSE) and health education.

All children need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.

Teaching should be developed to ensure that relationships education, sex education, health, and wellbeing are accessible for all pupils.

Curriculum Content

Relationships education-

The DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education document states that the focus in primary school should be 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.

Relationships education: content to be covered by the end of a child's primary education

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Health and wellbeing-

The aim of teaching about health and wellbeing is to enable pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed. Pupils will be supported to develop strategies for self-regulation, perseverance and determination, even in the face of setbacks.

Health education in primary starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness, with an emphasis on the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors. As in all of RSHE, care will be taken to avoid exposing pupils to concepts which are not appropriate for them.

Health and wellbeing: content to be covered by the end of a child's primary education

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

I decision

We use the I decision programme and resources to deliver the above curriculum content.

In Key Stage 1 the topics are; keeping/staying safe, keeping/staying healthy, relationships, being responsible, feelings and emotions, computer safety, our world, fire safety.

In Key Stage 2 the topics are keeping/staying safe, keeping/staying healthy, growing and changing, being responsible, feelings and emotions, computer safety, the working world, a world without judgement and First Aid.

Children in Early Years learn how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness. This is explored through the Early Years Foundation Stage (EYFS) statutory framework in the learning and development areas of Personal, Social and Emotional Development and Understanding the World.

Children in Early Years use the resources in the I decision programme when appropriate.

Lessons will be delivered by the class teacher or a HLTA.

Sex Education in Primary Schools-

Sex education is not compulsory in primary schools but it is recommended that primary schools teach sex education in years 5 and/or 6 in line with content about conception and birth, which

forms part of the national curriculum for science. The national curriculum for science 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.

The role of parents

The school is aware that the role of parents in the development of children's understanding about relationships is vital. We recognise that parents are the first teachers of their children and they have the most significant influence in enabling their child to grow and matures and forms healthy relationships.

We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. It is important we work in partnership with parents/ carers and we will therefore share this policy and procedures with parents and carers.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Parents should firstly discuss this with the head teacher, and make it clear which aspects of the programme they do not wish their child to participate in. Parents should also be aware that schools are legally required to provide a broad and balanced curriculum and that there is no right to withdraw from Relationships Education or Health Education. Sex and relationships topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Safeguarding

Staff will conduct Relationships Education, Relationships and Sex Education (RSE) and Health Education lessons in a sensitive manner and in confidence. However, discussions about sensitive topics in RSHE can lead to increased safeguarding reports. If staff have concerns that a pupil is being neglected or abused, including those who have seen, heard or experienced the effects of domestic abuses or any concerns about a child's welfare this will be taken seriously and child protection procedures will follow in line with school policy. Staff will handle personal information and difficult questions with due care and sensitivity ensuring the child feels supported and listened to. They will maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy). (See also Child Protection Policy.)

It is recognised that staff may require support and training, in these situations staff will speak to the PSHE Lead or Designated Safeguarding Lead (or Deputy)

Governors

The Curriculum Committee of the governing body monitors the Relationships Education, Relationships and Sex Education (RSE) and Health Education policy on an annual basis. This committee reports its findings and recommendations to the full governing body. As well as fulfilling their legal obligations, governors should make sure that:

- All pupils make progress in achieving the expected educational outcomes
- Teaching is accessible to all pupils with SEND

- Clear information is provided for parents on the subject content, teaching materials and on the right to request that their child is withdrawn from sex education lessons.
- The curriculum content and teaching materials are aligned with statutory guidance.