



Penketh Primary School

Relationships Education Policy

2025 2026

Policy Responsibilities and Review

Policy type:	School
Guidance:	This policy has been developed in consultation with staff, pupils and parents
Related policies:	
Review frequency:	Annually
Committee responsible:	Local Governing Committee At every review, the policy will be approved by The Trustees Standards Committee
Chair signature:	Julie Cahill
Changes in latest version:	Detail changes, if any, since last reviewed In light of the revised statutory guidance for Relationship and Sex Education (RSE) and Health Education issued in July 2025, the school will undertake a comprehensive consultation process with all key stakeholders — including pupils, parents/carers, staff, and governors — throughout the 2025–2026 academic year. This consultation will ensure that our curriculum and policies are fully aligned with the statutory requirements. The updated RSE and Health Education provision will be implemented in full from September 2026 to ensure compliance with the new guidance

Contents

1. Definition	5
2. Aims	5
3. Statutory requirements	5
4. Policy development	6
5. Curriculum.....	6
6. Delivery of Relationship Education.....	7
7. Roles and responsibilities	8
7.2 The Headteacher.....	8
7.3 Staff.....	8
7.4 Pupils.....	9
8. Parents' right to withdraw	9
9. Training.....	9
10. Monitoring arrangements.....	9

11.	Appendix 1: Curriculum map.....	10
12.	RELATIONSHIPS EDUCATION (PRIMARY).....	11
13.	HEALTH EDUCATION (PRIMARY).....	14

1. Definition

Relationships and Sex Education (RSE) is about the emotional, social and cultural development of pupils and involves learning about positive relationships, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values.

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

Statutory aspects of sex education are covered in the science curriculum.

2. Aims

Penketh Primary, as part of Warrington Primary Academy Trust teach Relationships Education following guidance from the DfE and the PHSE Association. This ensures that age appropriate learning is mapped into our programmes of study. Key Elements are provided in Appendix 1 and 2 for information.

Biological aspects of sex education are taught within the Science Curriculum and they are again designed to be age appropriate. Our aims for RSE 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 (as per science curriculum)
- 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

The first of our core values is Children First – Everything we do is in the interest of children first and foremost

3. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to 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 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (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. Refer to your funding agreement and articles of association for more information.

At [school name], we teach RSE as set out in this policy.

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

RSE is taught in compliance with the relevant requirements of the Equality Act 2010 and schools advice. RSE is taught in compliance with the SEND Code of Conduct (see section 10: Pupils with SEND)

At Warrington Primary Academy Trust we teach RSE as set out in this policy.

4. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

5. Curriculum

Our curriculum is set out as per Appendix 1. The curriculum may need to be adapted in response to changes in cohorts and to reflect changes in the wider world. Any changes made will be available on the website.

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

Primary sex education will be delivered as a component of the Science Curriculum only and will focus

on:

Science KS1: notice that animals, including humans, have offspring which grow into adults

Science KS2: describe the difference in the life cycles of a mammal, an amphibian, an insect and a bird, describe the life process of reproduction in some plants and animals, and describe the changes as humans develop to old age

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of Relationship Education

Our Curriculum Map shown in Appendix 1 breaks down the course of study into the following sections.

Appendix 2 provides further detail of the content for each section.

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT+ parents, families headed by grandparents, older siblings, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting

- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

➤ Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources –PSHE Association and My Happy Mind
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Roles and responsibilities

7.1 The Governing Body

The Governing Committee will approve the RSE policy, and hold the Headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils. Only applicable to non- statutory or non- Science sex education (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Head of School: Mrs R Kayll

PSHE Subject Lead: Miss Emma Horton

Curriculum Lead: Mrs Gill Clarke
Mental Health and Well being Link Governor : Linda Humphries
Designated Safeguarding Lead: Mrs Rebecca Kayll

7.4 Pupils

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

Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes, 12 as set out in the SEND code of practice, when teaching these subjects to those with SEND.

Schools should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.

8. 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/non-science components of sex education within RSE. WPAT schools currently do not teach any non- statutory or non-science components of sex education.

9. Training

Staff are trained on the delivery of Relationships Education and the Biological Aspects of Science as part of their induction and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the Head of School through:

Monitoring arrangements, such as planning scrutinies, learning walks, and lesson observations

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Trustees Standards Committee annually and Penketh Primary School governing body

At every review, the policy will be approved by The Trustees Standards Committee

11. Appendix 1: Curriculum map

PSHE Association /Citizenship, SEAL, SMSC & British Values Curriculum Long Term Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?

Year 6	How can we keep healthy as we grow?	How can the media influence people?	What will change as we become more independent? How do friendships change as we grow?
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British Values	Rule of Law Democracy		Individual Liberty Mutual respect		Tolerance of those of different faiths and beliefs Revisit, review, and consolidate. Celebration day	
PREVENT	KS1- P4S Respect 4 all KS2-A Rich Tapestry		KS1-The British Red Cross KS2-A United Kingdom: The Power of Unity		KS1- Making moral choices KS2- P4C Everyone has a right	
Example Key Dates-Religious Festivals/Awareness Events	Black History Month (Continuous thread throughout the year) World Mental Health Day	Remembrance Day Anti-Bullying Week (Continuous thread throughout the year) Key Stage charters to be written Road Safety Week	Martin Luther King Day LGBT History Month (Continuous thread throughout the year) Rosa Parks Day Safer Internet Day	World Thinking Day Stand up to Bullying Day Fair Trade Fortnight International Women's Day World Harmony Day World Health Day	Holocaust Remembrance Day & St Georges Day Walk to School Week & Deaf Awareness Day	Healthy Eating Week Nelson Mandela Day

When thinking about PSHE education it can be helpful to think about three 'levels'. There are lessons that

- explicitly teach about an issue: the lessons that offer factual information
- explicitly teach how to manage an issue: the lessons that develop the strategies, language and skills pupils will need to manage the situations or 'moments' in which they encounter an issue
- underpin the topic-specific learning: relevant learning (sometimes from earlier years and key stages) that provides the foundation for new explicit learning

HOW DO THE **PROGRAMME OF STUDY** **LEARNING OPPORTUNITIES** RELATE TO THE **STATUTORY GUIDANCE?**

The learning opportunities in the Programme of Study cover all of the content outlined in the Department for Education's statutory Relationships, Sex and Health Education guidance, and go beyond this to integrate the statutory content within a complete and comprehensive PSHE education programme. The grids below set out where each aspect of the statutory guidance is covered by Programme of Study learning opportunities in key stages 1-4.



12. RELATIONSHIPS EDUCATION (PRIMARY)

By the end of primary school: Pupils should know:		KS1	KS2
Families and people who care for me	<ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. 	R2	R6
	<ul style="list-style-type: none"> 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. 	R1, R4	R8
	<ul style="list-style-type: none"> 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. 	H22, R3	R2, R7
	<ul style="list-style-type: none"> 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. 	R3	R1, R6, R7
	<ul style="list-style-type: none"> that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 	R4	R3, R5
	<ul style="list-style-type: none"> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	R5	R4, R9
Caring friendships	<ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. 	R6	R10
	<ul style="list-style-type: none"> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 	R6	R11
	<ul style="list-style-type: none"> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 	R7	R13, R14
	<ul style="list-style-type: none"> 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. 	R8	R16
	<ul style="list-style-type: none"> 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. 	R9	R18

Respectful relationships	<ul style="list-style-type: none"> 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. 	H22, R23, L4, L6	R32, R33, L6
	<ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships. 	R6, R8	R33, R34
	<ul style="list-style-type: none"> the conventions of courtesy and manners. 	R22	R33
	<ul style="list-style-type: none"> the importance of self-respect and how this links to their own happiness. 	H21, H23, R22	R31
	<ul style="list-style-type: none"> 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. 	R22, H22	R31
	<ul style="list-style-type: none"> 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. 	R10, R11, R12	R19, R20, R28
	<ul style="list-style-type: none"> what a stereotype is, and how stereotypes can be unfair, negative or destructive. 	L4	R21, L7, L8, L9
	<ul style="list-style-type: none"> the importance of permission-seeking and giving in relationships with friends, peers and adults. 	R15, R17	R22, R26
Online relationships	<ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. 	R14	R23
	<ul style="list-style-type: none"> 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. 	R12	R24, R30, R31
	<ul style="list-style-type: none"> the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 	R20	R24, R29
	<ul style="list-style-type: none"> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 	R15	R24
	<ul style="list-style-type: none"> how information and data is shared and used online. 	H34	L13, L14

Being safe	<ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) 	R17	R22
	<ul style="list-style-type: none"> 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. 	R13, R18	R27
	<ul style="list-style-type: none"> that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 	R13	H45, R25
	<ul style="list-style-type: none"> how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 	R14, R15, R19	R24
	<ul style="list-style-type: none"> how to recognise and report feelings of being unsafe or feeling bad about any adult. 	R20	R29
	<ul style="list-style-type: none"> how to ask for advice or help for themselves or others, and to keep trying until they are heard. 	R20	R29
	<ul style="list-style-type: none"> how to report concerns or abuse, and the vocabulary and confidence needed to do so. 	R20	R29, H45
	<ul style="list-style-type: none"> where to get advice e.g. family, school and/or other sources. 	R20	R29

13. HEALTH EDUCATION (PRIMARY)

By the end of primary school: Pupils should know:		KS1	KS2
Mental wellbeing	<ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. 	H1	H15
	<ul style="list-style-type: none"> 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. 	H11, H12, H13, H14	H17
	<ul style="list-style-type: none"> 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. 	H15, H16	H19
	<ul style="list-style-type: none"> how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 	H18, H19	H20, H21
	<ul style="list-style-type: none"> the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 	H17	H16
	<ul style="list-style-type: none"> simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 	H18, H20, H24	H16,
	<ul style="list-style-type: none"> isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 	H24, H27, R7	H24, R13
	<ul style="list-style-type: none"> that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 	R10, R11	R19
	<ul style="list-style-type: none"> 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). 	H19, R12	H21, R20
	<ul style="list-style-type: none"> 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. 	H24	H22

Internet safety and harms	<ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits. 	L7, L8	L11
	<ul style="list-style-type: none"> 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. 	H9	H13
	<ul style="list-style-type: none"> 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. 	R10, R12	R30, L11, L15
	<ul style="list-style-type: none"> why social media, some computer games and online gaming, for example, are age restricted. 	H28	H37, L23
	<ul style="list-style-type: none"> 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. 	H34	H37, R20, L11,
	<ul style="list-style-type: none"> how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 	L9	L12, L13, L14, L16
	<ul style="list-style-type: none"> where and how to report concerns and get support with issues online. 	H34	H42
Physical health and fitness	<ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. 	H1	H7
	<ul style="list-style-type: none"> 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. 	H3	H7
	<ul style="list-style-type: none"> the risks associated with an inactive lifestyle (including obesity). 	H3	H4, H7
	<ul style="list-style-type: none"> how and when to seek support including which adults to speak to in school if they are worried about their health. 	H10	H14
Healthy eating	<ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). 	H2, H3	H1, H6
	<ul style="list-style-type: none"> the principles of planning and preparing a range of healthy meals. 	H2	H6
	<ul style="list-style-type: none"> 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). 	H2	H2,H3, H6

Drugs, alcohol and tobacco	<ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	H37	H46, H47, H48
Health and prevention	<ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 		H5
	<ul style="list-style-type: none"> about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 	H8	H12
	<ul style="list-style-type: none"> the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 	H4	H8
	<ul style="list-style-type: none"> about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 	H7	H11
	<ul style="list-style-type: none"> about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 	H5	H9, H40
	<ul style="list-style-type: none"> the facts and science relating to allergies, immunisation and vaccination. 	H6	H10
Basic first aid	<ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. 	H35, H36	H44
	<ul style="list-style-type: none"> concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	H35, H37	H43
Changing adolescent body	<ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 	H25, H26	H30, H31, H32, H34
	<ul style="list-style-type: none"> about menstrual wellbeing including the key facts about the menstrual cycle. 		H30 H31

